

2015 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Sierra Foothill Charter School
Street	4952 School House Rd.
City, State, Zip	Catheys Valley
Phone Number	209.742.6222
Principal	Alfonso Garagarza
E-mail Address	principal@sierrafoothillcharterschool.org
School Website	
Grades Served	K-8
CDS Code	22 65532 0125823

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Sierra Foothill Charter School District
Street	4952 School House Rd.
City, State, Zip	Catheys Valley
Phone Number	209.742.6222
Superintendent	Alfonso Garagarza
Web Site	www.sierrafoothillcharterschool.org
E-mail Address	principal@sierrafoothillcharterschool.org

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Sierra Foothill Charter School is a public K-8 school located in the Sierra Foothill community of Catheys Valley. We began operating in August 2012 under an independent charter authorized by the Mariposa County Unified School District. Our educational philosophy is embodied in the seven key components that we consider critical for effectively serving our small, rural student population: 1) inquiry based learning with an emphasis on science and sustainability; 2) integrated standards based curriculum within small, multi-age classrooms; 3) placed-based lessons centered around our learning garden and local ecosystems; 4) a rounded instruction that includes music, the arts, health and life skills and emotional and physical development; 5) promotion of global competency through second language education; 6) partnerships with U.C. Merced, parents and community organizations with a focus on college readiness and career opportunities; and 7) service learning projects.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Dear Parents and Guardians,

Sierra Foothill Charter School is committed to bringing your child a great education, with a focus on the sciences and project-based learning, plenty of personal attention, and a rich learning environment that includes music and the arts. Research supports volunteerism as one of the most effective student achievement factors in ensuring academic success and positive self-esteem!

Please consider volunteering for the benefit of SFCS and your child. There are many ways in which to contribute, both in and out of the classroom. Please read the descriptions of the various activities on the following pages and choose those that best match your interests and talents.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The intent of the emergency actions outlined in our Emergency Preparedness Plan and School Safety Plans are based on the assumption that the district's obligation is the protection and welfare of students and employees before, during or immediately after a threatened or actual emergency or disaster.

In the event of a natural, technological or security emergency or disaster, it is the primary objective of each employee to take appropriate action and provide for the physical and emotional well-being of every student.

When appropriate, students will not be released to go home until a parent or guardian calls for them at school or picks them up in person; also district personnel shall be required to remain at their school until relieved by the proper authority.

SFCS Emergency Preparedness Plan most recent update December 18, 2015 includes the following elements: Procedures for: Lockdown, Bomb Threat, Earthquake, Fire, Evacuation, Air pollution episodes, Flood, Fallen Aircraft, Chemical Accident, Communications, Explosion. The plan also covers: Action commands and School Incident Command System, Designated Staff, Emergency Phone numbers, and Employee Responsibilities.

The plan is currently being reviewed to include: Crime Prevention, Emergency Shelters, Toxic Substances, General Disaster Preparedness and Critical Incidents, Reporting Procedures, and addresses Discrimination, Harassment, Intimidation, Bullying, and Hate Crimes. The Safe School Plan can be viewed on the SFCS website: sierrafoothillcharterschool.org

Alfonso Garagarza, Principal

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Date of your most recent facilities inspection: 8/19/2015

This section should be kept to 1-2 paragraphs.

SFCS is housed in the original Catheys Valley Elementary School facility leased from Mariposa County Unified School District. There are no planned improvements for the 2015-16 school year. We are working to implement Prop 39 funding to replace all lighting and HVAC systems for 2016-17 school year.

School Facility Good Repair Status (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 13-14, 14-15 and 15-16, are correct.

Teachers at this School	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	6	5	5
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	2	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 13-14, 14-15 and 15-16, are correct.

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2014-15)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 14-15, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.25	♦
Library Media Teacher (Librarian)	0.25	♦
Library Media Services Staff (paraprofessional)	0.5	♦
Psychologist	0.25	♦
Social Worker	0.0	♦
Nurse	0.25	♦
Speech/Language/Hearing Specialist	0.25	♦
Resource Specialist (non-teaching)	0.25	♦
Other	6.0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: February 2013

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2015-16	Yes	0
Mathematics	2015-16	Yes	0
Science	Common Core Selections	Yes	
History-Social Science	Common Core Selections	Yes	
Foreign Language	Common Core Selections	Yes	
Health	Common Core Selections	Yes	
Visual and Performing Arts	Common Core Selections	Yes	

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available). Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 13-14, as needed.

The most recent data available from CDE is for fiscal year 2013-14. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 13-14, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$8,071.65	\$1,195.85	\$6,875.80	\$41,266.55
District	♦	♦	\$6,875.80	\$41,266.55
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦		
Percent Difference: School Site and State	♦	♦		

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2014-15)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

A Special Services Coordinator provides small group instruction to students who have specific learning needs, gap in instruction or under performing. Additionally, SFCS groups students into grade-level ability rotations in ELA and Math daily, to further provide scaffolded support.

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
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All Certificated staff were provided 7 Professional Development days to be used to support our Charter Petition Instructional Philosophy in the area of Environmental Education, Sustainability, Site-Based Learning, Service Learning and applied Mathematics and Social Science. Teachers completed on-line training, workshops, site visits and in-class coaching as well as teacher-principal meetings.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2014-15)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 14-15, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2014-15)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 14-15, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	N/A
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	N/A