

# Sierra Foothill Charter School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

Sierra Foothill Charter School is a public TK-8 school located in the Sierra Foothill community of Catheys Valley. Our school 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 technologically adept communication and global competency through digital learning; 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 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	19
Grade 1	18
Grade 2	16
Grade 3	11
Grade 4	17
Grade 5	15
Grade 6	15
Grade 7	10
Grade 8	15
<b>Total Enrollment</b>	<b>136</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0
American Indian or Alaska Native	0
Asian	2.2
Filipino	0
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0
White	78.7
Two or More Races	3.7
Socioeconomically Disadvantaged	39
English Learners	0.7
Students with Disabilities	10.3
Foster Youth	1.5

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	5
Without Full Credential	2	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

The instructional materials used at SFCS are aligned with adopted California content standards and the SFCS Vision, Mission, and Educational Philosophy. Instructional materials are reviewed and selected by the Academic Excellence Committee, made up of teachers, the Principal/Superintendent, and Board representatives. In addition to research-based, copyrighted textbooks and instructional materials, teachers also use Open Educational Resources. Open Educational Resources are openly licensed, free documents and media for teaching, learning, and assessment that include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. Teachers use curricular resources and program materials to design instruction to support mastery of standards. Curriculum and supplemental materials are evaluated every year, and adjustments are made to ensure they are the best match for school and our students, and that there is seamless articulation between grades.

Curriculum materials were selected according to the following criteria:

- Aligned to California standards
- Promotes critical thinking and problem solving skills
- Provides information and materials for instructional planning and support
- Provides strategies and resources for Universal Access
- Provides alternative approaches for enrichment and intervention
- Supports or lends itself to project-based instruction
- Provides opportunities for interdisciplinary and multi-level instruction
- Has been developed and proven effective based on research
- Promotes inquiry and interest driven learning
- Provides strategies for assessing what students know and are able to do
- Aligned with SFCS vision and mission

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	2016-17	Yes	0
Science	Common Core Selections	Yes	0
History-Social Science	Common Core Selections	Yes	0
Foreign Language	N/A	Yes	0
Health	Common Core Selections	Yes	0
Visual and Performing Arts	Common Core Selections	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Foothill Charter School is housed in the original Catheys Valley Elementary School facility owned by Mariposa County Unified School District (MCUSD). A current Facilities Use Agreement is in place. A full time custodian assists in keeping the school safe and clean. The network infrastructure was upgraded in spring 2017, resulting in greatly improved internet capability. Repairs to and replacement of HVAC units has occurred as needed over the past year. Roof repairs, including gutters and downspouts, on two buildings is scheduled for April 2018. The site is being assessed for exterior lighting and cameras for improved safety. The well that provides water for the site has been inoperable since the summer of 2017. Currently, potable water is trucked in for site use until there is a new working well. Staff is working with MCUSD to plan additional structural repairs, including dry rot and water damage.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/8/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC units were repaired or replaced over the past year and are maintained regularly. The heater in the student bathroom needs further repair.
<b>Interior:</b> Interior Surfaces		X		There are a few tears and holes in interior walls, and some ceiling tiles are stained from water damage.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		Extensive woodpecker damage present on exterior.
<b>Electrical:</b> Electrical	X			All electrical is in working order.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Drinking fountains on field and blacktop are not working well.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		There are temporary patches over holes and chipped and peeling paint on exterior walls.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/8/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs			X	The main building is tarped due to extensive leaking. Leaks occur in the student bathroom roof around the skylight. Both are scheduled to be replaced in April 2018. Leaks on other buildings have been patched.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The play structure has dry rot. It has been reinforced. The field has holes that are tripping hazards. The sprinkler system on the field has been partially repaired. Further repairs are needed. The fence is not secure around the school perimeter.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/8/2018				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	59	58	42	44	48	48
<b>Mathematics (grades 3-8 and 11)</b>	32	36	30	33	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	78	95.12	57.69
Male	48	46	95.83	54.35
Female	34	32	94.12	62.5
Asian	--	--	--	--
Hispanic or Latino	15	15	100	66.67
White	61	58	95.08	53.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	28	96.55	53.57
English Learners	--	--	--	--
Students with Disabilities	11	9	81.82	22.22
Foster Youth	--	--	--	--

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

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	78	95.12	35.9
Male	48	46	95.83	39.13
Female	34	32	94.12	31.25
Asian	--	--	--	--
Hispanic or Latino	15	15	100	13.33
White	61	58	95.08	37.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	28	96.55	32.14
English Learners	--	--	--	--
Students with Disabilities	11	9	81.82	11.11
Foster Youth	--	--	--	--

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

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	53	68	68	59	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.1	50	35.7

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 State priority: Parental Involvement (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 2017-18)**

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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	3.3	6.3	0.7	7.6	7.6	6.3	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 recently updated on November 28, 2017 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; and Reporting Procedures. The plan also includes detailed descriptions of action commands, school incident command system, designated staff, emergency phone numbers, evacuation maps, 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 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2008-2009
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	2
<b>Percent of Schools Currently in Program Improvement</b>	N/A	20

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



**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2014-15			2015-16			2016-17					
	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	21		1		13	1			19	1		
2	28		1		25		1		27		1	
4	30		1		28		1		26		1	
6	23		1		23		1		27		1	

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.25	N/A
Psychologist	0.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist	0.25	N/A
Other	8.0	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,619.41	\$1,177.96	\$8,441.45	\$40,604.73
District	N/A	N/A	\$8,441.45	\$61,467
Percent Difference: School Site and District	N/A	N/A	0.0	-40.9
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	24.9	-52.7

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

**Types of Services Funded (Fiscal Year 2016-17)**

A paraprofessional is provided in each classroom to support core instruction and intervention services. Additionally, a Special Services Coordinator provides small group instruction to students who exhibit gaps in instruction, a Garden Science paraprofessional instructs students weekly in the school garden, a Technology paraprofessional provides weekly lessons in digital literacy, a Library Helper serves classrooms that visit the library, and two paraprofessionals assist with weekly Physical Education lessons.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,454	\$44,144
Mid-Range Teacher Salary	\$56,205	\$69,119
Highest Teacher Salary	\$72,879	\$86,005
Average Principal Salary (Elementary)	\$91,117	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$110,908	\$121,395
Superintendent Salary	\$140,000	\$178,104
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	6%	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.