

# Sierra Foothill Charter School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<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>Email Address</b>	principal@sierrafoothillcharterschool.org
<b>Website</b>	sierrafoothillcharterschool.org
<b>County-District-School (CDS) Code</b>	22 65532 0125823

Entity	Contact Information
<b>District Name</b>	Sierra Foothill Charter School District
<b>Phone Number</b>	209.742.6222
<b>Superintendent</b>	Mindy Bolar
<b>Email Address</b>	principal@sierrafoothillcharterschool.org
<b>Website</b>	www.sierrafoothillcharterschool.org

### School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Kindergarten	19
Grade 1	18
Grade 2	14
Grade 3	15
Grade 4	14
Grade 5	12
Grade 6	17
Grade 7	17
Grade 8	11
<b>Total Enrollment</b>	<b>137</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	2.2
Hispanic or Latino	18.2
White	72.3
Two or More Races	5.1
Socioeconomically Disadvantaged	45.3
English Learners	1.5
Students with Disabilities	8.8
Foster Youth	0.7
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	6	6	6
Without Full Credential	2	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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
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 three years. 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

**Year and month of the most recent FIT report:** 01/07/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> 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.
<b>Interior:</b> Interior Surfaces	Fair	There are many tears and holes in interior walls, and several ceiling tiles are stained from water damage.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Extensive woodpecker and water damage is present throughout the exterior.
<b>Electrical:</b> Electrical	Good	All electrical is in working order.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Drinking fountains on field and blacktop are not working well. There is no drinking fountain in the multi-purpose room. Five new water filling stations throughout campus are to be installed in the near future.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	There are temporary patches over holes and chipped and peeling paint on exterior walls.
<b>Structural:</b> Structural Damage, Roofs	Poor	A portable is tarped due to extensive leaking. Leaks on other buildings have been patched. Water damage throughout the campus has compromised the structural integrity of the facility.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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. The parking lot is partially paved, with large pot holes on the unpaved portion.
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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	63	48	48	50	50
Mathematics (grades 3-8 and 11)	41	40	36	39	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	82	92.13	7.87	63.41
Male	52	49	94.23	5.77	61.22
Female	37	33	89.19	10.81	66.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander					
White	62	56	90.32	9.68	66.07
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	41	37	90.24	9.76	59.46
English Learners	--	--	--	--	--
Students with Disabilities	11	8	72.73	27.27	37.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	82	92.13	7.87	40.24
Male	52	49	94.23	5.77	46.94
Female	37	33	89.19	10.81	30.30

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	15	15	100.00	0.00	20.00
Native Hawaiian or Pacific Islander					
White	62	56	90.32	9.68	44.64
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	41	37	90.24	9.76	29.73
English Learners	--	--	--	--	--
Students with Disabilities	11	8	72.73	27.27	25.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



### 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.3	33.3	33.3
7	46.7	46.7	

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	2.9	0.0	6.3	4.4	4.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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 school'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 January 13, 2020, 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	1			17	1			18	1		
2	27		1		27		1		28		1	
4	26		1		25		1		29		1	
6	27		1		28		1		26		1	
Other**												

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,201.94	\$1,077.75	\$8,124.19	\$45,816.10
District	N/A	N/A	\$8,124.19	\$45,816.10

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$7,506.64	\$72,949.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	7.9	-45.7

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 2018-19)

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; two Garden Science paraprofessionals instructs students weekly in the school garden; a Technology paraprofessional provides weekly enrichment lessons in digital literacy; an paraprofessional provides weekly Spanish lessons; a Library Helper serves classrooms that visit the library; and two paraprofessionals assist with weekly Physical Education lessons.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,105	\$46,208
<b>Mid-Range Teacher Salary</b>	\$61,489	\$72,218
<b>Highest Teacher Salary</b>	\$76,191	\$92,742
<b>Average Principal Salary (Elementary)</b>	\$92,564	\$134,864
<b>Average Principal Salary (Middle)</b>	\$0	\$118,220
<b>Average Principal Salary (High)</b>	\$123,337	\$127,356
<b>Superintendent Salary</b>	\$154,560	\$186,823
<b>Percent of Budget for Teacher Salaries</b>	30%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6

Certificated staff members are provided six Professional Development Days per year and weekly collaboration time to be used to support the school Charter Petition Instructional Philosophy in the areas of science, technology integration, project-based learning, service learning, digital citizenship, 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.