

Sierra Foothill Charter School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Sierra Foothill Charter School
Street	4952 School House Rd.
City, State, Zip	Catheys Valley
Phone Number	209.742.6222
Principal	Mindy Bolar
E-mail Address	principal@sierrafoothillcharterschool.org
Web Site	sierrafoothillcharterschool.org
CDS Code	22 65532 0125823

District Contact Information	
District Name	Sierra Foothill Charter School District
Phone Number	209.742.6222
Superintendent	Mindy Bolar
E-mail Address	principal@sierrafoothillcharterschool.org
Web Site	www.sierrafoothillcharterschool.org

School Description and Mission Statement (School Year 2016-17)

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	14
Grade 1	18
Grade 2	12
Grade 3	16
Grade 4	15
Grade 5	18
Grade 6	10
Grade 7	13
Grade 8	8
Total Enrollment	124

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	3.2
Filipino	0
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0
White	74.2
Two or More Races	3.2
Socioeconomically Disadvantaged	40.3
English Learners	0.8
Students with Disabilities	8.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	5	5	5
Without Full Credential	0	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	66.7	33.3
All Schools in District	80.0	20.0
High-Poverty Schools in District	79.7	20.3
Low-Poverty Schools in District	90.0	10.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: February 2015

Subject	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	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Common Core Selections	Yes	
Visual and Performing Arts	Common Core Selections	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Foothill Charter School is housed in the original Catheys Valley Elementary School facility leased from Mariposa County Unified School District. Work to implement Prop 39 funding to replace all lighting and HVAC systems is underway. Upgrades to the network infrastructure are also expected in 2016-17. There are no other planned facility improvements for the 2016-17 school year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/19/2015				
System Inspected	Repair Status			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			
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		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/19/2015				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	36	59	38	42	44	48
Mathematics	26	32	30	30	34	36

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	16	94.1	37.5
	4	15	14	93.3	50.0
	5	18	14	77.8	71.4
	7	13	12	92.3	83.3
Male	5	13	10	76.9	70.0
White	3	16	15	93.8	33.3
	5	14	10	71.4	70.0

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	16	94.1	43.8
	4	15	14	93.3	14.3
	5	18	14	77.8	28.6
	7	13	12	92.3	25.0
	8	13	12	92.3	25.0
Male	5	13	10	76.9	20.0
White	3	16	15	93.8	40.0
	5	14	10	71.4	30.0

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	53	68	61	68	59	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	24	19	79.2	68.4
Male	18	14	77.8	64.3
White	19	14	73.7	64.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3	16.7	50
7	16.7	16.7	25

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Sierra Foothill Charter School is committed to providing each child with a great education, focused on the sciences and project-based learning, individualized instruction, and a rich learning environment that includes music and the arts. Parents/guardians are highly encouraged to participate actively in the school to further enrich students' learning experiences. There are many ways in which they can contribute, both in and out of the classroom. Sierra Foothill Charter School seeks volunteers for various committees, for fundraising efforts, to assist with school events, to provide guest speaking opportunities, to provide feedback on the school goals and performance, to assist with supervision, to provide tutoring or mentoring to students, and to assist in the classrooms and on field trips. Parents/guardians can learn of volunteer and involvement opportunities through the Parent/Guardian/Student Handbook, the school website, the school Facebook page, the Weekly Bulletins, Back to School Night, event flyers, Parent/Teacher Conferences, information nights, and teacher communications. The clearance process to become a volunteer is outlined in the Parent/Guardian/Student Handbook and on the school website. Office staff efficiently assists prospective volunteers with obtaining clearance so they can begin to support the school as soon as possible. Parents/guardians are encouraged to communicate feedback and ask questions through various means, including annual surveys, committee meetings, Board Meetings, Parent/Teacher conferences, and meetings with the principal and/or teacher. Staff members at Sierra Foothill Charter School recognize and appreciate the contributions and involvement of community members and parents/guardians.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.9	3.3	6.3	9.4	7.5	7.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The intent of the emergency actions outlined in the Sierra Foothill Charter School Emergency Preparedness Plan and Safe School Plan 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. These plans are reviewed and updated by the Governance Committee and staff and approved by the School Board annually. Staff members receive training annually and participate in regular emergency drills to ensure understanding of appropriate actions. 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.

The SFCS Emergency Preparedness Plan most recent update on December 18, 2015 includes the following elements: Procedures for lockdown, bomb threat, earthquake, fire, evacuation, air pollution episodes, flood, fallen aircraft, chemical accident, communications, and explosion; Crime Prevention; Emergency Shelters; Toxic Substances; General Disaster Preparedness and Critical Incidents; Reporting Procedures; Discrimination, Harassment, Intimidation, Bullying, and Hate Crimes. The plan also includes detailed descriptions of action commands, school incident command system, designated staff, emergency phone numbers, and employee responsibilities.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	25.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1			21	1			21	1		
1	12	.5			14	.5			14	.5		
2	12	.5			14	.5			14	.5		
3	10	.5			15	.5			15	.5		
4	10	.5			15	.5			15	.5		
5	14	.5			12	.5			12	.5		
6	13	.5			11	.5			11	.5		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

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	N/A
Library Media Teacher (Librarian)	0.25	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.25	N/A
Social Worker	0.0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist	0.25	N/A
Other	6.0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,461.40	\$1,979.40	\$6,482.00	\$39,619.80
District	N/A	N/A	\$6,482.00	\$39,619.80
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	14.2	-47.8

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

Types of Services Funded (Fiscal Year 2015-16)

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,454	\$42,063
Mid-Range Teacher Salary	\$56,205	\$64,823
Highest Teacher Salary	\$69,787	\$84,821
Average Principal Salary (Elementary)	\$91,669	\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)	\$110,908	\$115,589
Superintendent Salary	\$140,000	\$169,152
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Certificated staff members were provided seven Professional Development Days per year to be used to support the school Charter Petition Instructional Philosophy in the areas of Environmental Education, Sustainability, Project-Based Learning, Service Learning, Applied Mathematics, Integrated Arts, and Social Science. Teachers completed on-line training, attended workshops, participated in site visits and in-class coaching, as well as teacher-principal meetings to support professional development goals.