

Sierra Foothill Charter School

SAFE SCHOOL PLAN

2021-2022

CDS Code:
22655320125823

This is a plan of actions to be taken to ensure that the school provides a clean and safe environment for students and staff to pursue their educational and professional goals. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Mindy Bolar

Position: **Superintendent**

Telephone Number: (209) 742-6222

Address: 4952 School House Road, Catheys Valley, CA 95306

E-mail address: *superintendent@sierrafoothillcharterschool.org*

The District Governing Board approved this revision of the Safe School Plan on December 6, 2021

ANALYSIS OF CURRENT SCHOOL ENVIRONMENT

The following statements characterize school conditions that have an impact on the safety and security of the school.

Safe School Vision

The Vision is to create a safe, peaceful, curriculum-rich learning environment that provides stability, flexibility, consistency and direction for all students to enable them to realize their full learning potential. The Safe School Goal is to maintain an orderly and purposeful place in which students and staff are free to learn and teach without the threat of physical and psychological harm.

Safe School Mission Statement

The administration and staff of Sierra Foothill Charter School (SFCS) will create and maintain a safe school environment for students and staff. Students will be accountable for their behavior and recognized for their achievements. Staff will take an active part in maintaining a safe school environment by participating in school activities to give students a sense of belonging in the school community. The Principal and Superintendent will monitor the school site and infrastructure to ensure that school grounds are free from hazards.

School Profile

SFCS is located in Mariposa County, on the western border of the county. SFCS serves all families in the county or adjacent counties who wish their children to attend. SFCS currently serves 136 students. The school is located on 4952 School House Road in Catheys Valley. The school is situated on a 2.4 acre site and is surrounded by beautiful oak laden hills in the Sierra Nevada mountain range. The facilities are adequate for the number of students in attendance. The site has 5 classrooms, an office/library, a multipurpose room, a storage building, two sets of bathrooms, and a parking lot.

Characteristics of Students, Staff, School

- A. Diversity of Students: Our student population is 81% White (22% of whom are Hispanic/Latino), 1% Black/African American, 1% Native American, 1% Chinese, 1% Loatian, 6% of two or more ethnicities, and 7% declined to state. SFCS has 41% of students considered socioeconomically disadvantaged, 5% are English Learners, and 6% are in Special Education.
- B. School location and relationships with business and community: SFCS is located in the community of Catheys Valley, CA. SFCS staff and Board actively work with and receive support from local agencies, such as Mariposa Safe Families, Mariposa County Health and Human Services, UC Merced, Alliance, Cal Fire, Mariposa County Sheriff's Department, and the Mariposa County Library.
- C. Staff Composition: Staff is predominantly White with 16 females and 3 males.

Component 1: Physical Safety of Students and Staff

- A. Site security, fencing, and signage: The school has a sign to regulate the speed of cars entering the campus area, and signage directs COVID-19 safety requirements. Fencing has been put up to separate students from the parking area. Blinds/blackout curtains are installed in all classrooms for lock-down purposes. A COVID-19 Plan was adopted and outlines the safety measures in place due to the pandemic.
- B. Proper lighting and access to prevent loitering: School site is protected by a locked gate at the driveway at night and on weekends. Exterior lighting has been updated. Fencing does not extend around the perimeter of the school.
- C. Harmful/dangerous conditions: The school contracts with a pest management company for regular inspection and treatment. All building dry rot has been repaired and repainted. All roofs, downspouts, and gutters have been replaced. Poor drainage on the blacktop can cause icy slipping hazards, and flooding on the driveway can restrict travel to and from school. The irrigation system on the field has recently been repaired. Holes in the dirt field are a tripping hazard, and new sod is needed. The extensive dry rot in the play structure and the metal slides have made it too hazardous for use. A section of the parking lot is not paved and prone to deep mud holes. The intercom system is difficult to hear in some rooms and outdoors. Lack of shade on the playground during hot days is concerning.
- D. Vandalism policy and prevention: Incidents of vandalism are documented with digital photos, and repair requests are referred to the site custodian or district maintenance department within 24 hours. Police reports are also filed. Students who vandalize school property are suspended for up to 5 days and fined for the cost of repairs. There are three cameras on the bus, and exterior cameras installed throughout the school site.

Component 2: School Climate

- A. Sense of safety: Student and parent/guardian feelings about the safety of the school environment are notably positive according to spring 2021 surveys and informal measures. School counselors have been contracted to serve students beginning in November 2021-June 2022.
- B. School discipline and attendance policies: SFCS distributes a Parent/Guardian/Student Handbook that includes expectations regarding attendance and disciplinary matters. Incidents requiring disciplinary intervention have been reduced annually. There were no suspensions or expulsions during the 2020-2021 school year. The Attendance Policy was revised in January 2018, and attendance has steadily improved. The chronic absenteeism rate is below the state average despite the pandemic.
- C. Classroom environment: The desire is for every SFCS student to feel safe and welcomed. Teachers involve students in establishing classroom goals and rules, fostering a sense of ownership in their education as well as their discipline. Staff members have received training in Social Emotional Learning. Students continue to make academic progress given the conducive learning environment.
- D. Parents and Community Involvement: SFCS was created and is continually supported by both parent/guardian and community volunteers. Ongoing efforts are made to increase involvement. Parent/guardian and community volunteerism is encouraged, and a volunteer clearance process is in place.

Component 3: Youth Development

- A. Student behavioral expectations: Student behavior expectations are reviewed on an ongoing basis. Students provide input for both classroom rules and school wide policies along with their teachers and principal. Staff members seek to develop positive relationships with students, encourage appropriate behavior by example and through the character education program, and recognize students for meeting

expectations and demonstrating leadership.

- B. Student academic expectations: All students will learn at high levels. According to the State testing results and local measures, students continue to achieve at higher levels each year in ELA and mathematics.
- C. Recognition of student and staff achievement: Students and staff will be recognized and honored for their achievements and efforts. Assemblies, bulletins, announcements, Facebook posts, and discussions with the principal are a few of the ways this recognition is communicated to the school community. SFCS has been named an Honor Roll School three times.
- D. Programs to address specific issues – drug use prevention, bullying, etc.: Various community-based groups currently serve as resources as needed (Mountain Crisis, Ethos, Mariposa Safe Families, County Mental Health, MCUSD, etc.). Character education program is in place, and the school is focused on the integration of Social Emotional Learning.
- E. Coordination of community health and mental health programs: The principal or superintendent coordinates services with these agencies, as needed. School counselors have been contracted to serve students beginning in November 2021-June 2022.

Sources of Data on School and Community Environment

Current SFCS data (surveys, maintenance reports, informal feedback, anecdotal records, classroom observations, discipline logs, academic testing results, attendance rates) were used to develop the Safe School Plan objectives.

Analysis of Data

Identification of unsafe conditions in one or more of the component areas:

1. Lack of secure fencing and appropriate gates around perimeter of school
2. Uneven playing field and parking lot
3. Lack of play structure and adequate shaded play spaces
4. Inferior intercom system

SAFE SCHOOL PLAN GOALS 2020-2021

SCHOOL NAME: Sierra Foothill Charter School

PRINCIPAL: Stephanie Evans

COMPONENT 1: Physical Safety of Students and Staff				
GOAL - ENSURE THAT SCHOOL CLASSROOMS, BUILDING AND GROUNDS ARE FREE FROM HAZARDS.				
Objective 1	Activities to Support Objective	Resources Needed	Implementers	Timeline
<i>Conduct regular inspections of school site and facilities and regularly report maintenance actions and needs to MCUSD, authorizing agency.</i>	Establish regular check-ins with custodians to review facility conditions.	NONE	Principal Custodians	Monthly
Objective 2	Activities to Support Objective	Resources Needed	Implementers	Timeline
<i>Develop and maintain a plan to repair or replace hazardous items.</i>	Work with MCUSD per the Facilities Use Agreement to address hazards. New play structure with shade structure and sod to be installed this school year. Obtain inspection of the intercom system for planned repairs. Fill parking lot holes.	Repair costs, sod, equipment rental	Principal, Superintendent, Custodian, and MCUSD staff	Monthly

COMPONENT 2: School Climate Strategies (to promote a climate of respect, emotional safety, and a caring community)

GOAL - SUPPORT POSITIVE BEHAVIOR CHOICES.

Objective 1	Activities to Support Objective	Resources Needed	Implementers	Timeline
<i>Students and parents/guardians will understand what is expected of students attending SFCS.</i>	Provide clear expectations and opportunities for feedback on policies and procedures, including those related to COVID-19.	NONE	Principal, Teachers, Instructional Aides, Parents/Guardians, Students	Beginning of year and revisited throughout the year
Objective 2	Activities to Support Objective	Resources Needed	Implementers	Timeline
<i>Students will understand what is expected of them in each learning setting and be recognized for positive behavior and effort.</i>	Students and teachers will establish classroom rules and procedures. Incentive systems to be in place in classrooms and schoolwide.	Incentives and character education materials	Students, Teachers, Principal	Ongoing

COMPONENT 3: Youth Development Strategies

GOAL - ENSURE THAT EVERY STUDENT WILL LEARN AT HIGH LEVELS.

Objective 1	Activities to Support Objective	Resources Needed	Implementers	Timeline
<i>Teachers will be able to teach to every student's strength and support areas needing growth.</i>	Teachers will individualize learning. Intervention programs will supplement regular instruction for students with identified needs, and will be expanded due to COVID-19 learning loss. Counseling services offered for individuals and small groups.	Intervention materials, training, meeting time, assessment materials, Intervention Aide	Teachers, Students, Support Staff, Counselor	Ongoing
Objective 2	Activities to Support Objective	Resources Needed	Implementers	Timeline
<i>Teachers and support staff will understand what their strengths and weaknesses are as educators and participate in professional growth opportunities.</i>	Analysis of student performance data, formal and informal observations, teacher/staff evaluation process, training, and resource articles will inform and support professional development goals.	Training, professional growth opportunities, resources	Teachers, Principal, Superintendent	Ongoing

RECOMMENDATIONS AND ASSURANCES

The Governance Committee recommends this Safe School Plan and its related activities to the district Governing Board for approval, and assures the Board of the following:

1. The Governance Committee is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The Governance Committee reviewed the content requirements included in this Safe School Plan for Sierra Foothill Charter School, and believes all such content requirements have been met.
3. This plan is based upon a thorough analysis of the school's instructional, social and physical environments. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school safety goals to improve the safety and security of the students, staff and facilities of the school.

Attested:

Stephanie Evans

Stephanie Evans, Principal

12-6-21

Date