

# Sierra Foothill Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Sierra Foothill Charter School
Street	4952 School House Road
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

<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 2018-19)

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 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	21
Grade 1	14
Grade 2	15
Grade 3	15
Grade 4	11
Grade 5	18
Grade 6	15
Grade 7	12
Grade 8	9
<b>Total Enrollment</b>	<b>130</b>

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	2.3
Filipino	0.0
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.0
White	74.6
Socioeconomically Disadvantaged	45.4
English Learners	1.5
Students with Disabilities	10.8
Foster Youth	0.8

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	5	6	6
Without Full Credential	2	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: January 2019

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, teachers, and the Principal/Superintendent, and they are recommended to the Board for approval by the Governance Committee. In addition to research-based, copyrighted textbooks and instructional materials, teachers also use Open Educational Resources (OER). OER 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	Teachers College Units of Study/2017-18	Yes	0
Mathematics	Eureka Math and CPM/2017-18	Yes	0
Science	Common Core Selections and OER	Yes	0
History-Social Science	Common Core Selections and OER	Yes	0
Foreign Language	N/A	Yes	0
Health	Health Connected/2017-18	Yes	0
Visual and Performing Arts	Common Core Selections and OER	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 was completed in July 2018. The well that provides water for the site has been inoperable since the summer of 2016. 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 and improvements, including dry rot and water damage repairs, further roof repairs and replacement, play field replanting and irrigation repair, and play structure replacement with a shade structure.

#### 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: 11/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC units were repaired or replaced over the past year and are maintained regularly. The heater in the student bathroom and custodial rooms need further repair.
Interior: Interior Surfaces	Fair	There are many tears and holes in interior walls, and several ceiling tiles are stained from water damage.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Extensive woodpecker and water damage is present throughout the exterior.
Electrical: Electrical	Good	All electrical is in working order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Drinking fountains on field and blacktop are not working well. There is no drinking fountain in the multi-purpose room.
Safety: Fire Safety, Hazardous Materials	Fair	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: 11/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Poor	A portable is tarped due to extensive leaking. Leaks on other buildings have been patched.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	The play structure has dry rot. It has been temporarily reinforced. The field is uneven and has many large holes that are tripping hazards. The sprinkler system on the field needs repair, and the field needs replanting. Fencing around the school perimeter is incomplete.

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

Year and month of the most recent FIT report: 11/15/2018	
Overall Rating	Fair

**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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	58.0	55.0	44.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	41.0	33.0	36.0	37.0	38.0

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	76	95.00	55.26
Male	47	44	93.62	52.27
Female	33	32	96.97	59.38
Asian	--	--	--	--
Hispanic or Latino	15	15	100.00	33.33
White	57	54	94.74	59.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.75	46.67
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	76	93.83	40.79
Male	48	44	91.67	47.73
Female	33	32	96.97	31.25
Asian	--	--	--	--
Hispanic or Latino	15	15	100	0
White	58	54	93.1	48.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.75	33.33
English Learners	--	--	--	--
Students with Disabilities	11	8	72.73	37.5

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	28.6	35.7
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 school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.3	0.7	2.9	7.6	6.3	4.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 27, 2018, 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.

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

Grade Level	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	13	1		19	1		17	1						
2	25		1	27		1	27		1					
4	28		1	26		1	25		1					
6	23		1	27		1	28		1					

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

\*\* "Other" category is for multi-grade level classes.



**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.25	N/A
Psychologist	0.05	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist (non-teaching)	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,189.66	\$1,114.92	\$8,074.74	42,330.79
District	N/A	N/A	\$8,441.45	\$62,515
Percent Difference: School Site and District	N/A	N/A	-4.4	-38.5
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	12.5	-51.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

A paraprofessional is provided in each classroom to support core instruction and intervention services. Additionally, paraprofessionals provide 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 2016-17)**

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,820	\$45,681
Mid-Range Teacher Salary	\$59,698	\$70,601
Highest Teacher Salary	\$73,972	\$89,337
Average Principal Salary (Elementary)	\$94,658	\$110,053
Average Principal Salary (Middle)	\$0	\$115,224
Average Principal Salary (High)	\$129,249	\$124,876
Superintendent Salary	\$147,200	\$182,466
Percent of Budget for Teacher Salaries	30.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 and weekly collaboration time to be used to support the school Charter Petition Instructional Philosophy in the areas of mathematics, writing, project-based learning, service learning, technology and digital citizenship, reading interventions, and assessments. 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. Classified staff members received job-related training through on-line training, staff collaboration, and off-site conferences.