

Sierra Foothill Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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	Gary Saunders II
Email Address	gsaunders@sierrafoothillcharterschool.org
School Website	sierrafoothillcharterschool.org
County-District-School (CDS) Code	22 65532 0125823

2023-24 District Contact Information

District Name	Sierra Foothill Charter
Phone Number	209.742.6222
Superintendent	Gary Saunders
Email Address	gsaunders@sierrafoothillcharterschool.org
District Website	www.sierrafoothillcharterschool.org

2023-24 School Description and Mission Statement

Sierra Foothill Charter School (SFCS) is a public TK-8 school located in the Sierra Foothill community of Catheys Valley. The school began operation in August 2012 under an independent charter authorized by the Mariposa County Unified School District. The SFCS educational philosophy is embodied in the seven key components considered 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) place-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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	15
Grade 2	17
Grade 3	15
Grade 4	15
Grade 5	14
Grade 6	12
Grade 7	11
Grade 8	11
Total Enrollment	132

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.2%
Male	59.1%
Asian	1.5%
Hispanic or Latino	22%
Two or More Races	6.8%
White	68.9%
English Learners	4.5%
Homeless	0.8%
Socioeconomically Disadvantaged	42.4%
Students with Disabilities	6.1%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.70	90.00	72.90	77.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	1.96	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	3.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	9.84	8.30	8.95	12115.80	4.41
Unknown	0.00	0.00	6.80	7.32	18854.30	6.86
Total Teaching Positions	6.40	100.00	93.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.80	75.00	71.20	71.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.40	5.44	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	12.03	10.10	10.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	7.03	12.00	12.03	11953.10	4.28
Unknown	0.30	5.62	1.30	1.39	15831.90	5.67
Total Teaching Positions	6.40	100.00	100.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	0.40
Total Out-of-Field Teachers	0.60	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The instructional materials used at SFCS are aligned with adopted California content standards and the SFCS Vision, Mission, and Educational Philosophy and meets Williams requirements. Instructional materials are reviewed and selected by the Academic Excellence Committee, teachers, the Principal and Superintendent, and the materials 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

Year and month in which the data were collected

January 2024

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	Twig Science/2019-20	Yes	0
History-Social Science	Common Core Selections and OER	Yes	0
Foreign Language	teacher created		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

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. Two part-time custodians assist in keeping the school safe and clean. The network infrastructure was upgraded in spring 2017, resulting in greatly improved internet capability. Repair and replacement of HVAC units was completed in 2020. Roof repairs, including gutters and downspouts, on two buildings was completed in July 2018, with all others were replaced in 2020. In 2022, a new play structure was installed and the field leveled and re-seeded. 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 repairs and improvements, including fencing and a shade structure.

Year and month of the most recent FIT report

1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC units were repaired or replaced in 2020 and are maintained regularly. New monitor allow us to digitally schedule and manage heating and cooling temperatures and times. The septic system was pumped in 2020.
Interior: Interior Surfaces		X		There are tears and holes in interior walls, and several ceiling tiles are stained from water damage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Exterior wood rot and woodpecker damaged wood was replaced and painted in the summer of 2021. Cleaning schedule is clearly outlined and followed.
Electrical	X			All electrical is in working order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Five new bottle filling stations were installed around campus in the summer of 2020.
Safety: Fire Safety, Hazardous Materials	X			Most exterior walls and doors were patched and repainted in the summer of 2020.
Structural: Structural Damage, Roofs	X			All roofs were replaced by 2020. New gutters and downspouts were installed at the same time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			In 2022, a new play structure was installed and the field was leveled and seeded. Fencing around the school perimeter is complete.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	55	39	36	47	46
Mathematics (grades 3-8 and 11)	37	45	28	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	80	77	96.25	3.75	54.55
Female	31	29	93.55	6.45	65.52
Male	48	47	97.92	2.08	46.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	54	96.43	3.57	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	40.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	80	77	96.25	3.75	45.45
Female	31	29	93.55	6.45	41.38
Male	48	47	97.92	2.08	46.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	23.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	54	96.43	3.57	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	28.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.00	52.00	26.20	25.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	25	100.00	0.00	52.00
Female	11	11	100.00	0.00	45.45
Male	14	14	100.00	0.00	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	53.33
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Sierra Foothill Charter School is committed to providing each child with an excellent education, focused on the sciences and project-based learning, individualized instruction, and a rich learning environment that includes music and the arts. Monthly coffee with the superintendent/principal offers parents opportunities to receive updates on academics, policies, and provide input on school needs. 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 and Instagram pages, the Weekly Bulletins, Back to School Night, event flyers, Parent/Teacher conferences, information nights, Board Meetings, 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	140	139	56	40.3
Female	55	54	25	46.3
Male	84	84	31	36.9
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	30	30	11	36.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	5	55.6
White	97	97	40	41.2
English Learners	7	7	1	14.3
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	64	63	31	49.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	13	13	7	53.8

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.37	0.00	1.77	5.35	7.05	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.05	0.31	0.35	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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 and approved by the Board on September 26, 2022, 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. Due to the COVID-19, a SFCS COVID-19 Safety Plan was also reviewed and adopted by the Board on September 26, 2022. An updated safety plan will be approved by the end of FY 23.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
Other	21	2	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
Other	19	2	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	5	1	0	0
Other	22	1	3	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,537.12	\$3,124.98	\$8,412.14	\$57,532.17
District	N/A	N/A	\$8,412.14	\$57,532.17
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$16,730	\$73,129
Percent Difference - School Site and State	N/A	N/A	-66.2	-23.9

Fiscal Year 2022-23 Types of Services Funded

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 learning, garden science instruction, STEM enrichment lessons, Spanish lessons, Physical Education instruction, playground supervision, and After School Program support.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,760	\$47,616
Mid-Range Teacher Salary	\$66,880	\$75,580
Highest Teacher Salary	\$85,574	\$100,485
Average Principal Salary (Elementary)	\$102,988	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$136,607	\$125,386
Superintendent Salary	\$164,000	\$157,977
Percent of Budget for Teacher Salaries	30.76%	27.82%
Percent of Budget for Administrative Salaries	5.78%	5.78%

Professional Development

Certificated staff members are typically provided six Professional Development Days per year and weekly collaboration time to be used to support the school's Charter Petition Instructional Philosophy in the academic subject areas, technology integration, project-based learning, social-emotional learning, interventions, and assessments, Universal Design Learning. Teachers completed on-line training, attended workshops, participated in 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, support for supervision, and off-site conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	17