

**Proposal for  
the Renewal of  
Sierra Foothill Charter School**  
A TK-8 college-preparatory public charter school



**Sierra Foothill**

**Charter School**

**4952 School House Road  
Catheys Valley, CA 95306**

**Respectfully submitted to the  
Mariposa County Unified School District  
October 3, 2016**



## Table of Contents

ASSURANCES.....	5
INTRODUCTION: SFCS’s PLACE ON THE MAP.....	8
COMMUNITY .....	8
IMPORTANT ROLE TO THE REGION OF A COMMUNITY SCHOOL .....	9
THE FOUNDATIONS OF SFCS.....	10
PETITION SUBMISSION .....	11
ELEMENT A: EDUCATIONAL PROGRAM .....	12
MISSION .....	12
VISION.....	12
STUDENTS TO BE SERVED .....	12
Facility .....	12
Enrollment Plan .....	12
Demographics .....	13
GOALS FOR AN EDUCATED STUDENT IN THE 21 <sup>ST</sup> CENTURY .....	14
EDUCATIONAL PHILOSOPHY .....	14
How Learning Best Occurs.....	14
Seven Key Research-based Components of the SFCS Educational Program .....	16
INSTRUCTIONAL DESIGN AND CURRICULUM.....	24
Overview.....	24
Instructional Minutes .....	27
Sample Schedules and School Calendar.....	28
Curriculum Overview and Materials .....	30
A Day in the Life of a SFCS Student.....	35
Home School Program/Long-Term Independent Study .....	37
A Week in the Life of a SFCS Home School Student .....	37
PROFESSIONAL DEVELOPMENT.....	39
INSTRUCTIONAL STRATEGIES FOR SPECIAL POPULATIONS .....	40
English Language Learners.....	40
High Achieving Students .....	42
Low Achieving Students.....	43
Socio-economically Disadvantaged Students.....	44
Special Education.....	46
ELEMENTS B AND C: MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT .....	55
ACADEMIC AND INSTITUTIONAL GOALS.....	55
Multiple Measures .....	55
ELEMENT D: GOVERNANCE STRUCTURE.....	64
NONPROFIT PUBLIC BENEFIT CORPORATION .....	64
BOARD OF DIRECTORS .....	65
Community and Parent Board Members.....	65
Board Member Terms.....	65

Board Duties .....	65
THE PRINCIPAL/SUPERINTENDENT .....	67
COMMITTEES.....	68
Finance Committee .....	69
Academic Excellence Committee.....	69
Principal Support Committee.....	69
Facilities Committee .....	69
Technology Committee.....	69
Governance Committee .....	69
School Health Council .....	70
Suspension and Expulsion Committee.....	70
School Attendance Review Board .....	70
ELEMENT E: EMPLOYEE QUALIFICATIONS.....	71
TEACHER QUALIFICATIONS.....	72
OFFICE MANAGER AND CLERICAL STAFF QUALIFICATIONS .....	72
INSTRUCTIONAL AIDES.....	73
ELEMENT F: HEALTH AND SAFETY PROCEDURES.....	74
Procedures for Background Checks.....	74
Role of Staff as Mandated Child Abuse Reporters .....	74
TB Testing .....	74
Immunizations.....	74
CPR/First Aid Training.....	75
Medication in School .....	75
Vision/Hearing/Scoliosis .....	75
Oral Health Examinations.....	75
Emergency Preparedness .....	75
Blood Borne Pathogens.....	75
Diabetes.....	75
Drug Free/Alcohol Free/Smoke Free Environment.....	76
Integrated Complaint and Investigation Procedures .....	76
Comprehensive Sexual Harassment Policies and Procedures .....	76
Facility Safety and School Safety Plan.....	76
ELEMENT G: RACIAL AND ETHNIC BALANCE.....	77
ELEMENT H: ADMISSION REQUIREMENTS.....	78
APPLICATION PROCESS .....	78
ELEMENT I: AUDIT OF FINANCIAL AND PROGRAMMATIC OPERATIONS .....	80
ANNUAL PERFORMANCE REPORT.....	81
ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES .....	82
ADMINISTRATIVE PROCEDURES FOR PUPIL SUSPENSION AND EXPULSION .....	83
ELEMENT K: RETIREMENT BENEFITS .....	90
ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES .....	91
ELEMENT M: EMPLOYEE RIGHTS .....	92
ELEMENT N: DISPUTE RESOLUTION PROCEDURE.....	93
INTERNAL DISPUTE RESOLUTION .....	93
DISPUTES BETWEEN SFCS AND THE DISTRICT .....	93
GROUND FOR AND PROCESS FOR THE REVOCATION OF THE CHARTER .....	94

ELEMENT O: SCHOOL CLOSURE.....	95
TERM AND RENEWAL OF CHARTER .....	95
CLOSURE OF THE CHARTER SCHOOL.....	95
MISCELLANEOUS .....	98
IMPLEMENTATION, RENEWAL, OR AMENDMENT OF CHARTER .....	98
Potential Civil Liability Effects .....	98
Administrative Services .....	98
No Child Left Behind.....	98
Severability .....	98
REQUIRED SUPPLEMENTAL INFORMATION .....	99
FINANCIAL PLAN.....	99
DISTRICT IMPACT STATEMENT.....	99
Numbers of Students Enrolled .....	99
District Support Services .....	99
Special Education Services .....	99
District Oversight.....	100
Facilities and Proposition 39.....	100
Insurance .....	100
Hold Harmless/Indemnification.....	100
Civil Liability.....	100
Food Service Program and Transportation .....	101
APPENDICES .....	102
Appendix A: Letters of Support	
Appendix B: Land and Legacy Project	
Appendix C: School Calendar 2016-2017	
Appendix D: Home School Program Handbook	
Appendix E: Local Control Accountability Plan	
Appendix F: Articles of Incorporation, Bylaws, Conflict of Interest Code	
Appendix G: Board and Staff Org Chart	
Appendix H: SFCS Five-Year Charter School Financial Plan	

## ASSURANCES

As the authorized lead petitioner, I, Crystal Eastwood, hereby certify that the information submitted in this petition for a California public charter school to be named Sierra Foothill Charter School (“SFCS” or the “Charter School”), and to be located within the boundaries of the Mariposa County Unified School District (“MCUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, Sierra Foothill Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- Sierra Foothill Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to *Education Code Section 60605*, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. *Education Code Section 47605(c)(1)*]
- Sierra Foothill Charter School shall be deemed the exclusive public school employer of the employees of Sierra Foothill Charter School for purposes of the Educational Employment Relations Act. [Ref. *Education Code Section 47605(b)(5)(O)*]
- Sierra Foothill Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. *Education Code Section 47605(d)(1)*]
- Sierra Foothill Charter School shall not charge tuition. [Ref. *Education Code Section 47605(d)(1)*]
- Sierra Foothill Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless Sierra Foothill Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by *Education Code Section 47605(d)(2)*, admission to Sierra Foothill Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by *Education Code Section 47605(d)(2)(B)*. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Sierra Foothill Charter School in accordance with *Education Code Section 47605(d)(2)(C)*. [Ref. *Education Code Section 47605(d)(2)(A)-(B)*]
- Sierra Foothill Charter School shall not discriminate on the basis of the characteristics listed in *Education Code Section 220* (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in *Section 422.55* of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. *Education Code Section 47605(d)(1)*]
- Sierra Foothill Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973,

Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Sierra Foothill Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]*
- Sierra Foothill Charter School shall ensure that teachers in Sierra Foothill Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Education Code Section 47605(l)]*
- Sierra Foothill Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- Sierra Foothill Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by *Education Code Section 47612.5(a)(1)(A)-(D)*.
- If a pupil is expelled or leaves Sierra Foothill Charter School without graduating or completing the school year for any reason, Sierra Foothill Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. *[Ref. California Education Code Section 47605(d)(3)]*
- Sierra Foothill Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. *[Ref. California Education Code Section 47612.5(a)]*
- Sierra Foothill Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. *[Ref. California Education Code Section 47605(c)]*
- Sierra Foothill Charter School shall comply with any jurisdictional limitations to locations of its facilities. *[Ref. California Education Code Section 47605-47605.1]*
- Sierra Foothill Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. *[Ref. California Education Code Section 47612(b), 47610]*
- Sierra Foothill Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- Sierra Foothill Charter School shall comply with the Public Records Act.
- Sierra Foothill Charter School shall comply with the Family Educational Rights and Privacy Act.
- Sierra Foothill Charter School shall comply with the Ralph M. Brown Act.

- Sierra Foothill Charter School shall meet or exceed the legally required minimum of school days. *[Ref. Title 5 California Code of Regulations Section 11960]*
- Sierra Foothill Charter School will be deemed the exclusive public school employer of the employees at the SFCS for the purposes of the Educational Employment Relations Act. All employees at the SFCS shall be employees of the SFCS and not employees of the District. *[Ref. Education Code Section 47605(b)(5)(O)]*
- Sierra Foothill Charter School shall comply with the Political Reform Act and Government Code 1090.

Crystal Eastwood, Lead Petitioner

Date: 9/28/16

## **INTRODUCTION: SFCS'S PLACE ON THE MAP**

### ***COMMUNITY***

Mariposa County is a mid-sized, rural county located in the western foothills of the Sierra Nevada Mountains in Central California. Nearly half of the 1,451 square miles of the eastern part of the County is home to Yosemite National Park, two national forests, and Bureau of Land Management lands. Much of Mariposa County is mountainous with winding, narrow roads. Open rangeland dominates the lower elevations, giving way to forested areas and mountain peaks as one travels into the high Sierra. Catheys Valley, the location of Sierra Foothill Charter School (SFCS), is located in its western, lower elevation, open rangeland region.

Approximately 17,791 people live in Mariposa County for an average density of 12.6 people per square mile, against California's state average of 217 people per square mile. Sixteen percent of the population is under the age of 18. The town of Mariposa, which is the county seat, has the largest population density. Other culturally distinct communities in Mariposa County are El Portal-Yosemite National Park, Lake Don Pedro, Catheys Valley, and Coulterville-Greeley Hill. Tourism and retail make up roughly forty percent of the jobs in Mariposa County. Tourists are attracted to Yosemite National Park, as well as Mariposa's small-town feel, gold rush history, and frequent festivals. Government, construction, education, healthcare, and leisure services make up the majority of other jobs in the community. Mariposa County is also rich in music and the arts, health and wellness, entrepreneurship and ecotourism. The heavy dependence on tourism and retail means that many jobs in Mariposa are seasonal, low paying and irregularly scheduled; 16.2% of persons in Mariposa County are at or below the poverty line.<sup>1</sup>

Throughout Mariposa County, but especially in Catheys Valley, ranching is prevalent. Catheys Valley has been a dry land cattle-ranching area for a century. The Catheys Valley community takes pride in its agricultural roots and pride in the land. Sustaining agriculturally based livelihoods and open space for current and future generations is of interest to a great number of local and regional individuals and organizations.

The largest change in population in Catheys Valley and Mariposa County has come about because of the opening of the latest institute of higher education. In 2005, the University of California opened its tenth campus— its first new campus in 40 years— in the San Joaquin Valley region, among the fastest growing, yet most economically disadvantaged regions of California, and historically underserved by access to higher education. UC Merced lies in unincorporated Merced County very near its border with Mariposa County, and only 25 miles from Catheys Valley. UC Merced has attracted new faculty and staff who have become residents and property tax payers to Mariposa County, particularly to Catheys Valley because of its relatively short commute to campus.

The other recent change in Mariposa County is the addition of a second school district. With the addition of single site school district Sierra Foothill Charter School in 2012, Mariposa County

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<sup>1</sup> U.S. Census Bureau QuickFacts, <http://www.census.gov/quickfacts/table/PST045215/00>, accessed September 14, 2016.; [http://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml#](http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml#)

now has two school districts – Mariposa County Unified School District (MCUSD) and SFCS. The Mariposa County Unified School District and the Mariposa County Office of Education share the same board. There are only four other districts like this in the state of California.

MCUSD operates 9 school sites serving a total student population of approximately 1,800 students.<sup>2</sup> SFCS adds a tenth public school and 136 additional students to this mix.

The small number of schools in the large geographic area of Mariposa County make the addition of SFCS very important. It gives the local Catheys Valley community a school in their area and it gives all Mariposa families with elementary-aged students another choice of educational opportunity available within the public school system.

### ***IMPORTANT ROLE TO THE REGION OF A COMMUNITY SCHOOL***

At the end of the 2010-2011 school year, the MCUSD Board of Trustees voted to close Catheys Valley Elementary (CVE) and one other school, citing budget constraints. This was devastating to many people, as Catheys Valley Elementary had been the heart of the community since 1879. A dedicated group of parents and community members came together to find a way to have a community school in Catheys Valley. Sierra Foothill Charter School opened its doors in September 2012.

As a small community school, SFCS has many benefits for the Catheys Valley region. Especially in a rural area, school provides a place to come together not just for the students, but for all of the area's residents; it is a community center. This helps keep our community vital. SFCS also keeps the community vital by providing local jobs. SFCS is currently the largest employer in Catheys Valley with 21 employees.

SFCS retains and draws more families into our community, important for the economic health of Catheys Valley and for the county as a whole. For example, SFCS knows of a number of UC Merced-related families who have moved to the area specifically because of the school, allowing Mariposa County to reap greater economic benefits from one of the only major sources of population growth in the region. UC Merced plans to double the size of its campus by 2020. The project is expected to create 10,800 new construction jobs in the region. It is also expected to add 400 permanent employment opportunities. With the increase in campus size, UC Merced is projected to grow to a size of 25,000 students by 2025.<sup>3</sup> We expect the number of UC Merced-related families interested in moving to Catheys Valley and surrounding areas in Mariposa County will continue to increase as well.

The presence of a charter school in Mariposa County has also contributed to a better educational environment county-wide. When there are more educational choices available, parents are more likely to find the school that works best for their children and more likely to be invested in their children's education. In addition, SFCS and MCUSD schools have, and can continue, to learn from each other and share resources. Plus, the additional competition motivates everyone to

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<sup>2</sup> <http://www.mariposa.k12.ca.us/>

<sup>3</sup> <http://www.ucmerced.edu/news/2015/campus-expansion-plan-nears-formal-approval>

continually look for ways to improve and do their best. This fits in exactly with Education Code Section 47601) which specifies providing parents and pupils with expanded school choices and providing competition within the public school system to stimulate continual improvements in all public schools as two of the multiple benefits of charter schools.

Please see *Appendix A, Letters of Support*, for details on all the ways parents, grandparents, school volunteers, former staff, representatives from institutions of higher education, the Mariposa County Board of Supervisors, and the community at large feel that SFCS has contributed to the Catheys Valley community and to Mariposa County and why they wish to see it continue.

### ***THE FOUNDATIONS OF SFCS***

The pathway to success in life and the choice of higher education starts in elementary school. SFCS utilizes a project-based, place-based, hands-on and well-rounded approach to learning that includes science, environmental education, the arts, technology, and service-learning in a caring and nurturing environment. Our goal is to instill in students a love for learning that will naturally translate into the desire to pursue a college education and engage students in a deeper learning that will teach them how to think analytically and apply knowledge derived from their own inquiry for life.

The mission and vision, described fully in Element A, draw on a strong sense of history and community, represented by the one-room schoolhouse now located in the Catheys Valley community park. The schoolhouse served as Catheys Valley Elementary from 1879 to 1958. It was relocated and restored in 1997 by the Catheys Valley Historical Society and many community advocates. It is now used for living history programs and is available to all Mariposa students to learn about the lives of 19<sup>th</sup> and early 20<sup>th</sup> century students. One of the SFCS founders, Caroline Wenger Korn, led the effort to restore the historic schoolhouse and leads field trips for students there every spring.

SFCS's mission and vision are also inspired by the Land and Legacy Project, developed by a group of Mariposa County residents. The Land and Legacy Project recognized the unique value of the natural and cultural heritage of Catheys Valley. In 2007, MCUSD and the Mariposa County Board of Supervisors endorsed the project, which was in its early stages of implementation at CVE when the school was closed in June 2011. The purpose of the project was to help students understand, appreciate, and conserve the natural resources, rural landscapes, and rural lifestyle of their Catheys Valley home. Initial efforts included xeriscaping and a bluebird conservation program on school grounds. The full project, as described in *Appendix B*, is visionary. SFCS is pleased to continue to build on its foundation. A number of members of the community who worked on the Land and Legacy Project are SFCS founders, active volunteers, collaborators and advisors.

SFCS was begun by a diverse group of Mariposa County community leaders and residents, local business owners, families with children in Catheys Valley and the greater Mariposa County area, as well as faculty and staff of the nearby UC Merced who decided to use the closing of Catheys Valley Elementary as an opportunity to create a community-based school that would provide a rigorous, well-rounded education for children in the community and the greater foothill area. Given the monumental effort that went into the task of starting SFCS, we want to give

acknowledgement to our Founding Members, listed here with their titles at the time of inception: Jill Harry, Lead Petitioner, Board Chair; Carolin Frank, Vice-Chair and Board Member; John Elliott, Chief Financial Officer and Board Member; Naoko Kada, Board Member; Brett Buamann, Board Member; Kori Smith, Vice President; Lara Kueppers, Secretary; Ruth Smiley, Assistant Treasurer; David Ardell, Chief Information Officer; Denisha Dawson, Caroline Wenger Korn, Jim Newberry, Tiffany Newberry, and Debra Salonen. Many are still actively involved with SFCS as board members, committee members, classroom and event volunteers, attendees at events and school functions, and ambassadors at large.

SFCS was started because Catheys Valley wants and deserves a community school. Since SFCS opened, we have enjoyed higher than anticipated enrollment numbers. A number of our students come from outside the Catheys Valley area. At the same time, a number of children who live in Catheys Valley attend MCUSD schools. This speaks to the importance of school choice. Children learn in different ways. They are motivated by different factors. Some do better in large school environments and others in small school environments. It benefits all of Mariposa County that SFCS exists and that parents and students have an expanded choice in the type of educational opportunities available within the public school system.

SFCS also continues to benefit from strong community support. Our list of volunteers and supporters is extensive and ever growing. As part of this, we are thankful for the support provided by the Mariposa County Office of Education and Mariposa County Unified School District.

SFCS is proud of the school we have built through the hard work and dedication of our teachers, founders, community members, and staff. We look forward to serving the region for many years to come.

### ***PETITION SUBMISSION***

Sierra Foothill Charter School (SFCS) respectfully submits this charter petition to the Mariposa County Unified School District for a 5-year charter to continue a transitional kindergarten through eighth grade college preparatory elementary school. It will be primarily a site-based program serving a diverse middle and low-income student population in the rural southwestern section of Mariposa County, but may serve some students through short-term and long-term independent study (home school).

## **ELEMENT A: EDUCATIONAL PROGRAM**

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. -- California Education Code Section 47605(b)(5)(A)*

Sierra Foothill Charter School (SFCS), a transitional kindergarten through eighth grade college-preparatory public charter school, has the following Mission and Vision.

### **MISSION**

To provide a rigorous, well-rounded education - with a focus on science and sustainability - that helps students acquire the academic and personal skills they need to excel in higher education, think creatively, engage in a diverse society, and pursue their dreams.

### **VISION**

To establish educational excellence as a cornerstone of an economically, socially and environmentally sustainable future for Catheys Valley and the greater foothill community.

To fulfill the Mission and Vision, SFCS offers:

- An integrative, place-based, college preparatory curriculum for all students
- A cooperative and caring learning environment
- A balanced approach to the development of the mind and body
- Opportunities for collaboration between students, teachers and staff, families, and the community.

### **STUDENTS TO BE SERVED**

SFCS serves students in transitional kindergarten through eighth grade, with expected ages of 4-14 years, from throughout the surrounding Sierra foothill areas.

### **Facility**

Sierra Foothill Charter School uses the former Catheys Valley Elementary school site and has a lease agreement with MCUSD. The site has the capacity to serve 152 children in grades K-8. SFCS and MCUSD ensure that the grounds and buildings are maintained and stay in good working order.

### **Enrollment Plan**

SFCS serves all families that submit an application for their children in corresponding grades up to our enrollment capacity. A public random drawing is held when the number of applications

received exceeds the number of available spaces. Enrollment numbers have exceeded initial expectations since the school opening in 2012 (Table 1).

**Table 1. Enrollment by School Year**

<b>YEAR</b>	<b>ENROLLMENT</b>
2012-2013	98
2013-2014	129
2014-2015	139
2015-2016	119
2016-2017	136

**Demographics**

Student racial, ethnic, socioeconomic, and ability demographics are based on the most recent School Accountability Report Card (SARC) data (Table 2). The student population is representative of Mariposa County’s general population.

**Table 2. Student Demographics for SFCS, 2013-14 School Year**

<b>Group</b>	<b>Percent</b>
Black or African American	0
American Indian or Alaska Native	.8
Asian	2.5
Filipino	0
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0
White (not Hispanic)	79.2
Two or More Races	1.7
Socioeconomically Disadvantaged	57.5
English Learners	.8
Students with Disabilities	9.2

## ***GOALS FOR AN EDUCATED STUDENT IN THE 21<sup>ST</sup> CENTURY***

The primary SFCS goal is to prepare students for work, life, and education in the 21<sup>st</sup> century, which demands a different kind and level of education as compared to the 20th century. As Barron and Darling-Hammond (2008) point out, “In 1900, 95 percent of all jobs were low skilled and required only that employees could follow basic procedures designed by others” while in the 21<sup>st</sup> century, “The top 10 ‘in demand’ jobs projected for 2010 did not exist in 2004.” The development of the Internet and digital information dissemination provides us with an endless supply of information of mixed qualities, some of which, even when authentic, quickly become obsolete. An educated person in the 21<sup>st</sup> century must, in short, be ready to adapt to the fast-changing world, process new information, and learn new skills to a greater degree than ever before.

An educated person in the 21<sup>st</sup> century needs to:

- Be academically **competent\*** and practically skilled in science and math, in preparation for success in high school and college
- Be flexible, resilient, **self-motivated\*** and creative problem solvers who take action in their community and engage in civic conversations
- Be culturally competent collaborators able to assume roles of leadership and effectively work with people with diverse perspectives and from diverse cultures
- Be interdisciplinary thinkers who recognize connections among disparate fields of endeavor and who **consider education to be a life-long pursuit\***
- Be technologically adept communicators who leverage diverse media for information sharing and creative expression
- Be sustainability innovators who draw on local knowledge, academic success, and principles of sustainability to support their families and communities

\* SFCS goals are tightly aligned with the State Law-defined objective of enabling students to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]

## ***EDUCATIONAL PHILOSOPHY***

Every child has an inquiring mind and an innate love of learning. Thus, the job of the school community, composed of teachers, staff, parents and guardians, is to facilitate and enable the learning process for each individual child, recognizing and respecting differences in learning styles and interests, while assuring that she or he is working towards meeting or exceeding the educational benchmarks set in currently adopted California Common Core State Standards, Next Generation Science Standards, and History Social Science Content Standards.

### **How Learning Best Occurs**

Based on recent research on educational methodologies (e.g., Barron and Darling-Hammond 2008, Diamond and Lee 2011), a school community becomes the best facilitator and enabler of learning when,

- the learning environment is inquiry-based and student interest-driven, and occurs in a meaningful context;
- the curriculum encompasses academic, physical and emotional development, nurturing the whole child; and
- students are engaged in their community, both locally and globally.

***Inquiry- and interest-driven learning in a meaningful context.***

Inquiry-based learning is defined as “a student-centered, active learning approach focusing on questioning, critical thinking, and problem solving” (Barron and Darling-Hammond 2008). Research has shown that inquiry-based learning enhances higher-order knowledge and skills, such as critical thinking and effective communication (Newmann 1996), and that it is beneficial to all students.

Interest is defined as a psychological state involving “focused attention, increased cognitive functioning, persistence, and affective involvement” (Hidi 2000). It should come as no surprise that interest positively influences children’s learning in range of subjects including math, reading, history, biology, vocabulary and music, and that it increases self-esteem and perception of one’s own skill (Renninger 1992, Renninger and Wozniak 1985, Ross 1983, Asher 1979). For example, students asked to make own their own math problems rather than reading them from a book, and to discuss those problems with their classmates, advanced dramatically in math during one year of intervention (Resnick et al. 1991). Guided personal choice is associated with performance and task persistence in 7-9 year old school children (Jengar and Lepper 1999). Greater sense of control increases children’s performance (Crandall and Lacey 1972), including academic performance as measured by school grades and achievement tests (McGhee and Crandall 1968).

Although the influence of interest on learning has been clearly demonstrated, traditional schooling often leaves little room for personal interest (Stoll Lillard 2005). The intense motivation to learn seen in infants is maintained outside of school in older children (Bransford et al. 1999), yet the motivation for learning in the school setting tends to decline, starting in the early years of school (Anderman and Maehr 1994, Harter 1981).

Research also shows that learning is enhanced when it is situated in meaningful contexts, connected to other subjects, as in the real world (Stoll Lillard 2005, Papert 1980, Parker and Lepper 1992), and when children understand how what they are doing connects to other aspects of their life beyond the academic learning situation (Boaler 1997). For example, embedding math material in an interesting context promotes learning (Cordova and Lepper 1996). One study shows that students in classrooms using contextualized methods for math education demonstrated a more flexible use of mathematics, were able to apply knowledge in new situations, and retained the ability over a long period (Boaler 1997). In contrast, control groups in traditional classrooms performed well only on problems similar to those in the textbook, and retained their knowledge only short-term. Two follow-up studies in California high schools confirm that an integrated contextual approach to math education is more effective (Boaler 2002, Boaler and Staples 2003).

### *Nurturing the whole child.*

Research demonstrates that movement positively impacts cognition and memory (Stigler 1984, Noice et al. 2000). Recent research on the cognitive control functions needed to concentrate and think rather than acting on initial impulse has shown the educational importance of activities that engage both mind and body (Diamond and Lee 2011, Hillman et al. 2008). Such cognitive control functions are called executive functions (EFs). What defines an EF is still under debate, but core EFs have been defined as cognitive flexibility, inhibition (self-control, self-regulation), and working memory, while more complex EFs include problem-solving, reasoning, and planning (Miyake et al. 2000). Contrary to common belief, EFs are more important to school readiness than is general intelligence (Blair et al. 2007). Targeting EF is crucial to improving academic success, and it remains critical for success throughout life. There is scientific evidence suggesting that activities that engage the body, such as yoga, aerobic exercise and music, improve EFs in the early school years (Chaddock et al. 2011, Tuckman and Hinkle 1986, Davis et al. 2011, Rauscher et al. 1997, Bergman-Nutley 2011, Lakes 2004, Manjunath and Telles 2001). According to Diamond and Lee (2011), executive function is best strengthened when students gain a sense of belonging and social acceptance.

An overwhelming body of scientific evidence demonstrates that active engagement with music helps children of all ages develop both their academic and personal skills, including language development, reading skills, measures of intelligence, general attainment, creativity, fine motor co-ordination, concentration, self-confidence, emotional sensitivity, social skills, team-work, and self-discipline (Hallam 2010). Thus, a solid and well-designed music curriculum that allows regular and active music engagement is likely to be more than an essential component of a well-rounded education, and may benefit learning across other areas.

### *Community engagement and service learning.*

According to Meltzoff et al. (2009), learning is social. From an early age, children “readily learn through social interactions with other people” by imitating and taking social cues from other humans around them about what and when to learn. An emerging field of informal learning, which posits that informal or natural learning venues enliven children’s learning process, has led to changes in educational theory and practice toward a more active, participatory mode of learning. Service learning programs are one way of promoting informal learning, especially programs that respond to immediate community needs and provide the kind of real-world, meaningful context that is known to enhance learning (Stoll Lillard 2005, Papert 1980, Parker and Lepper 1992).

### **Seven Key Research-based Components of the SFCS Educational Program**

Our educational philosophy is embodied in seven key components of our educational program. These seven are critical to effectively serving the small, rural student population at SFCS, to meeting or exceeding state standards, and to achieving our mission and vision.

1. Learning environment centered around students’ inquiries and initiatives, with emphasis on science and sustainability
2. Integrative curriculum offered in small, multi-age group classrooms, which provides students with real leadership opportunities from a young age

3. Place-based education centered in the Learning Garden, local ecosystems, and the local community for interdisciplinary learning that addresses all state curriculum standards
4. A broad based curriculum that includes instruction in music, the arts, health and life skills, and emotional and physical development to cultivate healthy minds and bodies
5. Promotion of technologically adept communication and global competency through digital literacy and competency instruction
6. Partnerships with UC Merced, teachers, parents, and community organizations that help students achieve their fullest potentials, such as college readiness and career opportunities
7. Service learning projects guided by knowledge and practice in environmental, economic, and social sustainability, in partnership with parents, community members, and UC Merced

These seven components are grounded in established and recent research on education, psychology and child development.

### ***1. Learning environment centered around students' inquiries and initiatives, with emphasis on science and sustainability***

As discussed in the section HOW LEARNING BEST OCCURS, research suggests that students learn better when the learning is directed by students' inquiries, initiatives, and interest. Inquiry-based learning allows students, guided by the teacher, to learn through the natural process of inquiry. Through inquiry-based learning, students will cover fewer topics in greater depth at a given grade level, which is associated with greater achievement (National Mathematics Advisory Panel, 2008).

The inquiry-based approach engages students at all grade levels in scientific and sustainability projects while ensuring that all of the core language and math standards are met. In a world that is being transformed by scientific and technological advances, a familiarity with science and math is necessary, regardless of career choice. Moreover, scientific knowledge, including math, computer skills, and problem-solving abilities, is increasingly important and required for many jobs at all levels, yet many industry employers find it lacking in domestic job applicants (National Governors Association 2007).

One of the approaches to inquiry-based learning is project-based learning (PBL). In PBL, "students explore real-world problems and challenges, developing cross-curriculum skills while working in small collaborative groups" (Barron and Darling-Hammond 2008). Research has found that students working in a PBL setting perform better on assessments of content knowledge (Thomas 2000, Boaler, 1997) and demonstrate higher levels of motivation and engagement (Belland et al. 2006). Research also found that lower-performing students in traditional classrooms (due to lower verbal ability or content knowledge) learned more in PBL classes than in traditional classes (Mergendoller et al. 2006, Mioduser and Betzer 2003). Given the wide range in cognitive skills and content knowledge among the SFCS student population, PBL is an effective way to encourage learning for all students. We believe that using a project-based learning approach when working with community organizations — including UC Merced, Merced College, Sierra Foothill Conservancy, NatureBridge, Bureau of Land Management,

California Department of Fish and Wildlife, Mariposa Public Utility District, and Merced Irrigation District —provides an ideal learning venue to spark career inspirations in our students.

## ***2. Integrative curriculum offered in small, multi-age group classrooms, which provides students with real leadership opportunities from a young age***

In many schools, especially in areas of low population density and where enrollment is low, multi-grade teaching arises through necessity. This can be a problem, since traditional teaching methods have been developed for the single-grade classroom where teachers teach the same content at the same time to all children. However, results from a considerable body of research suggest that with teachers properly prepared in differentiated instruction, the multi-grade situation is an opportunity for pedagogical innovation and enhanced student learning. Research shows that when teachers are properly prepared, children benefit from multiage teaching (Bailey et al. 1993). In Mariposa County Unified School District, it is noteworthy that schools that use the multi-age, multi-level approach as part of their educational philosophy (YNP El Portal and YNP Valley Elementary) have consistently outperformed larger schools with single-grade classrooms, averaging scores well above the state standard of 800 on the Academic Performance Index.

Multi-age grouping also is beneficial for gifted and special-needs students (Nye, 1993). Gifted children are challenged to achieve to their potential because there is no limitation of a grade-level curriculum. Special-needs children in mixed-aged groupings typically find that their individual differences are accepted and their contributions are recognized. Mixed-age grouping may be a lifeline to children at risk because it encourages self-respect and creates a learning environment that keeps students involved and motivated. Children whose primary language is other than English typically receive special support and assistance from their multi-age classmates (Grant 1993).

As discussed in HOW LEARNING BEST OCCURS, social involvement promotes learning (Hartup 1983). People learn not by being told, but by watching and doing. Multi-age, multi-level classrooms capitalize on the human tendency to learn by observing and imitating others (Tomasello et al. 1993). Within multi-age classrooms, younger children observe the activities of older children, which familiarizes them with activities they will later learn (Lillard 2008). Of particular relevance to our target student population, research shows that such peer tutoring improves learning (Greenwood et al. 1993, Topping and Ehly 1998) and leads to fewer students being placed in special education (Greenwood et al. 1993). Children are especially apt to imitate people who are just older, rather than much older, than themselves (Hanna and Meltzoff 1993). The benefits are strongest when the peer is slightly more advanced than the tutee (Damon et al. 1982). This effect could be due to the fact that children learn most when material is pitched just above but not too far above their current level of understanding (Kuhn 1972). Benefits also include tutors (i.e. the older or more advanced students), who by explaining, which is an active process, gain a better understanding themselves (Brown et al. 1989, Benware and Deci 1984, Chi and Bassok 1989). More advanced students also gain leadership opportunities by tutoring, and learn important social skills for interaction with peers.

With properly prepared teachers, the multi-age, multi-level classroom can be a great venue for both individualized and cooperative learning. Multi-age classrooms allow teachers to convene

small groups for instruction on a single topic that all children need to learn, and then move children to different groups as a child masters the concept, needs more work on the concept, or needs deeper remedial instruction on a certain aspect of the concept. Many studies demonstrate that children learn better working with each other in groups than alone (Azimita and Crowley 2001, Damon 1990, Johnson and Johnson 1995). Cooperative learning also benefits students in social and emotional areas of development (Cohen et al. 1982, Ginsburg-Block et al. 2006). Moreover, the multi-grade, multi-level classroom can be a pedagogical tool for promoting independent and individualized learning. During periods when children are busy learning materials from each other, the teacher's time is freed up to work individually with children one-on-one. This time is important, as research shows teacher interaction is more effective with one-on-one teacher instruction than from one-on-many instruction (Falvey and Grenot-Scheyer 1995, Galanter 1968).

Finally, we believe that both students and parents/guardians benefit from the consistency of multi-age classes where students have the same teacher (and some of the same peers) for multiple years. This continuity in the learning environment fosters social acceptance and a sense of belonging, which translates into stronger engagement with the school and wider communities.

A successful multi-age classroom with individualized learning requires teachers who are trained in teaching and assessing students in this specific environment. SFCS ensures that our teachers have appropriate training through targeted job advertisements, careful interviewing drawing on the expertise of our partner educators and expert advisory panel, and, where necessary, providing professional development opportunities for such training. A successful multi-age classroom also relies on the "fully prepared environment" with a large array of manipulatives and materials readily available for the teacher to use for instruction and for the children to explore and use in the way they were taught. This reinforces learning and aids in the mastery (to abstraction) of concepts and skills.

### ***3. Place-based education centered in the Learning Garden, the local ecosystem, and the local community for interdisciplinary learning that addresses all state curriculum standards***

Place-based education (PBE) uses local heritage, cultures, landscapes, opportunities and experiences as a foundation for the study of subjects across the curriculum. PBE is believed to be efficient in helping young people become lifelong learners and leaders (The North American Association for Environmental Education and The National Environmental Training and Education Foundation 2001). Research shows that PBE improves students' achievement motivation and critical thinking skills (Ahtman and Monroe, 2004, Ernst and Monroe 2004). Place-based science teaching focuses on local and regional environments and synthesizes different ways of knowing them, leveraging the senses of place of students and teachers. Research also shows that place-based education has a positive impact on teacher practice, including richer use of local resources in teaching, more interdisciplinary teaching, enhanced collaboration among teachers, and more frequent use of community-based service learning projects (Power 2004).

As discussed in the section HOW LEARNING BEST OCCURS, research shows that rich and meaningful contexts make learning enjoyable and increase the motivation for learning. At SFCS, the Learning Garden and local ecosystems provide meaningful grounds for student learning.

Studies have shown that students who participate in experiential gardening programs perform better on standardized achievement tests, not only in math and science, but also in language arts, and gain higher self-esteem and social skills (Murphy and Schweers 2003, Lieberman and Hoody 1998, Bell 2001).

Environmental education, which traditionally is an optional subject in K-12 curricula, helps to ensure that future generations understand the need to care for the environment to sustain the goods and services society derives from nature. Having the vast and natural landscapes of the Sierra foothills as a backyard provides SFCS students with a unique chance to easily experience, first hand, the joys of nature exploration and discovery. Studies led by successful nature educational programs such as NatureBridge (<http://www.naturebridge.org/>), show that, during well-planned nature field trips, students grow academically and develop sensitivity for nature as well as awareness of environmental challenges. Nature field trips provide teachers with contextual opportunities to teach a broad range of disciplines (e.g., geology, biology, hydrology, and ecology) and to develop inquiry-based educational activities. These inquiry-based activities ensure that relevant state standards are addressed.

***4. A broad based curriculum that includes instruction in music, the arts, health and life skills, and emotional and physical development that cultivates healthy minds and bodies.***

As discussed in the section HOW LEARNING BEST OCCURS, research demonstrates that regularly scheduled activities such as physical education and music promote learning across the curriculum. There is also evidence that social and emotional learning programs improve students' attitudes and behaviors and boost academic performance (Joseph et al. 2011). Based on this research, time is provided each day for reflection, music, performing arts, visual arts, and/or physical education to all students.

Health and life skills education also form a part of our broad-based curriculum given our goal of nurturing the whole child. Health and nutrition education is offered through farming practice in our Learning Garden, as well as in the lunchroom, guiding students toward making healthy choices for their physical and emotional well-being. Life skills such as cooking, sewing and light construction or woodworking are integrated into science, art and service learning, preparing students for a more independent life and introducing them to trades that provide many with livelihoods.

Because of its demonstrated positive impacts on learning, multi-sensory, multi-modal approaches are used where appropriate. For example, when learning botany, children draw parts of a plant; when learning geography, children draw or color their own maps and make their own flags; when measuring, children walk-off distances; when learning to read children hear sounds of letters and trace shapes.

***5) Promotion of technologically adept communication and global competency through digital learning.***

At SFCS, students are being prepared for a future not yet imagined. We strive to empower students to be resourceful and creative when facing challenges, and to equip them to thrive in a technology landscape that is rapidly evolving. Access to technology assists in leveling the

playing field as we can provide powerful, individualized learning opportunities for all students.

Students use digital tools and media to enhance their language use, acquire information efficiently, and integrate the information with what they learn offline. They learn the strengths and limitations of various technological tools and media, and effectively match selections to accomplish tasks, such as the research and presentation of a project.

According to the International Society for Technology in Education (ISTE) website<sup>4</sup>, “digital learning plays a central and substantive role in ensuring all students graduate college and career ready. Technology, used effectively, can help all students meet and exceed the rigorous learning goals embedded in the Common Core State Standards by providing access to tools and resources that personalize instruction and creating rich, engaging and relevant learning environments.” ISTE’s standards for best practices guide technology teaching and learning by providing teachers, administrators, and students with indicators to measure student progress in the following skills and qualities: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator. These skills and qualities are to be cultivated throughout a student’s academic career. ISTE Standards span the curricular areas and provide a foundation to support proficiency in the Common Core State Standards and 21st century skills.

SFCS prioritizes funding and efforts to acquire devices and to upgrade infrastructure so that students and staff have ready access to technology tools. In this way, technology use is invisibly woven into the instructional day. Teachers utilize applications and digital resources to supplement the instructional program. Currently at SFCS there is a 1:1 ratio of digital devices to students in grades 3-8, and a 3:1 ratio of devices to students in grades TK-2. An aide provides regularly scheduled additional technology education and support for students and staff.

***6) Partnership with UC Merced, teachers, parents/guardians, and community organizations that help students achieve their fullest potentials, such as college readiness and career opportunities***

UC Merced is the newest campus of the University of California with a mission to increase UC enrollment by students from the Central Valley region. Thus it is an ideal partner for SFCS in promoting a college-going culture in the nearby Sierra foothills. UC Merced’s proximity to Catheys Valley (about 27 miles) facilitates field trips to the UC Merced campus, as well as visits by UC Merced faculty, students and staff to SFCS. Early exposure to a university campus and personnel cultivates interest in college.

SFCS has numerous opportunities to partner with programs and research endeavors at the University, exposing students not only to the possibility of a four-year degree, but also to careers they may not have previously envisioned for themselves. For example, SFCS hosts UC Merced professors who provide lectures and lead activities related to their research in the classrooms.

SFCS is embedded within the blue oak savanna ecosystem of the Sierra foothills, enabling SFCS

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<sup>4</sup> <http://www.iste.org/standards/standards/for-students-2016>

teachers and students to study local species and ecosystems in partnership with adjacent property owners and community organizations. For example, with guidance from Sierra Foothill Conservancy, students assisted with reforestation after the Rim Fire in 2013. Additional field expeditions to other Sierra Nevada ecosystems in Yosemite National Park are facilitated by NatureBridge or the Sierra Nevada Research Institute.

These partnerships offer SFCS students opportunities to envision careers in natural resource management and to become involved in real research projects, strengthening students' motivation for academic inquiry and deeper learning that will benefit them in high school and college.

***7) Service learning projects guided by knowledge and practice in environmental, economic, and social sustainability, in partnership with parents, community members, and UC Merced.***

Service learning (SL) is “a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community” (42 U.S. Code 12511, the Community Serving Act of 1990). Service learning allows students to connect to the local and global community while experiencing the benefits of project-based learning and deeper learning through projects that relate to real-world problems that students care about. The SFCS core curriculum integrates service learning.

Research demonstrates that participation in service-learning benefits children's academic achievement, civic engagement and social/personal development. Students that participate in SL projects tend to,

- score higher on state assessments (Laird and Black 2002, Billig 2003);
- show improvement in attitude towards school, writing scores, and grade-point averages (Kraft and Wheeler 2003, Furco 2002);
- display greater levels of behavioral, affective, and cognitive engagement (Billig and Klute 2003, Klute and Billig 2002);
- are more likely to think school is stimulating (Billig and Meyer 2002, Billig et al. 2003);
- show improved self-concept, political engagement, and increased tolerance (Morgan and Streb 2001);
- become more civically engaged (Billig et al. 2005);
- are more connected to their school, community, and American society (Kim and Billig 2003, Klute et al. 2002, Billig 2002), and
- are more environmentally responsible (Billig et al. 2001, Covitt 2002).

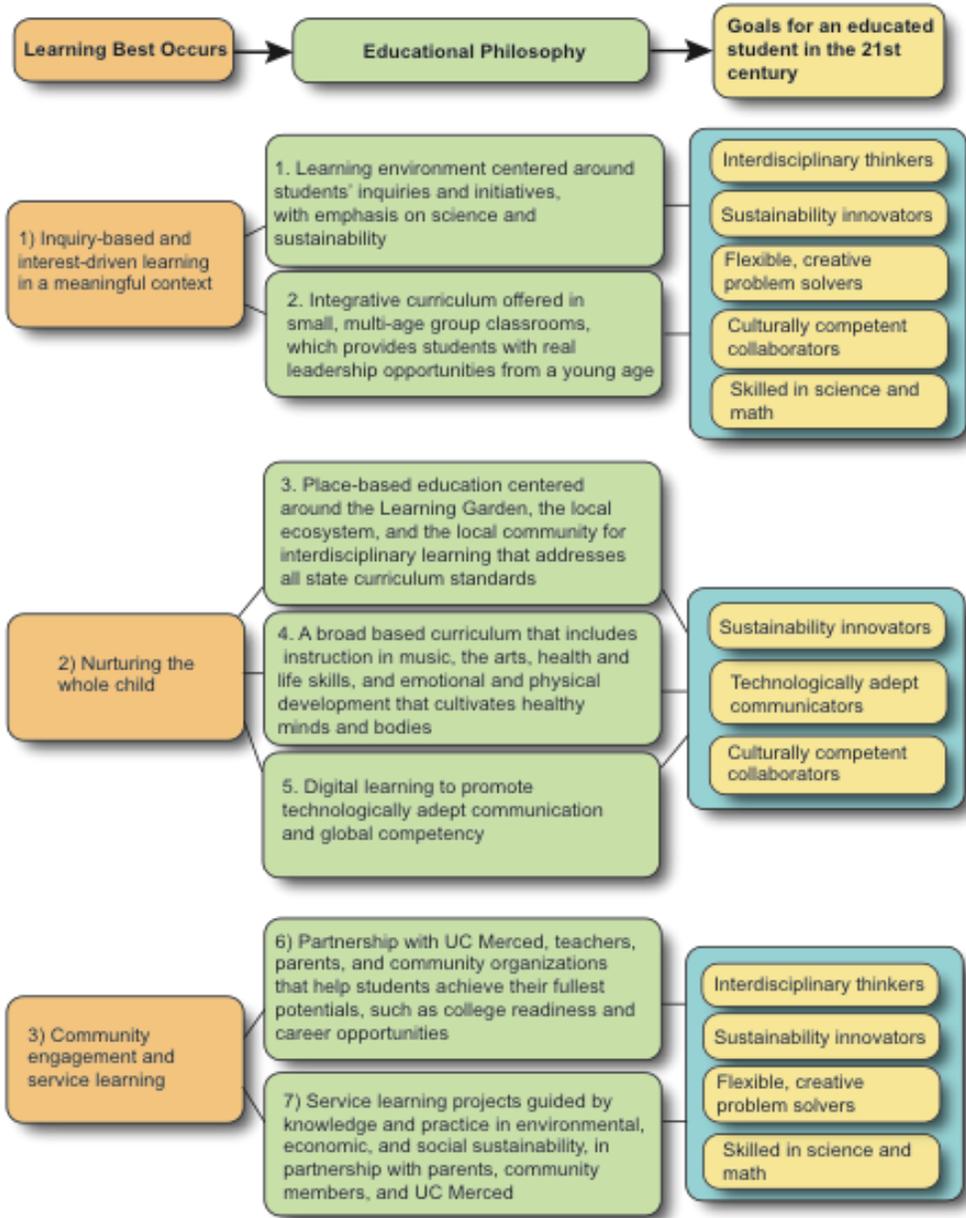
Social and personal impacts of service learning include self-efficacy, respect for diversity, self-confidence, collaborative skills, avoidance of risk behaviors, resilience (Billig 2000), and development of strong moral values and judgments (Furco 2002, Leming 2002). Finally, and especially relevant to our target student population, service learning has particular educational benefits for low-income students and schools, contributing to lessening the achievement gap (Cales and Roehlkepartain 2005), and helping young people to explore career options and develop strong career-related skills and aspirations (Yamauchi 2006, Furco 2002). Given that

approximately 60% of the SFCS student population is economically disadvantaged, using service learning as an instructional activity directly connects to the needs of our student population.

Sierra Foothill Charter School's focus on sustainability means teaching our students to be good stewards of the community, economy, and environment. Students can demonstrate this stewardship through service learning projects that they identify, design and implement with guidance and support from both the school community (teachers, staff and parents) and the wider community. These projects may range from improvements to school infrastructure for environmental sustainability (such as a gray water irrigation system) to contributing to development of locally sustainable ranching and farming practices.

The relationship between 'how learning best occurs' educational philosophy components, and student goals, is shown in Figure 1.

**Figure 1. Relationships Between SFCS’s Understanding of How Learning Best Occurs, the SFCS Educational Philosophy Components, and Goals for Educated Students in the 21<sup>st</sup> Century**



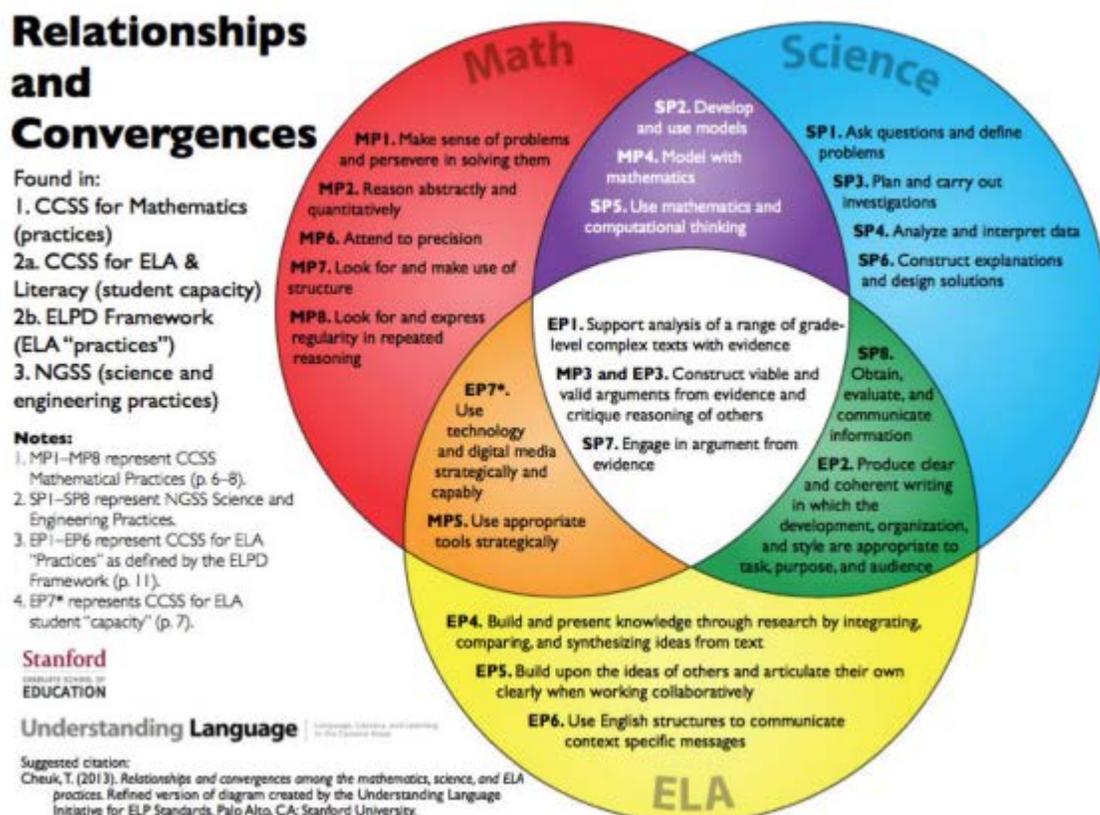
**INSTRUCTIONAL DESIGN AND CURRICULUM**

**Overview**

It is the primary goal of SCFS to enable students to become self-motivated, competent, life-long learners. The SFCS instructional approach supports this goal by providing TK-8 students with a balanced, project-based, multi-modal approach to learning. The curriculum is systematically

structured and organized based on the adopted Common Core State Standards, Next Generation Science Standards, and History Social Science Content Standards. Students learn in multi-age settings with engaging, relevant, rigorous curriculum. Teachers integrate learning across disciplines to help students connect learning in meaningful ways. Figure 2 demonstrates how the standards for math, science, and ELA converge. Coupled with powerful, assessment-based learning, instructional staff meets each student at their zone of proximal development to provide an individualized learning program. Students experience a variety of groupings as they interact and collaborate with peers and adults in the learning process.

**Figure 2. Convergence of Math, Science, and English Language Arts Standards**



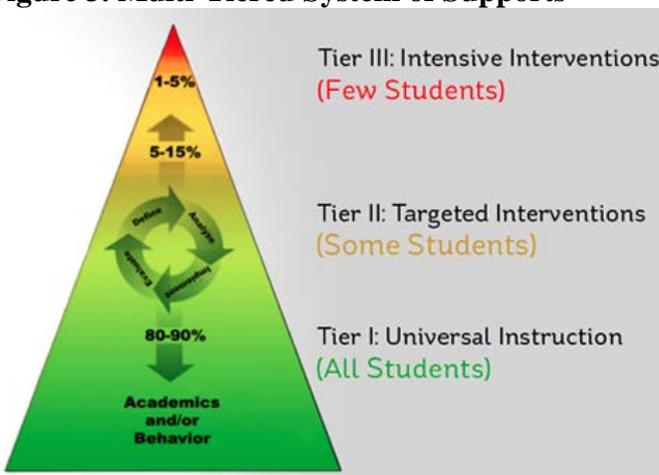
With the development of the whole child in mind, a focus on the arts, music, service learning, character education, and physical development are prioritized as highly as core content area learning. The weekly schedule is carefully designed with far greater than the minimum required instructional minutes per week to provide each student with instruction that supports all areas of development. Instructional staff with expertise in these areas assists teachers to ensure an effective, well-rounded program that engages and supports all learners.

Teachers use both guided inquiry and student-driven inquiry as key instructional approaches when planning lessons and units. They first use the curriculum to guide students and to provide needed background knowledge. Then they allow students, driven by their interests, to delve

more deeply into topics and problems. As developmentally appropriate, this includes long-term projects that students design, create, and present in their areas of interest. This empowers students with choice, tapping into their natural curiosity, and provides space for exploration, innovation, and problem solving. Staff members value and model the importance of effort and process, and encourage students to embrace challenges and mistakes as opportunities for learning. In this way, students grow in resourcefulness and confidence, and take responsibility for their learning. This fosters a positive mindset for growth in all areas that is critical for success in life.

SFCS employs a Multi-Tiered System of Supports (MTSS) to address the needs of each student (Figure 3). All students experience Tier 1, universal instruction. Student progress is monitored using formative and summative assessment data. This data informs instruction and allows staff to identify students in need of Tier 2 supplemental supports in addition to core instruction. Teachers identify students needing Tier 2 supports through multiple measures, including ELA and Math Renaissance Benchmark assessments administered four times per year, CAASPP results, and performance on class assignments and tests. Teachers convene a Student Study Team (SST) Meeting to address the area(s) of concern for a student showing deficit skills. The team consists of the teacher, the parents/guardians, the Principal/Superintendent, and other staff as appropriate. The team develops a plan that includes a review the student’s strengths and areas for growth, data points, measurable goals, and agreed-upon actions including classroom accommodations and strategies to enhance that student’s ability to be successful. The SST plan is administered and monitored closely over a 6-8 week period. The SST meets again to review progress and create a new plan for further improvement. If the student fails to make adequate progress given the supplemental supports and interventions provided over a given period of time, Tier 3 intensive interventions are then considered. Tier 3 supports typically follow a formal special education assessment to determine specialized services.

**Figure 3. Multi-Tiered System of Supports**



### Instructional Minutes

The current SFCS bell schedule is provided in Table 3. For the 180 days of instruction, SFCS students participate in 56,160 instructional minutes per year, far more than the minimum required minutes for all grade levels (Table 4).

**Table 3. SFCS Bell Schedule, 2016/17**

<b>SFCS BELL SCHEDULE, 2016/17</b>	
<b>REGULAR SCHEDULE</b>	
Classes begin	8:30 AM
Morning break (Gr. TK-4)	10:00 AM
Classes resume (Gr. TK-4)	10:15 AM
Morning Break (Gr. 5-8)	
Classes resume (Gr. 5-8)	10:30 AM
Lunch &/or recess	11:40 AM
Classes resume	12:30 PM
Dismissal	3:15 PM
<b>EARLY DISMISSAL SCHEDULE (MONDAYS)</b>	
Classes begin	8:30 AM
Morning break (Gr. TK-4)	10:00 AM
Classes resume (Gr. TK-4)	10:15 AM
Morning Break (Gr. 5-8)	
Classes resume (Gr. 5-8)	10:30 AM
Lunch &/or recess	11:40 AM
Classes resume	12:30 PM
Dismissal	2:00 PM

**Table 4. Minimum Annual Instructional Minutes Required in California<sup>5</sup> as Compared to Instructional Minutes at SFCS**

Grade Levels	CA Minimum Required Annual Instructional Minutes	SFCS Annual Instructional Minutes	Additional Instructional Minutes Annually at SFCS
TK-K	36,000	56,160	20,160
1-3	50,400	56,160	5,760
4-8	54,000	56,160	2,160

<sup>5</sup> <http://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp>

### Sample Schedules and School Calendar

SFCS operates with a calendar similar to what is used in the Mariposa County Unified School District, with similar start and end dates, as well as holidays (see *Appendix C* for SFCS School Calendar for 2016-2017). Teacher collaboration days are scheduled prior to the start of each school year and periodically throughout the year. In addition, each Monday is an early-release day to allow staff collaboration time to ensure a coherent program of instruction and time for planning all school activities and use of shared resources.

Sample schedules below (Tables 5, 6, and 7) show that each student receives the recommended instructional minutes as outlined in the English Language Arts/English Language Development and Mathematics Frameworks. These sample schedules also show the way other subjects are balanced throughout the week in the various grade levels.

**Table 5. Lower Elementary School (Grades TK-2) Sample Weekly Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:00	Opening Activities Skills Practice  English Language Arts (ELA)	Opening Activities Skills Practice  ELA	Opening Activities Skills Practice  ELA	Opening Activities Skills Practice  ELA	Opening Activities Skills Practice  ELA
10:00-10:15	Recess	Recess	Recess	Recess	Recess
10:15-11:40	Math	Math	Math	Math	Math
11:40-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-2:00	Read Aloud  Service Learning	Read Aloud  Music  Physical Education	Read Aloud  Writer's Workshop  Library	Read Aloud  Writer's Workshop  Physical Education	Read Aloud  Technology and Learning Garden Rotations
2:00-3:15	Early Dismissal - Weekly Staff Collaboration and Planning Time	Science or Social Studies	Science or Social Studies	Science or Social Studies	Physical Education - Yoga

**Table 6. Upper Elementary School (Grades 3-5) Sample Weekly Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:00	English Language Arts (ELA)	ELA	ELA	ELA	ELA
10:00-10:15	Recess	Recess	Recess	Recess	Recess
10:15-11:40	Math	Math	Math	Math	Math
11:40-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-2:00	Read Aloud Science or Social Studies	Read Aloud Physical education Art	Read Aloud Technology and Learning Garden Rotations	Read Aloud Physical Education Social Studies or Science	Read Aloud Art Service Learning and Music Rotations
2:00-3:15	Early Dismissal - Weekly Staff Collaboration and Planning Time	Library Silent Reading	Physical Education		Physical Education - Yoga

**Table 7. Middle School (Grades 6-8) Sample Weekly Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:00	English Language Arts (ELA)	ELA	ELA	ELA	ELA
10:00-10:15	Recess	Recess	Recess	Recess	Recess
10:15-11:40	Math	Math	Math	Math	Math
11:40-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-2:00	Read aloud Science or Social Studies Art	Read aloud Technology and Learning Garden	Read aloud Science or Social Studies Service	Read aloud Science or Social Studies Art	Read aloud Science or Social Studies Art

2:00-3:15	Early Dismissal - Weekly Staff Collaboration and Planning Time	Rotations  Physical Education	Learning and Small Group Instruction Rotations	Physical Education  Reading Buddies	Physical Education - Yoga
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### **Curriculum Overview and Materials**

The curricular materials used at SFCS are aligned with adopted California content standards and the SFCS Vision, Mission, and Educational Philosophy (Tables 8 and 9). Instructional materials are reviewed and selected by the Academic Excellence Committee, made up of teachers, the Principal/Superintendent, and Board representatives. In addition to research-based, copyrighted textbooks and instructional materials, teachers also use Open Educational Resources. Open Educational Resources are openly licensed, free documents and media for teaching, learning, and assessment that include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. Teachers use curricular resources and program materials to design instruction to support mastery of standards. Curriculum and supplemental materials are evaluated every year, and adjustments are made to ensure they are the best match for school and our students, and that there is seamless articulation between grades.

Curriculum materials were selected according to the following criteria:

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

**Table 8. Current Instructional Materials, Assessments, and Supplemental Supports/Interventions by Core Subject Area**

ENGLISH LANGUAGE ARTS				
TK/K	1/2	3/4	5/6	7/8
Open Court Foundational Skills Kit	Open Court Foundational Skills Kit	Cal EPA Education and the Environment Initiative	Houghton Mifflin Harcourt Collections	Houghton Mifflin Harcourt Collections
Handwriting Without Tears	Rigby Leveled Readers	Teacher Created Resources Daily Warm Ups	Evan-Moor Daily Paragraph Editing	Education World Every-Day Edits
Scholastic Guided Readers	Writing Thru The Year, D. Jump	Leveled novels, various genres and publishers	Leveled novels, various genres and publishers	Leveled novels, various genres and publishers
Open Educational Resources	Scholastic News Magazine	Leveled novels, various genres and publishers	Scholastic and National Geographic expository text collections	Scholastic and National Geographic expository text collections
	Handwriting Without Tears		The Learning Works: Greek and Latin Roots	The Learning Works: Greek and Latin Roots
	Reading A to Z	Open Educational Resources		
	Open Educational Resources		Open Educational Resources	Open Educational Resources
<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>- Running Record</li> <li>- Open Court Reading Assessment</li> <li>- Sight Word testing</li> <li>- Letter Recognition Test</li> <li>- Classroom observations</li> </ul>	<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>- Developmental Reading Assessment (DRA)</li> <li>- Renaissance Benchmark Assessments (4x/year)</li> <li>- Sight Word Testing</li> <li>- Classroom observations</li> <li>- Teacher made and publish</li> </ul>	<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>- Renaissance Benchmark Assessments (4x/year)</li> <li>- Vocabulary Assessments</li> <li>- Classroom observations</li> <li>- Teacher made and publisher provided tests</li> <li>- Rubrics for projects and writing</li> </ul>	<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>- Renaissance Benchmark Assessments (4x/year)</li> <li>- Vocabulary Assessments</li> <li>- Classroom observations</li> <li>- Teacher made and publisher provided tests</li> <li>- Rubrics for projects and writing</li> </ul>	<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>- Renaissance Benchmark Assessments (4x/year)</li> <li>- Vocabulary Assessments</li> <li>- Classroom observations</li> <li>- Teacher made and publisher provided tests</li> <li>- Rubrics for projects and writing</li> </ul>

	provided tests	- CAASPP	- San Diego Quick Assessment - CAASPP	- San Diego Quick Assessment - CAASPP
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**ELA Intervention Programs and Supplemental Supports:**

- *Phonics For Reading*
- *Visualizing and Verbalizing*
- *Seeing Stars*
- Manipulatives and kinesthetic foundational skills activities
- Phonics Bingo

**MATHEMATICS**

<b>TK/K</b>	<b>1/2</b>	<b>3/4</b>	<b>5/6</b>	<b>7/8</b>
Everyday Mathematics  Open Educational Resources	Everyday Mathematics  Open Educational Resources	Everyday Mathematics  Open Educational Resources	Everyday Mathematics  Prodigy Game  Front Row Education	Connected Mathematics Project (CMP) - Grade 7  College Preparatory Mathematics (CPM) - Grade 8  Everyday Mathematics  Prodigy Game  Front Row Education
<b><u>Assessments:</u></b> - Classroom observations - Informal assessments - Number Recognition Test - Teacher made tests - Publisher provided tests	<b><u>Assessments:</u></b> - Renaissance Benchmark Assessments (4x/year) - Publisher provided tests - Teacher made tests - Classroom observations - Informal	<b><u>Assessments:</u></b> - Renaissance Benchmark Assessments (4x/year) - Publisher provided tests - Teacher made tests and quizzes - Classroom observations - Informal	<b><u>Assessments:</u></b> - Renaissance Benchmark Assessments (4x/year) - Publisher provided tests - Teacher made tests and quizzes - Classroom observations - Informal	<b><u>Assessments:</u></b> - Renaissance Benchmark Assessments (4x/year) - Publisher provided tests - Teacher made tests and quizzes - Classroom observations - Informal

	assessments	assessments - CAASPP	assessments - CAASPP	assessments - CAASPP
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**Math Intervention Programs and Supplemental Supports:**

- *Everyday Mathematics* intervention support materials
- *Connected Mathematics Project (CMP)* intervention support materials
- Manipulatives to build conceptual understanding
- Kinesthetic activities to reinforce learning

**SCIENCE**

<b>TK/K</b>	<b>1/2</b>	<b>3/4</b>	<b>5/6</b>	<b>7/8</b>
Great Explorations in Math and Science (GEMS)  Scholastic Weekly Science Reader  Open Educational Resources	Cal EPA Education and the Environment Initiative  Scholastic Weekly Science Reader  Project Learning Tree  Open Educational Resources	Cal EPA Education and the Environment Initiative  Great Explorations in Math and Science (GEMS)  Project Learning Tree  Project WET  Open Educational Resources	Project Learning Tree  Open Educational Resources	Project Learning Tree  Open Educational Resources

**Assessments:**

- Publisher provided tests
- Teacher created tests and quizzes
- Rubrics for project-based learning
- Informal assessments and observations

**HISTORY SOCIAL SCIENCE**

<b>TK/K</b>	<b>1/2</b>	<b>3/4</b>	<b>5/6</b>	<b>7/8</b>
Scholastic Weekly Reader  Open Educational Resources	Cal EPA Education and the Environment Initiative EEI Curriculum  Scholastic Weekly Reader	Cal EPA Education and the Environment Initiative  Open Educational Resources	Cal EPA Education and the Environment Initiative  Open Educational Resources	Cal EPA Education and the Environment Initiative  Open Educational Resources

	Open Educational Resources			
<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Publisher provided tests</li> <li>● Teacher created tests and quizzes</li> <li>● Rubrics for project-based learning</li> <li>● Informal assessments and observations</li> </ul>				

**Table 9. Description of Additional SFCS Instructional Program Content, Materials, and Support Personnel**

<b>Subject Area</b>	<b>Instructional Content, Materials, and Personnel</b>
<b>Service Learning</b>	All students engage in service learning projects weekly, selected and designed by students, with a focus on environmental, economic and social sustainability. These projects provide hands-on learning that integrates and applies academic skills to local community challenges. Service learning empowers students to contribute to positive changes in their community. Ideas and support come from the Land and Legacy Project and SFCS's partnerships with experts in local organizations, such as the Resource Conservation District and UC Merced. Service Learning is led by the SFCS Service Learning Coordinator and reinforced by volunteers and classroom teachers.
<b>Music</b>	All students in grades 3-8 are encouraged to participate in band taught by a music teacher once per week. In addition, basic music instruction is provided in the TK/K and grade 1/2 class weekly by a music teacher. Grade 3/4 students have weekly lessons in ukulele with their classroom teacher and learn to play recorders from a music teacher.
<b>Art</b>	Arts instruction is provided by the teacher with support from local artists and volunteers. Students learn about artists, their styles and mediums, and practice visual art techniques. Students also participate in performing arts productions annually as led by teachers and support staff. Field trips to museums and play are annual events. The arts are also integrated into other subject areas.
<b>Physical Education (PE)</b>	Teachers and aides provide the required PE instructional minutes per week using the Physical Education Model Content Standards for California Public Schools to define benchmarks and guide

	lesson design. Students in grades 5 and 7 participate in the annual CA Physical Fitness Test. Each classroom also has yoga instruction weekly to promote flexibility, relaxation, and the mind and body connection.
<b>Learning Garden</b>	All students participate in hands-on lessons in the SFCS Learning Garden at least once per week with a master gardener educator. Lesson ideas are drawn from sources such as <i>A Child's Garden of Standards: Linking School Gardens to California Education Standards</i> and <i>Math in the Garden</i> . Volunteers also assist weekly in the upkeep and education in the garden as students plant, grow, pick, and prepare edible plants.
<b>Character Education</b>	<i>Core Virtues</i> is a literature-based character education program that focuses on one virtue a month with developmentally appropriate definitions, examples, and readings for teacher use. The learning and practice of these moral, civic, and intellectual virtues is promoted through monthly assemblies, recognitions, and morning announcements.
<b>Interventions</b>	Intervention programs are provided by teachers, aides, and an Intervention Program Coordinator both in and outside of the classroom in targeted small groups based on need. For a list of intervention programs, see Table 8.
<b>Family Life/Sex Education</b>	Students in grades 5 and 7 will participate in a Family Life/Sex Education unit of study in the spring taught by their teacher.

### **A Day in the Life of a SFCS Student**

*A SFCS student begins the day on the blacktop in line with his class with all other students and staff for the morning welcome, Pledge of Allegiance, and general announcements led by the Principal/Superintendent. This time serves to unify the school through acknowledgements, reminders, and reinforcement of the Core Virtue of the month. It also helps all to start the day on a positive path.*

*The student is then led to class by the teacher who begins instruction with a quick warm-up activity at the start of the English Language Arts block. The student participates in readers and writers workshop, conferencing at times with the teacher or an aide, as well as practicing foundational skill work to improve phonics, vocabulary, and comprehension. Today he is working to improve his fluency, his area of struggle, with a small group of other students led by an aide. When he returns to his independent work, he is reminded to “read like a detective” - citing evidence for responses, and “write like an investigative reporter” - including supporting details, strategic organization, and interesting word choice to grab the reader. The student has his peers and mentor texts to reference as he works to implement the new skill he learned in the mini lesson with his teacher. The student reads both nonfiction and fiction texts, often making*

*comparisons and connecting the reading to science or social studies topics currently studied. Today he is collaborating with a partner on a shared piece of writing in Google docs that they are simultaneously editing on their separate devices. They have chosen to write a persuasive letter seeking donations for the amphitheater they are building as part of service learning on Wednesdays.*

*It is now time for recess. The student eats a healthy snack at the outdoor tables before deciding to join a game of soccer on the field. Students of various ages are playing, so he helps a younger student learn goalie techniques.*

*When the bell rings, the student enters a different classroom for math. This is his area of strength, and for this unit on geometry, he is joining an upper grade class. After instruction from the teacher, he joins a small group tasked with solving a challenging measurement problem. They have collected the materials they need after drafting a few possible plans on paper. After a few attempts, they successfully solve the problem and must now design a way to demonstrate their process in order to share it with the class. They decide to use the iPad to take pictures of each step, label the pictures, and provide voice-over narration in a video presentation.*

*Lunchtime means the student heads to the multi-purpose room to eat with friends. Before being excused to play, all students must sort their trash into the recycling, compost, or trashcan. The student is a helper today, so he takes the compost to the school garden to add it to the bin. He has time to play a game of tetherball before the bell rings to return to class.*

*Each day after lunch his teacher reads aloud to the class. They are currently listening to a historical fiction piece about a family that immigrates to California in search of gold. As the teacher reads, the student takes notes of key details on the social studies guide that will be used for a class discussion.*

*It is rotation day for the student, so now he moves with half of the class to the multi-purpose room for a technology lesson with the aide. The student learns to use a new app to gather research for his science project, a study on the migration of tarantulas, one of his favorite animals.*

*He then switches to the Learning Garden where the science aide demonstrates how to select the ripe tomatoes. After graphing their plant growth in their garden journals, they pick and wash the tomatoes and share ideas for how to best prepare them for eating. The student finishes noting his observations in his garden journal before rejoining his class for PE on the field.*

*The day ends back in his classroom with a wrap-up of learning by his teacher. He helps the class clean up the room and notes homework assignments in his notebook, before the teacher dismisses the students for the day.*

*The student quickly heads to the After School Program (ASP) with his guitar. Although band lessons were not today, he brought his guitar because the ASP Coordinator promised to teach him a new chord. They are planning an ASP music performance for the annual Talent Show.*

*He is looking forward to returning tomorrow. It is the monthly school assembly to recognize students who most exemplified the Core Virtue over the past month. There is sure to be an enjoyable skit performed by one of the classes to tie in with this character trait. He is most excited, though, about the ticket drawing for the big prize this month. Since he has earned many tickets for his positive behavior and efforts, his chances of winning are better than ever.*

### **Home School Program/Long-Term Independent Study**

SFCS offers a Home School Program to families coordinated by a Home School Program Teacher and in compliance with Long-Term Independent Study requirements. The Home School Program Teacher meets with families at least once every 20 days to provide parents/guardians with resources and guidance, and to monitor progress of participating students. The teacher ensures that the family is meeting all requirements and minimum instructional minutes per week as outlined in the Home School Program Handbook (see *Appendix D*). This handbook also outlines reasons and procedures for terminating the Home School Program agreement with SFCS for lack of progress, non-compliance, or inappropriate placement. Home School students have weekly opportunities to participate with their classmates in service learning, physical education, technology, and learning garden classes. They are also invited to join special school events such as assemblies, guest speakers' sessions, and class field trips.

### **A Week in the Life of a SFCS Home School Student**

#### *Monday*

*After breakfast, the home school student feeds the goats, gathers eggs, and begins her school day with some journal writing. The journal topic that her mother recommends is how she thinks Yosemite Valley is different than the lower foothills where she lives. Her mother also asks her to generate some questions that she might have about the forest biome for the ranger at the Yosemite Park Visitor's Center that they will see on Wednesday. As they have read on the SFCS grade 5/6 teacher's blog, the class has been working on posters for various biomes in California. The journal writing that she does today will later be incorporated into a brochure that highlights what makes the forest biome different than others. When finished writing, her mom helps her edit the entry, noting misspelled words to add to her personal spelling dictionary. They also research the topography of Yosemite Valley on the computer.*

*As the student works on math next, she adds to her monthly graph to track the eggs collected and then plays multiplication war. She has been working on fractions and percentages in the Everyday Math textbook. If she focuses well, she earns time to play Prodigy, a fun online math game.*

*It is time for a break, so the student and her mother make cookies. She measures all ingredients, paying particular attention to the butter to flour ratio. While the cookies bake, she works on her block creation, a locking box made out of Legos. When finished, she will create a video explaining how she made it. Her Home School Program Teacher may add it to her blog to share with other home school families.*

*After lunch, which includes tomatoes picked from the garden, there is time for reading. The student is particularly interested in historical fiction books. She is currently reading a piece that takes place during the Revolutionary War. This will tie into her project about a historical figure from that time period.*

*Time before dinner is spent practicing her trumpet. The student helps in the kitchen. Once a week, she is in charge of planning and preparing the meal with help from her dad. She reads a bit more before going to bed.*

#### *Tuesday*

*After her morning routine, it is time to go to SFCS to join the grade 5/6 students for lunch, learning garden class, band, technology class, and PE. In the garden, she works on Venn diagrams that compare the two different squash plants in small groups. In technology they practice coding, and learn a how to create a website. She considers whether her Yosemite Valley project could be a website instead of a brochure. She can access all of the tools she has learned in technology class on the blog. She will share this with her mom. The student enjoys joining friends on Tuesdays and getting to ride the bus home.*

#### *Wednesday*

*Today is the field trip to the Yosemite Valley. The student enjoys capturing pictures of deer, a skunk, and an amazing red-tailed hawk. She interviewed the ranger at the Visitor's Center, and watches videos about the history of the park. She can't wait to come back and learn more about this incredible place.*

#### *Thursday*

*In the morning, the student writes down all of the things she learned from yesterday's field trip, including answers to her questions. She begins working on her web page. She will be learning about the San Joaquin Valley next, so many of the same questions can be used. Her Home School Program Teacher is planning a field trip with the home school families to the Bird Reserve in Los Banos in January, so she will have many new facts to add to her biome website.*

*After math, the student goes to SFCS each Thursday afternoon to join the Service Learning class. She has been working with other students to create new games for the annual Fall Festival, a fun community event. She works on repairing and painting an old miniature golf game. She looks forward to participating in the festival and possibly running a game booth.*

#### *Friday*

*For her journal today the student writes about visiting friends in Santa Cruz. Their family friend is a volunteer at the Seymour Marine Discovery Center where they will visit next week. She hopes to go behind the scenes to see the dolphins up close and to find out what kinds of research*

*they are currently doing. The journal entry leads to a web search to learn about a whole new biome.*

*After she completes her math, she and her mother pack a lunch and go to the park for their weekly trip with other SFCS home school families. Fun and interesting activities are always planned. Today they conduct physics experiments with marbles, basketballs, and tennis balls. She has a great time helping the younger kids and learning from the older ones.*

## **PROFESSIONAL DEVELOPMENT**

Professional development is aligned with the mission, vision, and educational philosophy of SFCS. Professional development focuses on both individualized needs of teachers/classified staff members driven by self-assessments, as well school-wide focus areas as determined by data, staff input, and feedback from the Academic Excellence Committee. Special focus is placed on ensuring effective classroom practices for individualized learning across all levels of student ability, place- and project-based learning, as well as special practices to support special education students, English language learners, and low- and high-achieving students.

Professional development takes place throughout the school year, as well as during summer months. Annually, 3-5 days of professional development are provided. In addition, staff members participate in professional development on early-release Mondays. SFCS supports staff in obtaining continuing education credits, as funding permits. Special collaboration days are scheduled prior to the start of each calendar term to support subject matter integration, effective transfer of students between classrooms, and school community cohesion.

In addition to professional development supporting standards-based, disciplinary achievement, professional development may also include the following:

- Strategies for effective subject matter integration, particularly across science, mathematics and social studies, using locally based projects and investigations.
- Strategies for keeping each teacher's foundational knowledge current in core subjects, especially science and technology.
- Strategies for creating successful individualized learning plans across ability levels that set high expectations for all students.
- Approaches to assessment that reflect real-world performance metrics such as identifying and achieving goals, improving performance, and effective collaboration.
- Approaches for encouraging habits of mind and body that lay the foundations for success in life, such as cognitive flexibility, self-regulation, stress management, planning, and problem solving.
- Classroom design, management practices, and day-to-day operations, that maximize the benefits of multi-age, multi-level classroom settings and a rich environmental setting.

- Best practices for integrating interest-driven work into standards-based curricula.
- Strategies for supporting students and their academic progress when students are experiencing personal trauma or stress related to poverty, substance abuse, or other issues.

SFCS staff also participates in training through its contracted SELPA or other sources so that all staff is able to identify students with exceptional needs, design and implement appropriate interventions, and ensure that students requiring special education and related services have their needs met, in compliance with State standards and expectations.

### ***INSTRUCTIONAL STRATEGIES FOR SPECIAL POPULATIONS***

***General Philosophical Approach:*** As detailed in our Educational Philosophy, SFCS aims to help students become self-motivated, competent and lifelong learners. Realizing these goals require a school environment that is sensitive to individual and group differences among the students served. This is best achieved in small, multi-aged classrooms where teachers are appropriately trained and supported in differentiated instruction, constructivist learning, project-based activities and real-life skills application. Such approaches benefit *all* children, but are especially beneficial to the mainstreamed student with special needs. Most goals written into Individualized Educational or Section 504 Plans can be met in the general classroom. Below is summarized the SFCS approach to several key characteristics or categories of children that contribute to the diversity in SFCS classrooms in some way: English Language Learners, High-Achieving students, Low-Achieving students, Socioeconomically Disadvantaged students, and students in Special Education. It is noteworthy that although different groups of children are highlighted below, staff is able to address the true complexity of children where, say, high-achievement in certain subjects can be accompanied by low-achievement in others (e.g., the twice exceptional student). Thus, while categories are convenient for discussion, in practice staff is concerned with the *profile of skills* (academic and social-emotional) that each student possesses.

***General Approach to Assessment Data:*** Multiple measures and forms of assessment are used to help guide each child’s individual instruction and assessment by the teacher, school, parent/guardian and child. All assessment data is held in a central school database, coded for analysis at the child level, as well as at the aggregated school level for monitoring and reporting. Appropriate security measures are used to guarantee privacy in accordance with state and federal laws. Students may also be referred to specialized consultants in cases where the needs of the child exceed the expertise of SFCS staff (see more detail on this below). These consultants may include psychologists, psychiatrists, physical therapists or other physicians, specialized educators, etc. At SFCS teachers use ongoing and varied methods of evaluating student progress, adjusting pedagogy and individualizing instruction as needed. Using the Multi-Tiered System of Supports, teachers “intervene” if a student is not making adequate progress, collaborating with Student Study Teams if necessary, adjusting instruction appropriately and then reassessing (formally or informally). This approach benefits all students, but especially identified “special” populations.

#### **English Language Learners**

SFCS complies with federal and state mandates regarding English Language Learner (ELL)

education and re-designation of ELL students. SFCS meets all requirements of federal and state law relative to equal access to the curriculum for ELL students.

Given the demographics of the school community, less than 10% of the student population is classified as ELLs. Most ELL students are expected to have Spanish as their native language. Research-based instructional programs and strategies are used to meet the specific needs of ELL students. The ELL program addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our ELL students.

SFCS is vigilant about timely identification and redesignation of ELL students. This data is also used to enable teachers to plan curriculum and instruction that supports and develops students' ability to progress through the English Language Development levels. Upon enrollment into the school, students' parents/guardians complete a survey (available in the language(s) spoken by the parents/guardians) indicating languages spoken in the home. Staff assesses the English proficiency of students whose dominant language is not English within 30 calendar days of enrollment using the California English Language Development Test (CELDT).

SFCS notifies parents/guardians of the school's responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results from the test contractor. Educational programs are responsive to specific needs of ELL students and in compliance with all state and federal guidelines. SFCS reports the number of ELL students attending the school to the district and the state.

Parents/guardians are informed of their rights, and they are encouraged to participate in the reclassification process. Teachers provide an opportunity for a face-to-face meeting with parents/guardians to discuss their child's progress toward English language proficiency. SFCS provides an interpreter when needed for meetings with families.

SFCS hires CLAD credentialed teachers who have the skills and expertise to accelerate ELLs' academic and linguistic development. The teachers utilize specific instructional strategies to develop initial communicative competence in English and the development of disciplinary academic registers in their second language, and are trained in and use Specially Designed Academic Instruction in English (SDAIE) strategies in the classroom.

***English Language Learners (Specific Supports):*** An inclusive environment, such as the one provided at SFCS, gives the ELL student an opportunity to learn from and with his or her English-speaking peers, rather than being segregated with others who are also struggling with the language. Because of the small classroom size and the multi-modal instructional approach, the core academic subjects are taught in such a manner that a child who does not have a strong grasp of the English language has various means of understanding the material. In addition, SFCS provides necessary accommodations and a supportive environment. SFCS actively recruits and hires CLAD-certified staff. SFCS provides appropriate classroom support services (e.g. pairing with bilingual peers, classroom assistance by bilingual instructors or instructional assistants, pullout intensive English language development lessons, etc.) to ELL students, enabling them to access the core curriculum. SFCS also creates volunteer opportunities for parents/guardians,

community members, and local service agencies to provide bilingual tutoring for ELL students. The small size of the school and low student to teacher ratio allows for more focused instruction for ELL students and more opportunities for intensive interventions where appropriate. Language ability is assessed at regular intervals, using informal and formal assessments, and the results are available to all teachers.

The individualized learning plan for each English learner at SFCS is organized according to each student's assessed level of literacy (reading and writing) in both English and their primary language, according to his or her proficiency (listening, speaking, reading, and writing) in English, and based on the student's progress. Key features of the SFCS instructional program, such as cooperative and group projects, peer tutoring and cooperative learning, are recommended strategies for ELL students and have been designed to promote the academic success of ELL students. Teaching staff utilize intervention programs based on the needs of students and best practices. Interventions include:

- Multi-modal presentation of subject matter to help ELL students access learning in the regular classroom setting.
- Songs and games to introduce language skills.
- Students grouped to support language acquisition.
- Focus on developing vocabulary and skills needed to be proficient with the current course of study.
- Building first language literacy skills to support English literacy skills.
- Peer-tutoring to give advanced ELL students opportunities to consolidate their English skills by helping less advanced ELL students.

The goals of all programs are for the students to learn English and meet age-appropriate academic achievement standards for promotion and graduation. Students will be tested annually, as required by the state, using the CELDT to determine eligibility for reclassification and to assess progress. All costs associated with ELL services shall be the responsibility of SFCS.

### **High Achieving Students**

***Identification and Assessment:*** SFCS is sensitive to the educational and developmental needs of high achieving students and takes a proactive and dynamic approach towards their identification, assessment and continued growth. While curriculum and academics are emphasized, social-emotional aspects of the child are considered as well, with particular attention to the child's needs for peer acceptance and, when called for, extra attention to social deficits that sometimes associate with the gifted child.

Once students are enrolled, parents/guardians are given the opportunity to provide information on the child's prior academic performance, behavior, personality and health. They also are given the opportunity to identify strengths and weaknesses, and special requests for curricula (e.g.,

advanced). In addition to parent/guardian reporting, SFCS conducts formal and informal screening assessments very early in the fall of each year for all students. Part of these assessments include the child's self-report of needs, goals, interests and preferences, which are considered when making decisions on his or her behalf.

During the school year, ongoing monitoring of students informs curriculum decisions and the student's work and opportunities are modified in accordance with their need. Whenever indicated, the teacher or school administrator calls for a special meeting of staff and parents/guardians to discuss needs, changes, and overall progress.

***Educational Practice:*** High achieving students are integrated into mixed age and ability classrooms. Programmatic options for high achieving students, depending on level of need, include,

- Honors strands in designated subjects
- Supplemental advanced challenges
- Special projects
- Opportunities for leadership
- Online courses
- Summer opportunities at Merced College or UC Merced

Teachers at SFCS have professional development opportunities geared towards multi-age, multi-level learning in a single classroom, and dealing with curriculum modifications for high achieving students.

### **Low Achieving Students**

***Identification and Assessment:*** SFCS is sensitive to the educational and developmental needs of low achieving students and takes a proactive and dynamic approach towards their identification, assessment and continued growth. While curriculum and academics are emphasized, social-emotional aspects of the child are considered as well, with particular attention to the child's needs for peer acceptance and, when needed, extra attention to social deficits that sometimes associate with the academically struggling child.

Once students are enrolled, parents/guardians are given the opportunity to provide information on the child's prior academic performance, behavior, personality and health. They also are given the opportunity to identify strengths and weaknesses, and special requests for curricula (e.g., remedial). In addition to parent/guardian reporting, SFCS conducts formal and informal screening assessments very early in the fall of each year for all students. Part of these assessments include the child's self-report of needs, goals, interests and preferences, which are considered when making decisions on his or her behalf.

During the school year, ongoing monitoring of students informs curriculum decisions, and the students' work and opportunities are modified in accordance with their need. Whenever indicated, the teacher or school administrator calls for a special meeting of staff and

parents/guardians to discuss needs, changes, and overall progress. A plan is developed with parents/guardians and staff that includes measurable goals and actions to be revisited every 6-8 weeks.

***Educational Practice:*** Low achieving students are integrated into mixed age and ability classrooms. Programmatic options for low achieving students, depending on level of need, include,

- Instructional modifications in classroom: materials, methods of delivery and activities modified to accommodate students during the regular classroom process
- Additional time
- Tutoring
- Specific self-paced interventions
- In class group interventions
- In class individualized interventions

Teachers at SFCS have professional development opportunities geared towards multi-age, multi-level learning in a single classroom, and dealing with specialized curriculum modifications for low performing students.

### **Socio-economically Disadvantaged Students**

All students can learn and succeed. Some students have higher hurdles to jump, and need specific interventions to succeed. Past failures to address the underlying causes of poor achievement indicate that a new approach to is needed to ensure socio-economically disadvantaged children succeed in school (California Legislative Analyst's Office 2009). There are several likely barriers to success; "For instance, students from economically disadvantaged families may lack health care, be in single-parent homes living on public assistance, have absent parents or parents with little formal education, have parents in jail or addicted to drugs, be parents themselves, live in unsafe neighborhoods, lack nurturing relationships with adults, speak a primary language other than English, be influenced by gang pressures, and/or need to work long hours outside of school." (California Legislative Analyst Office 2009).

As a small, community based school, SFCS is in an ideal position to be aware of and help address the underlying challenges that result in poor academic achievement for economically disadvantaged students. Through strategies laid out by Elias (2009), SFCS supports the success of all students.

- *Caring, Sustained Relationships* are supported by multi-age grouping, and small classes that allow the teachers to develop deeper and sustained relationships with students. The teachers and staff are well acquainted with each student and aware of the problems they face in life. SFCS's registration form includes a section for homeless and foster youth to self-identify. Through this knowledge comes the ability to help address challenges on an individual level.
- *Realistic, Hopeful Pathways* are created through active partnerships. Through service

learning projects and classrooms experiences, students have access to a broader base of mentors and role models in the community who can support their academic and personal development. Field trips to UC Merced and interactions with UC Merced students, faculty and staff help students envision new pathways to success in life.

- *Engaging School and Community Settings* spark student interests. Through active partnerships in the community, students are actively involved in identifying and solving problems that affect themselves and others in the community. SFCS has an engaged community that identifies and supplies resources to support economically disadvantaged students, formally and informally, through the school as a community center. The school makes families aware of social support services that are available to them. The school strives to function as a community center, helping families network and share resources as needed. The curriculum includes entrepreneurial skill building and promotes skills for success in higher education to help students and families break the poverty cycle. For economically disadvantaged and at-risk youth, having a community-based school is instrumental to their success.

*Additional Youth Services:* SFCS uses multiple forms of assessment to monitor student progress frequently to make decisions about changes in instruction or goals and provide interventions (academic or otherwise) matched to student need.

- **Counseling** - This service is not specified in charter law; SFCS is not required to have credentialed staff to provide counseling. If teachers suspect psychiatric or other such health and safety issues, they are directed to immediately report them to the Principal/Superintendent. The Principal/Superintendent has a list of County Health and Human Services resources to contact for help and guidance or in case of an emergency. In addition, the school psychologist assigned through the District or Special Education Local Plan Area (SELPA) provides guidance and expertise as needs arise.
- **Nursing** - This service is not specified in charter law; SFCS is not required to have a nurse on staff. All employees must complete CPR/First Aid training by the end of their first year of service, and must report any health and safety issues to the Principal/Superintendent immediately. The Principal/Superintendent has a list of County Health and John C. Freemont Hospital phone numbers to contact for help and guidance as needed.
- **After School Program** - SFCS offers an enrichment-based After School Program for families at a reasonable cost from dismissal to 6PM each school day. ASP activities and supervision are the responsibility of the ASP Coordinator who works closely with the Principal/Superintendent for planning, enrollment procedures, and safety guidelines.
- **Foster Youth** - Foster youth have access to the same academic resources, services, extracurricular and enrichment activities available to all SFCS students. Foster youth are immediately enrolled, even if they lack required records. SFCS assists the placing agency with the immediate transfer of student records (within 2 business days). A foster child's grades are not affected by absences that are caused by a change in placement, attendance at court hearing, or court ordered activity. SFCS follows all legal guidelines with regard to Foster Youth.
- **Homeless Students** - Youth who "lack a fixed, regular, and adequate nighttime residence" are

considered homeless. Homeless youth are immediately enrolled, even if they lack required paperwork. Identified homeless students are monitored to make sure they are not displaced if the family moves away from the school. The SFCS Principal/Superintendent is the designated Homeless Liaison for homeless students and assists homeless families to make sure basic needs (nutrition, hygiene, security) are met. SFCS recognizes its responsibility to assist with transportation as necessary to ensure stability and continuity for homeless children, even if they move out of the attendance area.

### **Special Education**

Sierra Foothill Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and works in cooperation with the District to ensure that a free and appropriate public education is provided to all students with exceptional needs. SFCS complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Sierra Foothill Charter School complies with AB 602 and all California laws pertaining to special education students.

SFCS is considered a “school of the District” for Special Education purposes pursuant to *Education Code Section 47641(b)*. So long as SFCS operates as a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to *Education Code Section 47641(b)* and in accordance with *Education Code Section 47646* and *20 U.S.C. 1413*, SFCS seeks services from the District for special education students enrolled in SFCS in the same manner as is provided to students in other District schools. However, SFCS reserves the right to contract with service providers outside the District when appropriate. A Memorandum of Understanding (“MOU”) has been developed between the school and the District, which delineates the respective responsibilities of SFCS and the District with regard to the funding and delivery of special education and related services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of SFCS, with the necessary materials, services, and equipment to support their learning. The school ensures that any student with a disability attending SFCS is properly identified, assessed and provided with necessary services and supports.

SFCS meets all the requirements mandated within a student’s Individualized Education Program (IEP). The school seeks to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school works with the District and/or SELPA to provide an appropriate placement and services.

SFCS works with the district to make time and facilities available to meet the needs of the student’s IEP. SFCS actively participates in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications,

strategies, and techniques. The school makes available student's work products for analysis and evaluation of progress and participates in the IEP reviews conducted by the district.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to SFCS, which will then forward such written notice to District within two school days. The school encourages open communication between the parents and the district for any items related to the special education services. Students at SFCS who have IEPs continue to attend the school, unless the IEP recommends otherwise and states why.

In order to comply with Child Find requirements as specified by law, SFCS has established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process entails search and serve, a Student Study Team, referral, assessment and IEP review.

***Search and Serve:*** No assessment or evaluation is used for admission purposes. Through collaboration between the faculty and Principal/Superintendent, SFCS works to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal/Superintendent and faculty then convene the Student Study Team (SST) for that student. Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a SST composed of the student's parent/guardian, the Principal/Superintendent, and one or more SFCS staff members are responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate supplemental supports, classroom modifications, and strategies and techniques to enhance that student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. SFCS may also choose to refer a student for specialized support through the provisions of a Section 504 Plan, if appropriate. Parents/guardians are informed that special education and related services are provided at no cost to them.

***Interim and Initial Placements of New Charter School Students:*** When a student enrolls at SFCS with an existing IEP, SFCS informs the District within 5 days. An IEP meeting is convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, SFCS works with the District or SELPA to implement the existing IEP at SFCS or as otherwise agreed by the parent/guardian.

***Referral for Assessment:*** The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. SFCS's internal method for referral for assessment is the Student Study Team. The parent/guardian of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be

responded to in writing by SFCS within 15 days. SFCS will notify the District of the assessment request within 5 days of receipt. Parents/guardians will be informed that special education and related services are provided at no cost to them. If SFCS, in collaboration with the District, concludes that an assessment is appropriate, the parent/guardian receives a written Assessment Plan within 15 days. The parent/guardian is given at least 15 days to provide written consent to the Assessment Plan. Assessments are done only upon receipt of written parent/guardian permission. The assessment is completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

**Assessment:** The Principal/Superintendent is responsible for gathering all pertinent information and sharing such information with the District. Information gathered is used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures are conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Formal and informal assessments
- Review of school records, reports, and work samples
- Parent/guardian input

Unless conflicting with District or SELPA policies and procedures, SFCS follows the following assessment guidelines. If a conflict with District or SELPA policies and procedures exists, then District or SELPA policies and procedures govern.

- Parents/guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment is completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to his or her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments are delivered in the student's primary language, and a qualified interpreter is provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid

and reliable.

- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team is assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team is assembled to review the results of the assessment and determine the student's need for special education. SFCS, in coordination with the District or SELPA, is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting. Parents/guardians are provided with written notice of the IEP meeting, and the meeting is held at a mutually agreeable time and place.

***Development and Implementation of IEP:*** Every student who is assessed by the school has an IEP that documents assessment results and eligibility determination for special education services.

SFCS, in collaboration with the District or SELPA, ensures that all aspects of the IEP and school site implementation are maintained. SFCS provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs are served in the Least Restrictive Environment (LRE).

Each student who has an IEP has an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- The Principal/Superintendent
- At least one special education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A District or SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. SFCS views the parent/guardian as a key stakeholder in these meetings and makes every effort to accommodate parents'/guardians' schedules and needs so that they are able to participate effectively on the IEP team. The school provides an interpreter if necessary to ensure that all parents/guardians understand and can participate in the IEP process. If a parent/guardian cannot attend the IEP meeting, the school

ensures his or her participation using other methods, such as conferencing by telephone or meeting at the home.

A copy of the IEP is given to the parent/guardian in accordance with state laws and District or SELPA policies. Upon the parent's/guardian's written consent, the IEP is implemented by SFCS, in cooperation with the District or SELPA in which SFCS is a member. The IEP includes all required components and is written on District or SELPA forms. The student's IEP includes the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent/guardian or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's/guardian's request)
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When SFCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his or her disability

***IEP Review:*** Unless otherwise specified on the student's IEP, parents/guardians are informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals with the same frequency as progress is reported to all students and parents. The Goals and Objectives section of the IEP is an attachment to the general progress report. This serves to document the method by which the student's progress toward achieving the annual goal

is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

**Staffing:** Although the District holds ultimate responsibility for providing Special Education services (so long as SFCS operates as a school of the District for purposes of special education), SFCS is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

SFCS seeks related services from the District for special education students enrolled in SFCS in the same manner as is provided to students in other District schools (so long as SFCS operates as a public school of the District for purposes of special education). SFCS also reserves the right to contract with service providers outside the District when appropriate.

**Reporting:** SFCS, in collaboration with the District, collects and maintains the following information on special education students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types and the number of students exempted from District assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from SFCS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the SFCS Principal/Superintendent. The Principal/Superintendent ensures that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal/Superintendent oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

**Procedural Safeguards:** Parents/guardians of students with IEPs at SFCS must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents/guardians are acknowledged by the school within five days, after which a meeting between the parent/guardian and school will be

scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school provides the parent/guardian with a written Notice of Procedural Safeguards, which includes information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. SFCS utilizes the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

***Dispute Resolution:*** In the event that a parent/guardian files a request for a due process hearing or request for mediation, the District and SFCS works together to defend the case. In the event that the District determines that legal representation is needed, SFCS agrees that it shall be jointly represented by legal counsel of the District's choosing.

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in SFCS if the District determines such action is legally necessary or advisable. SFCS agrees to cooperate fully with the District in such a proceeding.

So long as SFCS operates as a school of the District for purposes of special education, SFCS understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any SFCS student necessary to protect its rights.

***Complaint Procedures:*** Parents/guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school or SELPA has violated federal or state laws or regulations governing special education.

***Special Education Strategies for Instruction and Services:*** SFCS complies with the federal mandate of the "least restrictive environment", meaning that the school makes every attempt to educate special education students along with their non-disabled peers. SFCS mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP are built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP is delivered by personnel qualified to do so.

***Professional Development for SFCS Staff:*** The SFCS Principal/Superintendent, teaching staff, as well as other staff members attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as SFCS operates as a "school of the District" for special education purposes, the District agrees to allow SFCS staff access to all Special Education related professional development opportunities that are available to district employees. SFCS also may seek professional development opportunities for its staff through trainings facilitated by other

appropriate entities.

***Section 504 of the Rehabilitation Act:*** SFCS is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School are accessible for all students with disabilities in accordance with the ADA.

SFCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SFCS. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team is assembled by the Principal/Superintendent and includes the parent/guardian, a qualified faculty member, other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in his or her primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education. In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing

upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff. The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, have a copy of each student's 504 Plan. The Principal/Superintendent ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## **ELEMENTS B AND C: MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT**

*The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. -- California Education Code Section 47605(b)(5)(B).*

*The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. -- California Education Code Section 47605(b)(5)(C).*

### **ACADEMIC AND INSTITUTIONAL GOALS**

SFCS goals are tightly aligned with the State Law-defined objective of enabling students to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)] To that end, data is gathered to monitor progress on the academic and institutional goals and metrics in the Charter Petition, and those aligned with the eight State Priorities in the Local Control Accountability Plan (see Appendix E).

SFCS affirms that, to the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

### **Multiple Measures**

Assessments inform teaching, provide accountability, and are used in evaluating program effectiveness. SFCS will use multiple measures to provide a comprehensive view of student performance and progress toward goals. Assessments used are formative and summative, informal and formal, traditional and online. Students must demonstrate proficiency of standards when measured against multiple measures.

Assessments to measure students’ progress toward achieving standards and goals may include:

- Mandated state tests
- Benchmark assessments
- Curriculum-based assessments
- Teacher-created tests and quizzes
- Performance assessments
- Rubrics
- Observation checklists

- Student self-assessments
- Surveys
- Running records

### State Assessment Data for English Language Arts and Math

The following tables represent student data on State Assessments in English Language Arts (ELA) and Mathematics since the opening of the charter school. California Assessment of Student Performance and Progress (CAASPP) scores are available for 2015 and 2016 (Tables 10 and 11). California Standards Test (CST) scores are available for 2013 (Tables 12). The State suspended testing during the 2014 school year, so State assessment data for ELA and Mathematics is not available for that year.

**Table 10. CAASPP Comparative Results in ELA for 2015 and 2016**

CAASPP Comparative Results Table for ELA in 2015 and 2016 (Percent of Students Meeting and Exceeding Standard)							
ELA	2015			2016			Difference for SFCS
Grade	State	MCUSD	SFCS	State	MCUSD	SFCS	
3	38%	25%	12%	43%	28%	38%	+26%
4	40%	22%	29%	44%	31%	50%	+21%
5	44%	43%	n/a*	48%	40%	72%	--
6	42%	39%	62%	48%	37%	n/a*	--
7	44%	40%	18%	48%	38%	84%	+66%
8	45%	50%	40%	48%	47%	n/a*	--
Overall	44%**	36.5%**	37%	49%**	50%**	58%	+21%

\*Data not available (the number of students is less than 11)

\*\*Includes grade 11

**Table 11. CAASPP Comparative Results in Math for 2015 and 2016**

CAASPP Comparative Results Table for Math in 2015 and 2016 (Percent of Students Meeting and Exceeding Standard)							
Math	2015			2016			Difference for SFCS
Grade	State	MCUSD	SFCS	State	MCUSD	SCFS	
3	40%	29%	18%	46%	30%	53%	+35%
4	35%	21%	28%	38%	20%	71%	+43%
5	30%	23%	n/a*	33%	29%	28%	--
6	33%	29%	26%	35%	35%	n/a*	--
7	34%	38%	18%	36%	36%	25%	+7%
8	33%	41%	27%	36%	38%	n/a*	--
Overall	33%**	30.1%**	26%	37%**	30%**	32%	+6%

\*Data not available (the number of students is less than 11)

\*\*Includes grade 11

**Table 12. CST Comparative Results in ELA and Math for 2013**

CST Comparative Results Table for ELA and Math in 2013 (Percent of Students Scoring Proficient and Above)						
	ELA			Math		
Grade	State	MCUSD	SFCS	State	MCUSD	SFCS
2	56%	49%	53%	65%	73%	30%
3	46%	49%	n/a*	67%	68%	n/a*
4	65%	64%	54%	72%	64%	43%

5	60%	63%	n/a*	65%	64%	n/a*
6	60%	68%	n/a*	55%	62%	23%
7	59%	58%	n/a*	51%	50%	n/a*
8	57%	61%	n/a*	28%**	48%**	n/a*
Overall	55%	58%	59%	50%	52%	42%

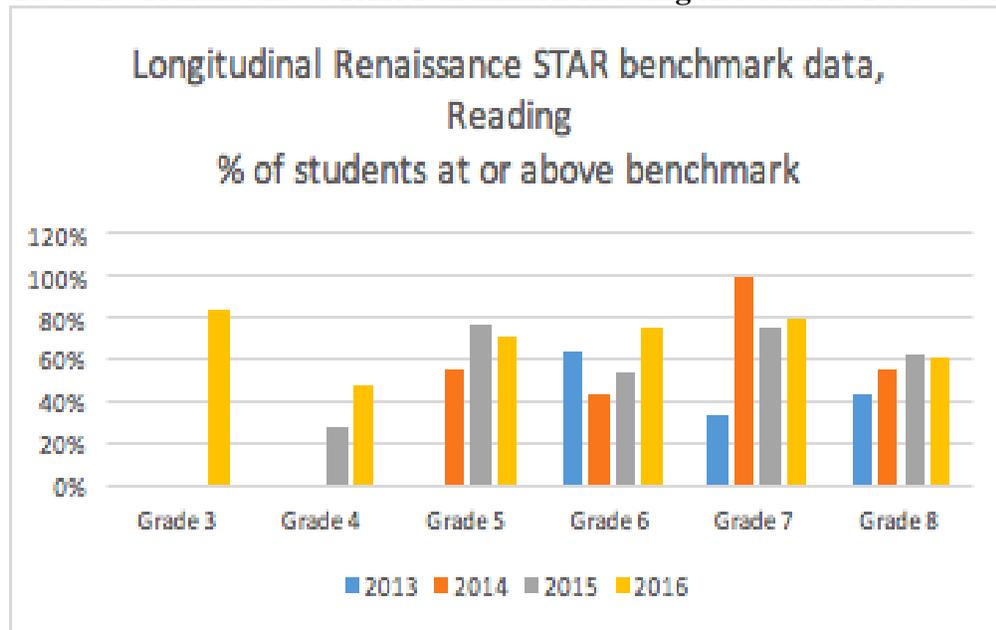
\*Data not available (the number of students is less than 11)

\*\*General Math

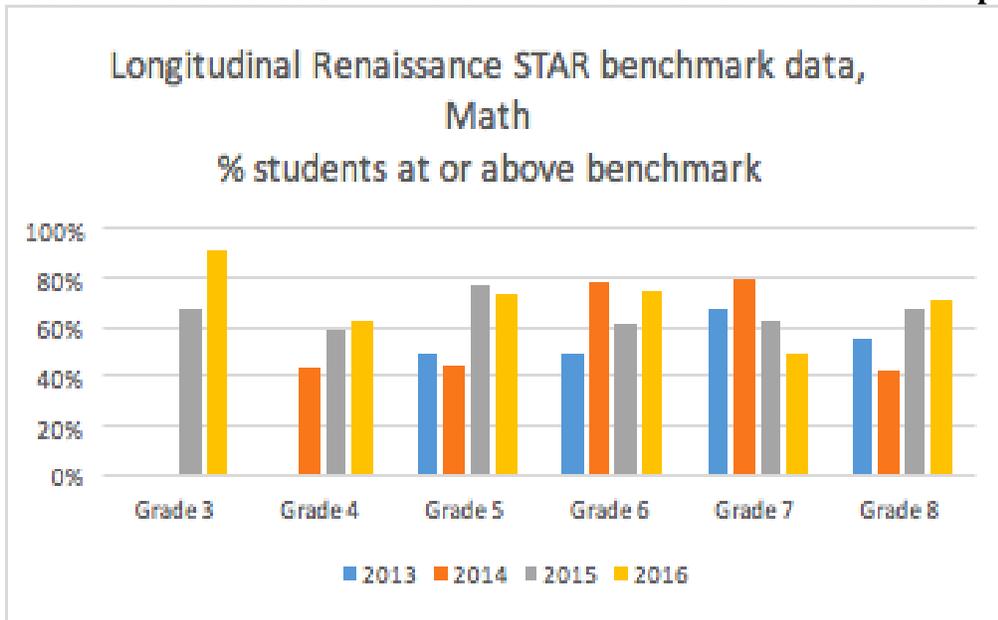
### Renaissance STAR Benchmark Assessment Data

Due to State testing changes during our charter period, Renaissance STAR benchmark testing in reading and math has been used to track student progress year to year. This online assessment measure was also used as formative assessment within the year, as teachers administered the test four times per year to monitor progress, guide instruction, and plan intervention. Tables 13 and 14 below show the percentage of students that scored at or above the benchmark (40+PR) by year.

**Table 13. Renaissance STAR Benchmark Reading Assessment Data - Comparison by Year**



**Table 14. Renaissance STAR Benchmark Math Assessment Data - Comparison by Year**



**Data Analysis**

SFCS students are performing above the State and county on CAASPP and showing consistent gains in proficiency using local measures, particularly in English Language Arts. Due to the small subgroup sizes, it is challenging to report school-wide data. SFCS staff seeks to triangulate data using multiple measures at the classroom and individual student level to get a comprehensive picture of each grade level’s and student’s areas of strength and needed growth. This data is not shared publicly, but used to plan instruction, interventions, and focus areas for professional growth.

**State Priorities as Outlined in the Local Control and Accountability Plan**

The Charter School will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals for all students and for each subgroup of students as identified in California Education Code § 52052 for each of the applicable eight state priorities (Table 15) identified in California Education Code § 52060(d). In order to respond fully to the requirements defined in Education Code Section 47605(b)(5)(A)(ii), please see the current Local Control and Accountability Plan (LCAP) in *Appendix E*.

SFCS will comply with all elements of the LCAP pursuant to regulations and templates adopted by the State Board of Education, and reserves the right to establish additional, school-specific goals and corresponding assessments through the duration of the charter. As the State finalizes new standardized assessment tools and new school performance measures (e.g., API), and finalizes the format for the new LCAP template as applicable to charter schools, SFCS will work with the Authorizer to ensure that plans and goals are created and updated accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a material revision to the charter. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element A: Educational Program; Element D: Governance and parental involvement; etc.).

**Table 15. State Priorities Addressed in the Local Control and Accountability Plan (LCAP)**

State Priorities Addressed in the Local Control and Accountability Plan (LCAP)
<p><b>State Priority #1.</b> The degree to which the teachers are appropriately assigned (E.C.§44258.9) and fully credentialed, and every pupil has sufficient access to standards aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>
<p><b>State Priority #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic knowledge and English language proficiency</p>
<p><b>State Priority #3.</b> Parental involvement, including efforts to seek input for making decisions for schools, and how the school will promote parent participation</p>
<p><b>State Priority #4.</b> Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Statewide assessments (California Assessment of Student Performance and Progress (“CAASPP”))</li> <li>B. The Academic Performance Index (API)</li> <li>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</li> <li>E. EL reclassification rate</li> <li>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> <li>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</li> </ul>
<p><b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High School graduation rates</li> </ul>
<p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broader course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p>

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and others as prescribed by the governing board. (E.C. §51210)  
 Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

**State Priority #8.** Pupil outcomes, if available, in the subject area described above in #7, as applicable.

**Additional SFCS Goals**

In addition to the goals aligned to the State Priorities in the LCAP, SFCS will pursue the goals outlined in Table 16.

**Table 16. Additional SFCS Goals, Benchmarks and Assessment Measures**

SFCS Goals, Benchmarks, and Assessment Measures		
Goal	Benchmark	Assessment Measures
SFCS students will demonstrate proficiency on the ELA Common Core State Standards (CCSS)	70% of students will perform at proficiency or above in ELA	<ul style="list-style-type: none"> <li>● CAASPP</li> <li>● Renaissance Benchmark Assessments</li> <li>● Developmental Reading Assessment (DRA)</li> <li>● Classroom summative and formative assessments</li> <li>● Report Card</li> <li>● CELDT or ELPAC</li> </ul>
SFCS students will demonstrate proficiency on the Math Common Core State Standards (CCSS)	70% of students will perform at proficiency or above in Math	<ul style="list-style-type: none"> <li>● CAASPP</li> <li>● Renaissance Benchmark Assessments</li> <li>● Developmental Reading Assessment (DRA)</li> <li>● Classroom summative and formative assessments</li> <li>● Report Card</li> </ul>
SFCS students will demonstrate proficiency on the Next Generation Science Standards (NGSS)	70% of students will perform at proficiency or above in Science	<ul style="list-style-type: none"> <li>● CST or other State measure</li> <li>● Classroom summative and formative assessments</li> <li>● Report Card</li> </ul>

SFCS students will demonstrate proficiency on the California History/Social Science Content Standards	70% of students will perform at proficiency or above in History/Social Science	<ul style="list-style-type: none"> <li>● Classroom summative and formative assessments</li> <li>● Report Card</li> </ul>
SFCS students will become proficient users of technology	80% of students will demonstrate proficient use of technology and state high levels of confidence with using digital tools	<ul style="list-style-type: none"> <li>● Student Survey (grades 3-8)</li> <li>● Classroom observations</li> <li>● Scores on projects and assignments</li> <li>● Level of use per week</li> </ul>
SFCS students will meet State physical fitness goals	70% of students will perform in the Healthy Fitness Zone on at least four out of six standards on the Physical Fitness Test in grades 5 and 7	<ul style="list-style-type: none"> <li>● Physical Fitness Test</li> </ul>
SFCS students will express high levels of contentment with their learning at SFCS	<p>90% of students will note high levels of contentment with their learning</p> <p>Overall attendance rate will be 95% or higher</p>	<ul style="list-style-type: none"> <li>● Student Survey (grades 3-8)</li> <li>● Attendance rate</li> <li>● Discipline data</li> </ul>
SFCS students will feel safe and accepted at school	90% of students will note high levels of safety and acceptance at school	<ul style="list-style-type: none"> <li>● Student Survey (grades 3-8)</li> <li>● Discipline data</li> </ul>
SFCS parents/guardians will express high levels of satisfaction with their child(ren)'s school experience	90% of parents/guardians will express high levels of satisfaction with the school	<ul style="list-style-type: none"> <li>● Parent/Guardian Survey</li> </ul>
SFCS staff members will express high levels of contentment in their work and contribution to the growth at the school	90% of staff members will express high levels of contentment and contribution to the growth at SFCS	<ul style="list-style-type: none"> <li>● Staff Survey</li> </ul>

### **Data Collection and Analysis Procedures**

Teachers administer benchmark assessments in ELA and math four times per year. Teachers process, analyze, and share results of these assessments with staff to determine intervention support services and timelines.

### **Use and Reporting of Data**

SFCS will use Aeries Student Information System to maintain student attendance data, demographic information, discipline data, and standardized assessment data. Data will be disaggregated to analyze student performance, identify professional development targets, and evaluate program effectiveness.

Parent/guardian and teacher conferences are held at least two times per year. Individual student data and learning goals are shared at that time. The report card also serves to communicate student progress to parents/guardians. More frequent contact occurs with students with IEPs, 504 Plans, SST Plans, and/or those receiving intervention services.

### **Academic Performance Index (API)**

SFCS will generate an API score and Adequate Yearly Progress (AYP) measures. The school will strive to meet API growth targets through quality instruction, parent/guardian/community involvement, meaningful assessments, and ongoing progress monitoring.

### **Reporting Program Effectiveness to Authorizing Entity, Board, Parents/Guardians, and Other Stakeholders**

The school will report program effectiveness yearly to all stakeholders through various measurements, including but not limited to:

- School Accountability Report Card (SARC)
- LCAP
- Single Plan for Student Achievement (SPSA)
- Authorizer report
- SFCS Board Reports

## ELEMENT D: GOVERNANCE STRUCTURE

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. -- California Education Code Section 47605(b)(5)(D)*

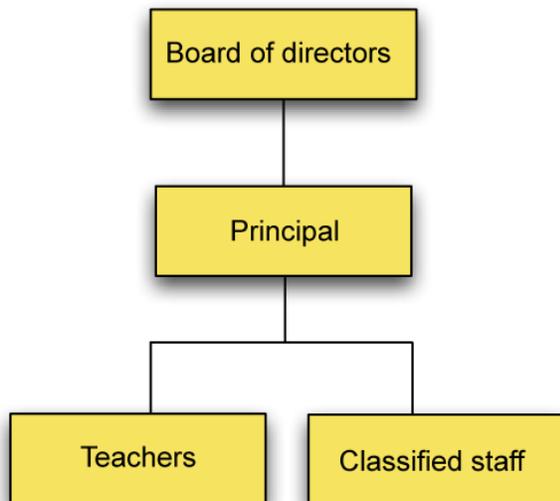
### **NONPROFIT PUBLIC BENEFIT CORPORATION**

The Charter School will continue to be a directly funded independent charter school and will be operated as a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will continue to operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to *California Education Code Section 47604(c)*, the District shall not be liable for the debts and obligations of the Charter School because it is operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

Attached, as *Appendix F*, are the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code of Sierra Foothill Charter School. Bylaws contain detailed information about Brown Act compliance, the formation of committees, and Board member selection, election and terms. SFCS's organizational structure is shown in Figure 4, and described below. A more detailed organization chart listing current board members and staff is included in *Appendix G*.

**Figure 4. Sierra Foothill Charter School Organizational Structure**



## **BOARD OF DIRECTORS**

The Charter School is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, are consistent with the terms of this charter.

The Board consists of no less than five (5) and no more than nine (9) voting members, at least two of whom are parents. In addition, in accordance with *Education Code Section 47604(b)*, the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation is entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation.

The current Board consists of 7 members and includes parent and community members. Brief biographical information of Board members/Officers can be found on the SFCS web page: <http://sierrafoothillcharterschool.org/index.php/contact-us/sfcs-board/>.

**Table 17. Founding Board Members and Officers of Sierra Foothill Charter School**

<b>Current Board Members</b>	<b>Officer position</b>
Crystal Eastwood	Chair
Angelina Brouillette	Vice-Chair
Amber Edwards	Secretary
Denisha Dawson	Treasurer
Carolin Frank	
Kori Smith	
Jeff Aranguena	MCUSD Rep

### **Community and Parent Board Members**

The community or parent members of the Board cannot also be employees of the Charter School. The School shall seek community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, business, and law.

### **Board Member Terms**

Board members serve a term of two years. No board member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take one year off before running for election again.

The board member terms are staggered so that no more than three members are up for re-election by the board at one time.

### **Board Duties**

The Board of Directors of the Charter School meets regularly, at least once a month and in accordance with the Brown Act. Details of compliance with the Brown Act are incorporated into the Bylaws. The Board of Directors is fully responsible for the operation and fiscal affairs of the School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal of the School
- Hire, promote, discipline and dismiss credentialed teachers of the Charter School after consideration of a recommendation by the Principal of the Charter School.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School. These will include effective human resource policies for career growth and compensation of the staff.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Act as a fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic Planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out-of-state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for granting agency consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Charter School has adopted a Conflict of Interest Code, which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations<sup>6</sup>. As previously noted, the Conflict of Interest Code is attached in

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<sup>6</sup> It is the understanding of petitioners that the State Board of Education is developing charter school specific conflicts of interest regulations.

*Appendix F.* As required, the conflicts code has been submitted to the Mariposa County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors attend trainings regarding their responsibilities with topics including at minimum conflicts of interest and the Brown Act. These trainings are provided for free by the California Charter School Association in form of webinars.

### ***THE PRINCIPAL/SUPERINTENDENT***

The Principal/Superintendent (Principal) is the leader of the school. The Principal ensures that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Principal is assigned to perform assigned tasks directed from the Charter School Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Interview and recommend credentialed teacher hiring, promotion, discipline, and/or dismissal
- Hire, promote, discipline and dismiss non-credentialed employees of the Charter School
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter School Board of Directors
- Oversee Charter School finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School
- Ensure compliance with all applicable state and federal laws and help secure local grants

- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the Charter School building(s)
- Promote and publish the Charter School program in the community, promote positive public relations, and interact effectively with media
- Encourage and support teachers on on-going professional development
- Attend meetings with the District as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District.
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the annual performance report and SARC
- Present fiscal audit to the Charter School Board of Directors and after review by the Board of Directors, present audit to the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary, participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, may be delegated or contracted as approved by the Board of Directors to a business administrator of the School or other employee, or to a third party provider.

### ***COMMITTEES***

The SFCS board has established a number of committees to assist the Principal and to ensure parent and community participation in the school. The committees have important roles in informing decision-making processes but do not make decisions on behalf of the school. The major committees are described below.

### **Finance Committee**

The Finance Committee is commissioned by and responsible to the Board of Trustees. It has the responsibility for working with the Principal and Chief Financial Officer (CFO) to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the charter school's assets. The Finance Committee is assisted by the Principal and CFO.

### **Academic Excellence Committee**

The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the Principal to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer, and to work with teaching staff to devise ways to reach goals and to maintain clear and consistent measures to monitor these goals.

### **Principal Support Committee**

The Principal Support Committee is made up of the Board Chair and up to two additional Board Members. The purpose is to provide dedicated check-in/feedback discussions to ensure that the Principal is able to identify for the board the key challenges he/she is facing; create a structured time for the board to provide the Principal with feedback about his/her leadership and partnership with the board; create a structured time for the Principal to provide the board with feedback on his/her partnership with the board. The Principal Support Committee is responsible for the first draft of a formal end-of-year evaluation of the Principal based on clear measurable goals and metrics that the Principal has been made aware of at the beginning of the year. The draft is brought to the entire board for discussion and to make final.

### **Facilities Committee**

The Facilities Committee is made up of the Principal, the Custodian/Maintenance personnel, one board member, a member of the former Catheys Valley Elementary Land and Legacy Committee, and other community members interested in the school facility, grounds, and energy consumption. The Facilities Committee keeps itself fully and currently informed concerning all matters relating to physical resources, facilities, infrastructure, landscaping, campus planning, Prop 39 energy requirements, and aesthetic development of the school campus, and advises the board on strategic physical planning matters.

### **Technology Committee**

The Technology Committee is made up of the Principal, at least one board member, at least one member of the teaching staff, and potentially community members with relevant knowledge and experience in the realm of IT. The role of the Technology Committee is to oversee and implement the Technology Plan. Their job is also to annually review and modify the plan as necessary in regards to the technology infrastructure on campus, devices available to staff and students, and the potential of upgrades. They are tasked with discussing technology issues, to review and give recommendations to the board for any major technology projects, and help to prioritize needs and plans.

### **Governance Committee**

The Governance Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for matters pertaining to Board of Trustees recruitment,

nominations, orientation, training, and evaluation in accordance with the bylaws of the school as well as established policies and practices approved by the Board of Trustees.

### **School Health Council**

The School Health Council is a state mandated committee made up of a group of individuals representing the school and community, including parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public. The function of the School Health Council is to meet at least twice annually to review the Wellness Policy and to make recommendations to the board to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies.

### **Suspension and Expulsion Committee**

Per the school's written procedures regarding expulsions, a student recommended for expulsion is entitled to a hearing by an Administrative Panel to determine whether the student should be expelled. MCUSD's Student Services Department has agreed that it shall convene its panel as necessary for SFCS student cases. To date, SFCS has not had a need to call upon such a committee.

### **School Attendance Review Board**

The School Attendance Review Board (SARB) is designed to intervene when a school district identifies students who have problems with school attendance or school behavior. When a student develops a pattern of irregular attendance, including trancies, excessive tardies, or early releases, and excessive excused absences, a school administrator may refer a student and his/her family to SARB. MCUSD's Student Services Department has agreed that it shall convene its panel as necessary for SFCS student cases. The Student Services Department is responsible for conducting the SARB meeting and making necessary referrals to the district attorney. SARB is intended to help students solve their problems and divert them away from the juvenile court system. To date, SFCS has not had a need to call upon MCUSD's Student Services Department.

## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

*The qualifications to be met by individuals to be employed by the school.*

*– Education Code Section 47605(b)(5)(E)*

SFCS will continue to recruit and hire its own staff. Staff members will be recruited through communication channels such as Ed-Join, education networking websites such as the California Charter Schools Association, Teach for America, Charter Schools Development Center, the SFCS website, as well as career fairs at Universities and Colleges that train teachers in multi-age multi-level education, professional associations such as the California Association for Bilingual Education, the local newspaper, word of mouth and other outlets. SFCS will ensure all employees are hired from diverse and qualified applicant pools.

All SFCS staff will be of good character, and will indicate a genuine interest in students and education. Each potential employee will furnish SFCS with a criminal record summary as described in Education Code Section 44237. The Principal will recommend applicants suitable for employment with the SFCS. Following the interview process, final approval will rest with the Board.

SFCS will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, and be highly qualified per NCLB requirements, as stated in the Assurances. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Documentation of teachers' teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing is maintained in the personnel file of each teacher.

The Principal/Superintendent (Principal) will manage SFCS— his or her responsibility will be the day-to-day operation of the program as outlined in the job specification and employment contract. Qualifications for the position of Principal will include, but not be limited to:

- Minimum Bachelors degree;
- Commitment to the educational vision of the SFCS;
- Commitment to the charter school concept;
- Demonstrable understanding of educational philosophy, curriculum, and resources, grades K-8;
- Understanding of education law;
- Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- Strong written and oral communication skills; and
- Plusses would be the following: advance degrees, teaching credential, additional public or private education or administrative experience, management experience in any field, public speaking ability.

SFCS has a job description for the Principal based on, but not limited to, this task list.  
All SFCS hiring practices comply with federal and state anti-discrimination laws.

### ***TEACHER QUALIFICATIONS***

The most important qualities for SFCS teachers are:

- caring about our students;
- familiarity with or willingness to be trained in the SFCS's curriculum sequence and learning styles;
- a demonstrable effectiveness in teaching; and
- a willingness to work hard and to take responsibility and exercise leadership for the school as a whole.

Specific qualifications include:

- In accordance with *Education Code Section 47605(l)*, possession of a California Teaching Credential, or holding a Pre-Intern or Intern Credential or other California Commission on Teacher Credentialing document equivalent to that which a teacher in other public schools would be required to hold if the teacher is teaching core, college preparatory work;
- meet the highly qualified requirements of the No Child Left Behind Act;
- dedication to putting in time, energy, and effort in developing the school's program;
- commitment to working with parents as educational partners;
- willingness to become a learner as well as teacher/coach in the school;
- knowledge or willingness to become knowledgeable about the developmental needs of our students;
- sensitivity to social as well as academic needs of the students;
- willingness and ability to plan cooperatively with other teachers;
- willingness to be trained in the use of different curriculums and learning styles in the classroom;
- willingness to take a leadership role in some aspect of the school's development; and
- a strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

SFCS has a job description for the Teacher position based on, but not limited to, this task list.

### ***OFFICE MANAGER AND CLERICAL STAFF QUALIFICATIONS***

The most important qualifications for our clerical staff are:

- High school diploma or equivalent.
- Must be able to carry up to 30 pounds.

- Must be able to sit for extended periods of time.
- Must have good computer skills, particularly with databases, word processing and Excel.
- Must be able to deliver a high level of customer service to colleagues, parents, teachers and students.
- Experience as a clerical staff member in an educational setting is preferred.

SFCS has a job descriptions for all office manager and clerical positions based on, but not limited to, this task list.

### ***INSTRUCTIONAL AIDES***

The most important qualifications for our instructional aides are:

- BA degree in the subject area of the course that he/she is assisting a teacher with.
- Meeting NCLB paraprofessional requirements.
- Must be able to deliver a high level of customer service to colleagues, parents, teachers and students.
- Experience as an instructional aide is preferred.

SFCS has a job description for instructional aide positions based on, but not limited to, this task list.

All other staff members meet the basic criteria for employment as identified by the Board and possess those qualities held by reference to “employees” above. All staff understand, in dress and demeanor, that they are role models for students. The best individuals are sought – understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task.

## **ELEMENT F: HEALTH AND SAFETY PROCEDURES**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. – Education Code Section 47605(b)(5)(F)*

In order to provide safety for all students and staff, SFCS has adopted and implemented health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. As such policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier, these policies may often be updated. The following is a summary of the health and safety policies.

### **Procedures for Background Checks**

Employees and contractors of SFCS are required to submit to a criminal background check and furnish a criminal record summary as required by *Education Code Sections 44237 and 45125.1*. New employees must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. Prior to commencing employment, the SFCS Principal will monitor compliance with this policy. The Board of Directors will monitor the fingerprinting and background clearance of the Principal. Volunteers who volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee. As required by law, all individuals working or volunteering at SFCS are required to submit to a background criminal investigation. SFCS's policy regarding this is further outlined in the SFCS Employee Handbook.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees are mandated child abuse reporters and follow all applicable reporting laws. SFCS staff participate in required Mandated Reporter training on an annual basis.

### **TB Testing**

The SFCS follows the requirement of *Education Code Section 49406* in requiring tuberculosis testing of all employees. A TB examination is a condition of employment with the school, and must be repeated every 4 years. SFCS's policy regarding this is further outlined in the SFCS Employee Handbook.

### **Immunizations**

SFCS adheres to all laws related to legally required immunizations for entering students pursuant to *Health and Safety Code Sections 120325-120375*, and *Title 17, California Code of Regulations Sections 6000-6075*.

**CPR/First Aid Training**

All employees are CPR/First Aid trained before the end of their first year of employment.

**Medication in School**

SFCS adheres to *Education Code Section 49423* regarding administration of medication in school.

**Vision/Hearing/Scoliosis**

SFCS adheres to *Education Code Section 49450*, et seq., as applicable to the grade levels served by the school, to the same extent required if the pupils attended a non-charter public school.

**Oral Health Examinations**

SFCS requires its students to comply with all oral health examinations pursuant to *Education Code Section 49452.8*.

**Emergency Preparedness**

SFCS adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The existing emergency preparedness plan for the school site was used as a starting basis for updating the plan for SFCS.

**Blood Borne Pathogens**

SFCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. SFCS has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures. SFCS's policy regarding this is outlined in the SFCS Employee Handbook. All staff participate in Blood Borne Pathogen training annually. In addition, SFCS has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses.

**Diabetes**

SFCS provides an information sheet regarding type 2 diabetes to the parent or guardian of all incoming 7<sup>th</sup> grade students pursuant to *Education Code Section 49452.7*. The information sheet includes, but is not limited to, all of the following:

- A description of type 2 diabetes.

- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

### **Drug Free/Alcohol Free/Smoke Free Environment**

The SFCS maintains a drug, alcohol and tobacco free workplace.

### **Integrated Complaint and Investigation Procedures**

SFCS utilizes a complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Principal is responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

### **Comprehensive Sexual Harassment Policies and Procedures**

SFCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SFCS has policies and procedures in place to prevent and immediately remediate any concerns about sexual discrimination or harassment at the SFCS (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the SFCS's sexual harassment policy. SFCS's policy regarding Sexual Harassment is outlined in the SFCS Employee Handbook. SFCS management level staff will participate in required Sexual Harassment annual training.

### **Facility Safety and School Safety Plan**

SFCS complies with all applicable federal environmental laws. SFCS complies with *Education Code Section 47610* by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. SFCS agrees, since in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. SFCS conducts fire drills monthly and complies with all other directives of the Fire Marshall. As is current practice with all the schools, since SFCS's students are housed at facilities belonging to the District, SFCS operates under the provisions of the School Safety Plan of the facility where it is housed. If SFCS is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of *Education Code Section 32286(a)*. The school safety plan is mentioned in the draft SFCS Employee Handbook. In addition, SFCS received from MCUSD a copy of the plan that was in place when CVE was open and worked with appropriate MCUSD personnel to revise the plan, providing it to the Director of Personnel upon completion.

## **ELEMENT G: RACIAL AND ETHNIC BALANCE**

*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*– Education Code Section 47605(b)(5)(G)*

Pupils are admitted without regard to the characteristics listed in *Education Code Section 220* (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in *Section 422.55* of the Penal Code or association with an individual who has any of the aforementioned characteristics). SFCS implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the county:

- An enrollment timeline and process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that addresses the needs of various racial and ethnic groups, including Spanish language materials.
- Outreach meetings to communicate with prospective students and parents at school as requested by their parents or guardians at least 60 days prior to the deadline for receiving student applications
- Targeted marketing includes print and electronic media; community and regional outreach through media outlets; direct presence at service group meetings within and outside the community; distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial and ethnic groups represented in the district, such as Tribal Council, 4H, Mariposa County First Five, Infant Child Enrichment Services; outreach meetings in convenient locations and upon the request of community groups to reach prospective students and parents; and direct mail where appropriate.

SFCS actively recruits a diverse student population from MCUSD and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission of students is not based on ethnicity, national origin, gender, disability, or county of residence of the student. SFCS programs, admission policies, employment practices, and other operations are nonsectarian.

## **ELEMENT H: ADMISSION REQUIREMENTS**

*Admission requirements, if applicable.*

*- Education Code Section 47605(b)(5)(H)*

### **APPLICATION PROCESS**

The Charter School application process is comprised of the following:

1. Parent attendance at a school tour
2. Completion of a student enrollment application

Registration packets for students who are admitted will also gather the following:

1. Registration Form
2. Proof of Residency
3. Proof of Immunization
4. Home Language Survey
5. Completion of Emergency Medical Information Form
6. Proof of minimum age requirements, e.g. birth certificate
7. Release of records

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.

Following the open enrollment period each year, applications shall be counted to determine whether the school has received more applications than availability. In the event that this happens, the Charter School will advertise, on the SFCS website and in the local newspaper, and hold a public random 119 drawing to determine those students' who will be offered admission.

Existing students will be guaranteed enrollment in the following school year and will be exempt from the lottery.

The following category of students will also be exempt from the lottery and will be offered admission if space is available:

- Siblings of enrolled students (taken in order that enrollment applications were received)

If space is available after admitting siblings of enrolled students and currently enrolled home school students, the following category of students will be exempt from the lottery and will be offered admission, subject to a 'small percentage' limitation that the total number of students' allowed under the exemption not exceed 10 percent of total enrollment:

- Children of founders, full-time teachers and/or staff members (taken in order that the enrollment applications were received)

If space remains, a weighted lottery system will be used for the remaining non-exempt students and enrollment preferences in the form of weightings shall be as follows. If a student meets two preference categories, then the weighting will be applied separately for each category.

1. Residents of the District (weighting 4:1)
2. All other applicants (weighting 1:1)

This admissions process will be amended as required by future changes to the Education Code.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. Children who complete the application process after the open enrollment period will be added to the wait list if it already exists in the order applications were received. Classrooms will be filled off the waitlist. Each year's waitlist is independent of previous years'.

## **ELEMENT I: AUDIT OF FINANCIAL AND PROGRAMMATIC OPERATIONS**

*The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

*– Education Code Section 47605(b)(5)(I)*

SFCS is a wholly separate and independent entity from the District.

SFCS receives funding pursuant to the Education Code and applicable federal law. SFCS is a direct-funded charter school. Any funds due to the school that flow through the District shall continue to be forwarded to the school as soon as practical.

The District is reimbursed actual costs up to 1% of the revenue of SFCS (in accordance with *Education Code Section 47613(a)* and *(f)*) to cover the actual costs of overseeing SFCS. The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated by this charter and the Education Code. These supervisory oversight services shall include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in a later section of this Charter.
- Timely and good faith review of requests to renew or amend this charter as permitted under law.

SFCS maintains appropriate records. A copy of the proposed fiscal year budget for SFCS is submitted to the District as information prior to the beginning of each fiscal year. Budget reports and actuals are forwarded to the District based on the deadlines established in law. SFCS operates under generally accepted accounting principles (GAAP).

The Board forms an audit committee each fiscal year to oversee the preparation and completion of an annual audit of SFCS's financial affairs. The audit verifies the accuracy of SFCS's financial statements, revenue-related data collection and reporting practices, and reviews SFCS's internal controls. The audit is conducted by an independent Certified Public Accountant hired by the Board of Directors that has experience in auditing educational institutions and who is on the State Controller's approved list of charter school auditors, in accordance with GAAP applicable to SFCS. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable Office of Management and Budget circulars. A copy of the auditor's findings is forwarded to the chief financial officer of the

District and others as required by *Education Code Section 47605 (m)*. SFCS's audit committee reviews any audit exceptions or deficiencies and reports to the Board within 60 days with recommendations on how to resolve them. The Board or its designee then submits a report to the District proposing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes between the District and SFCS regarding the resolution of audit exceptions and deficiencies will be referred to the Dispute Resolution process set forth in this Charter Petition. However, SFCS recognizes that all audit exceptions and deficiencies must ultimately be resolved to the satisfaction of the District.

Any audit exceptions resulting in reduced apportionment will be addressed immediately.

### ***ANNUAL PERFORMANCE REPORT***

SFCS compiles and provides to the District by December 15th of each year an annual Performance Report and audit. This report, at a minimum, includes the following data:

- Summary data showing student progress toward the goals and outcomes as specified from assessment instruments and techniques.
- An analysis of whether student performance is meeting the specified goals. This data is displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A copy of the Board's self-evaluation on prior-year management performance, summary of major decisions and policies established during the year, and upcoming year goals.
- Data on the level of parent involvement in the school's governance and other aspects of the school, and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the Charter generally.

The District receives and reviews the annual fiscal audit and Performance Report. The District will notify the Board in writing if it does not consider SFCS to be making satisfactory progress relative to the goals specified in this Charter. This notification will include a specific listing and description of any areas of concern.

## **ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES**

*The procedures by which pupils can be suspended or expelled.*  
– Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Sierra Foothill Charter School (SFCS). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy serves as SFCS's policy and procedures for student suspension and expulsion. It may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures are printed and distributed as part of the Parent/Student Handbook. The Handbook also clearly describes discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## **ADMINISTRATIVE PROCEDURES FOR PUPIL SUSPENSION AND EXPULSION**

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in *Health and Safety Code 11053-11058*, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in *Health and Safety Code 11053-11058*, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in *Health and Safety Code 11014.5*
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in *Penal Code 261, 266c, 286, 288, 288a or 289*, or committed a sexual battery as defined in *Penal*

*Code 243.4.*

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1) Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to

incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, the Principal or the Principal's designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal or the Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the

Administrative Panel. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the SFCS's disciplinary rules, which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses  
SFCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the SFCS Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. SFCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SFCS must present evidence that the witness' presence is both desired by the witness and will be helpful to SFCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual

behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in *Education Code Section 48900*, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall be immediately returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the State Board of Education or designee.

This notice shall include the following:

- a) The student's name

b) The specific expellable offense committed by the student.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

K. No Right to Appeal

The Pupil shall have no right of appeal from expulsion from SFCS as the SFCS Board of Directors decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the SFCS Board following a meeting with the Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

## **ELEMENT K: RETIREMENT BENEFITS**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

*– Education Code Section 47605(b)(5)(K)*

SFCS participates in STRS and a 403(b) retirement plan, and provides mandatory benefits and taxes, including social security. Payroll and retirement programs are administered through ExED, a third party business service provider that SFCS has retained. SFCS has examined the third party provider's processes, and works with the provider to modify the processes to meet SFCS's needs as necessary.

## **ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools*

*– Education Code Section 47605(b)(5)(L)*

Enrollment at SFCS is voluntary. Enrollment at a public school in the district of residence or inter-district transfer according to district policy is an option for students who reside within the District who do not choose to attend SFCS. Parents of students enrolled at SFCS are informed that enrollment in SFCS shall not guarantee any student placement or enrollment in any program or school of the District.

## **ELEMENT M: EMPLOYEE RIGHTS**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment with the charter school.*

*– Education Code Section 47605(b)(5)(M)*

All employees of SFCS are considered the exclusive employees of SFCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at any school district will not be transferred to SFCS. Employment by the Corporation provides no rights of employment at any other entity, including any rights in the case of closure of SFCS. Rights of any employee of the school district, upon leaving employment of the school district to work at SFCS, to return to the school district after employment at SFCS are up to the District and the District collective bargaining agreements. All employment by SFCS is voluntary.

Employees of SFCS are not employees of the District and have no claim to any right or benefit from the District based on their employment by SFCS.

SFCS may contract for personnel from the District if both SFCS and the District mutually consent to this arrangement in a future contract between the parties. Contracted personnel will continue to be employees of the District.

If current MCUSD staff apply for employment at SFCS and receive interviews, SFCS will inform such applicants that all employees of SFCS will be considered exclusive employees of SFCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at any school district will not be transferred to SFCS. Employment by SFCS provides no right of employment at any other entity, including any rights in case of closure of SFCS. Rights of any employee of the District, upon leaving employment of the District to work at SFCS, to return to the District after employment at SFCS are up to the District and the District collective bargaining agreements. All employment with SFCS will be voluntary. Employees of SFCS are not employees of the District and have no claim to any right or benefit from the District based on their employment by SFCS.



## **ELEMENT N: DISPUTE RESOLUTION PROCEDURE**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.*

*– Education Code Section 47605(b)(5)(N)*

It is anticipated that the District and SFCS will continue to maintain and enjoy a mutually beneficial and cooperative relationship.

The Board has adopted policies and processes consistent with this Charter for airing and resolving internal and external disputes.

### ***INTERNAL DISPUTE RESOLUTION***

The Board has created an internal dispute resolution procedure that is binding on students, parents, volunteers, SFCS personnel, and Board members. All members of the school community are provided with a copy of the SFCS's internal dispute resolution procedure and agree to work within it. The SFCS Board shall have authority to make final determinations regarding all internal disputes.

The District agrees to refer all complaints regarding SFCS's operations to the Principal for resolution in accordance with SFCS's adopted policies. In the event that the policies and processes fail to resolve the dispute, the District Board of Trustees agrees not to intervene in the dispute without the consent of the SFCS Board unless the matter directly relates to one of the reasons specified in law for which a Charter may be revoked.

### ***DISPUTES BETWEEN SFCS AND THE DISTRICT***

In the event of any dispute arising between the Charter School and District regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of the District and the Charter School shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request of either party. If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties, the dispute cannot be resolved by the parties to their mutual satisfaction, the District and the Charter School shall then convene a committee composed of two members of the Board of Trustees for the District, two members of the SFCS Board of Directors along with one staff member from both the District and the Charter School. The committee shall meet within thirty (30) days, or such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to mediation. The parties shall select a mutually acceptable mediator. If no agreement on the mediator is reached within five (5) days, then the parties shall request the state mediation/conciliation services to provide a list of seven (7)

mediators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the mediator.

All costs for the services of the mediator, including, but not limited to, per diem expenses, travel and subsistence expenses, and the cost for any hearing shall be borne equally by the parties.

### ***GROUND FOR AND PROCESS FOR THE REVOCATION OF THE CHARTER***

The District may inspect or observe any part of SFCS at any time, but shall provide reasonable notice to the Principal prior to any observation or inspection. The District will provide written notification within five (5) days to the Board if observation, monitoring, and oversight activities are assigned or subcontracted to a third party by the District.

*Education Code Section 47607(c)* states that a charter may be revoked by the authority that granted the charter if the authority finds that the charter school did any of the following:

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
2. Failed to meet or pursue any of the pupil outcomes identified in the charter.
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. Violated any provision of law.

The District shall notify the Charter School of any violation of this section and give the Charter School a reasonable opportunity to cure the violation as required by *Education Code Section 47607*. Consistent with the requirements of *Education Code Section 47607(d)*, if the District believes it has cause to revoke this Charter, the District agrees to notify in writing the Board and to grant the Charter School reasonable time to respond to the notice and take corrective action to avoid revocation of the Charter unless District determines in writing pursuant to *Education Code Section 47607(d)*, that the violation constitutes a clear and imminent threat to the health or safety of the pupils.

## **ELEMENT O: SCHOOL CLOSURE**

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to ensure the disposition of all assets and liabilities of the charter school, including disposing of any net assets and for the maintenance and transfer of pupil records.*

*--California Education Code Section 47605(b)(5)(P)*

### **TERM AND RENEWAL OF CHARTER**

The term of the Charter, and each subsequent renewal, shall each be five years as required by *Education Code Section 47607*. The Charter may be revoked as provided by law. Before revoking the Charter, the District shall comply with *Education Code Section 47607* and any applicable implementing regulations.

### **CLOSURE OF THE CHARTER SCHOOL**

The following procedures shall apply in the event SFCS closes. The following procedures apply regardless of the reason for closure.

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. If such an individual is not named in the closure resolution, the Board of Directors Chair shall be designated as the person responsible to whom inquiries can be made regarding issues relating to school closure.

The Board of Directors will promptly notify parents and students of the Charter School, MCUSD, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the *Family Educational Rights and Privacy Act* (“*FERPA*”) 20 U.S.C. § 1232g. The School will ask the MCUSD to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with MCUSD to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The School will complete and file any annual reports required pursuant to *Education Code section 47604.33*.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **MISCELLANEOUS**

### ***IMPLEMENTATION, RENEWAL, OR AMENDMENT OF CHARTER***

#### **Potential Civil Liability Effects**

SFCS, a 501(c)(3) nonprofit corporation, is responsible for matters of civil and financial liability resulting from the operation of the School pursuant to *Education Code Section 47604*.

#### **Administrative Services**

SFCS has contracted with ExED, a third party charter school business service provider for all “back office” services such as payroll and accounting.

ExED is a premier non-profit provider of business management services for charter schools. With more than 15 years of experience serving more than 100 charter schools and a staff of 52, ExED draws on extensive relationships with government, financial institutions, school districts and other stakeholders in the charter movement. ExED staff prides themselves in being the full-service “CFO” for each of their schools, and their clients have confirmed this.

SFCS uses the AERIES student information system, as specified in the MOU with the District.

#### **No Child Left Behind**

SFCS complies with the requirements of the No Child Left Behind Act, to the degree the requirements are applicable to charter schools.

#### **Severability**

If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable, or contrary to public policy, law, or statute, and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

## **REQUIRED SUPPLEMENTAL INFORMATION**

### ***FINANCIAL PLAN***

See *Appendix H* for Sierra Foothill Charter School's Five-Year Charter School Financial Plan.

### ***DISTRICT IMPACT STATEMENT***

SFCS is a non-profit, public benefit corporation incorporated in the State of California with a 501(c)(3) designation by the IRS.

### **Numbers of Students Enrolled**

SFCS currently has 123 students enrolled in the seat based program in Transitional Kindergarten through eighth grade. SFCS has an additional 13 students enrolled in the home school program for a total of 136 students enrolled in the 2016-2017 school year. Though space is available in some classrooms, SFCS currently has 13 students on a wait list. These students are on wait lists for classrooms that are currently full, or they are siblings of students on wait lists for classrooms that are currently full as parents tend to want all of their elementary aged children at the same school.

Given multi-graded classrooms, SFCS carefully monitors the number of students in each grade level and classroom with the goal of not exceeding 20 students in TK/K and 28 students in grades 1-8 at any given time. With this in mind, the student enrollment cap at SFCS is 132 students in seats and, moving forward for the next 5 year term of this charter, 20 home school students. (Home school is considered long term independent study. While SFCS can have up to 20% of students on independent study at any given time, a portion of this percentage is reserved for short term independent study students.)

### **District Support Services**

SFCS will meet with the Mariposa County Unified School District to discuss any services to be provided by the district and the terms and conditions of providing those services. All such services will be sought on a fee-for-service basis. If the district is unable to provide such services as the school requires, or if SFCS chooses not to purchase any services from the district, the school will continue to operate and will not be hampered in meeting the goals and objectives of this charter.

### **Special Education Services**

SFCS operates as a public school within the district for special education services. As such, the District retains SFCS's state and federal special education revenue and SFCS pays the District a pro rata share of the special education encroachment on the general fund of the District based upon the charter school's enrollment as a percentage of total District enrollment. SFCS reserves the right to modify this option in subsequent years.

### **District Oversight**

The District may collect an oversight fee of actual costs up to 1% of revenue as defined by the Charter Schools Act, for monitoring and supervision.

SFCS has received copies of MCUSD's Board Policy and Administrative Regulations regarding charter schools.

### **Facilities and Proposition 39**

In compliance with *Education Code Section 47605 (a)(1)* and *(g)*, the SFCS will file a request for facilities under Proposition 39 with the District. The District will then allocate facilities to the Charter School. It is the intent of the petitioners to request the Catheys Valley School site continue to be allocated by the District to the Charter School.

In the event the District fails to provide an adequate facility, the Charter School may lease a private facility of comparable size and quality. If SFCS locates to a private facility, it shall comply with State and local building codes and shall provide the District with a certificate of occupancy prior to opening.

### **Insurance**

SFCS maintains adequate property and liability insurance and worker's compensation insurance for SFCS, naming SFCS, the Corporation, its officers, employees, volunteers, and agents, and the District as additional insured. Types and amounts are agreed upon in an operational agreement between the District and the Corporation. Consistent with *Education Code Section 47604 (c)*, the District shall not be held liable for SFCS's debts or obligations or for claims arising from the performance of the acts, errors, or omissions by SFCS. Proof of insurance shall be provided to District prior to the opening of school and thereafter each July 1st.

### **Hold Harmless/Indemnification**

To the fullest extent permitted by law, SFCS does hereby agree, at its own expense, to indemnify, defend and hold harmless MCUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. SFCS further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless MCUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, SFCS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **Civil Liability**

The Mariposa County Unified School District will not be liable for the debts or obligations of the charter school pursuant to *Ed. Code § 47604*.

**Food Service Program and Transportation**

Food service and transportation programs are not required of charter schools. Nevertheless, SFCS currently contracts for food service through the District and will continue to do so as long as the arrangement is mutually acceptable.

SFCS provides bus services to students along a route into the town of Mariposa.

Transportation shall be provided to special education students if required by the student's IEP, as indicated in the Memorandum of Understanding between MCSUD and SFCS. Transportation for Special Education students is covered in Section VII Special Education, G Funding, and Section XIV Pupil Transportation of the Memorandum of Understanding between SFCS and MCUSD.

## **APPENDICES**

### **Table 18. List of Appendices**

Appendix A: Letters of Support

Appendix B: Land and Legacy Project

Appendix C: School Calendar 2016-2017

Appendix D: Home School Program Handbook

Appendix E: Local Control Accountability Plan

Appendix F: Articles of Incorporation, Bylaws, Conflict of Interest Code

Appendix G: Board and Staff Org Chart

Appendix H: SFCS Five-Year Charter School Financial Plan

**Appendix A**  
**Letters of Support**





## Appendix A

List of Letters of Support
<b>Parents, Grandparents</b>
Sarah Radanovich Philips, parent
Gara Villalba, parent, volunteer
Monique Kolster, parent, campus volunteer
Jon-Paul Salonen, parent, campus volunteer
Tina Rios, grandparent, campus volunteer
Marissa Maxey, parent – in seat and home school program, volunteer
Amber McCullough, parent – home school program
Shelley Crist, parent – home school program
Stephanie Evans, parent – in seat and home school program (and Home School Teacher)
Courtney Wagner, parent – home school program
Hannah Fouch, parent – home school program
Chrystal Blagg, parent – home school program
Cheyenne Hernandez, parent – home school program
<b>Former Staff, Current Substitutes, and Campus Volunteers</b>
Janette Gamble, former MCUSD/COE Trustee, Educator, Administrator, former SFCS Interim Principal, Special Services Coordinator
Dana Swarth, former Aide
Karen BurkeHanner, Substitute Teacher
Wayne Kelly, Substitute Teacher
Kevin Darcy, campus volunteer
Corinne Dedini, campus volunteer
<b>Mariposa County Unified School District Staff</b>
Mary Clarke, Special Education Aide
Patrick McCarthy, Special Education Aide
Cathy Rohrbaugh, School Psychologist, MCUSD
<b>Community Organizations</b>
Jeane Hetland, Mariposa County First 5
Phyllis Becker, Mariposa County Arts Council Artists in the Schools Program
Anna Friedland, Education and Public Programs Coordinator, Mariposa County Arts Council
Tyson Wellcome, Program Coordinator, Alliance for Community Transformations
<b>Community Members</b>
Tiffany Newberry, Founding Member, former volunteer
Heather Bernikoff and Dave Raboy
Rick Uebner
<b>Institutions of Higher Education</b>
Armando Quintero, Executive Director, Sierra Nevada Research Institute, UC Merced
Juan Meza, Dean, School of Natural Sciences, UC Merced
Mark Matsumoto, Dean, Engineering, UC Merced
Doug Kain, Dean of Science, Math, Engineering and Computer Science, Merced College
<b>Mariposa County Government</b>
Marshall Long, District 3 Supervisor
Mariposa County Board of Supervisors



September 9, 2016

Dear MCUSD Board of Trustees,

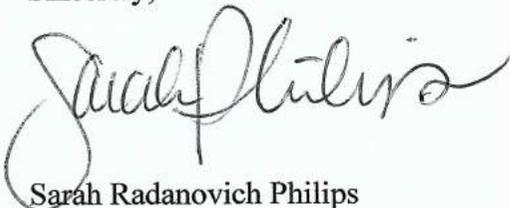
My husband and I have a wonderful blended family with five children, all of whom have been fortunate enough to experience the warm, nurturing, and loving environment provided at Sierra Foothill Charter School since its opening. Our oldest has moved on to high school, our younger four children still attend SFCS in 2<sup>nd</sup>, two in 3<sup>rd</sup>, and 5<sup>th</sup> grades. As one can imagine, all our children have very different personalities and needs. I strongly feel that all children learn at different paces and in different ways; fortunately all staff and volunteers at Sierra Foothill Charter School work their hardest to recognize and meet said needs.

I enjoy and appreciate the different approach to teaching and learning that my children experience at the school. It is very hands-on and interdisciplinary. For example, math, science, writing, and art are all taught as part of the Learning Garden. In addition to the garden, outdoor activities are strongly encouraged and implemented. While also using textbooks, math is taught in fun ways, using games that engage the students. Science and art often come together in creative projects. Research and writing are a part of all subjects. I appreciate there is special emphasis on science, art, and music, and that yoga is taught.

All staff members consistently show the love and dedication they have for the school and especially for the children. It's such a caring and positive environment. Students learn to work together, everyone's opinions matter, and everyone is accepted for who they are. Sierra Foothill Charter School is instilling great life lessons for its students. What's more, the kids are allowed to express their unique individuality, which is celebrated and appreciated by all. The older kids work with the younger kids, which I believe sets a good example, teaches responsibility, and encourages a sense of community.

We have our sixth child on the way. My husband and I very much look forward to her also having the opportunity to attend Sierra Foothill Charter School. As board members, I hope you see the value our little school brings to Mariposa County. I urge you to please renew SFCS for another five year term. Thank you for your time!

Sincerely,

A handwritten signature in cursive script, appearing to read "Sarah Radanovich Philips". The signature is written in black ink and is positioned above the printed name.

Sarah Radanovich Philips

-A mother very happy with her children's school



Gara Villalba, Associate Professor  
Chemical Engineering  
Universitat Autònoma de Barcelona  
Edifici Q, 08193 Bellaterra  
Barcelona, Spain

Phone: +34 93 586 8372

August 19, 2016

Dear MCUSD Board of Trustees,

I was thrilled when I was able to take a two year sabbatical from my teaching position at the Autonomous University of Barcelona to accept a Visiting Scholar position as an Associate Project Scientist in the School of Engineering at UC Merced. My family and I could have moved to Merced or some other place, but we knew when we discovered Sierra Foothill Charter School that we found the spot where we wanted to be.

My family and I love the small school environment of SFCS. It is such a wonderful community! My children immediately felt welcomed by students and their teachers and comfortable at school. My husband and I felt welcomed by other parents and by staff, and also welcome to contribute to the school. My husband taught painting techniques at the After School Program last year and this year I am helping to arrange and fundraise for a trip to Yosemite.

As a scientist, I appreciate the inquiry based focus of SFCS. Students are taught to think critically and solve problems together which are skills that will serve them well throughout their lives. I also appreciate the interdisciplinary approach, for instance, in the Learning Garden, students not only plant things and watch them grow, but they apply math and science lessons. They write in journals and draw pictures about what they observe.

In addition to the Learning Garden, SFCS has many other very special and well loved programs that will serve the students well throughout their lives -- like yoga where they learn not only to stretch, but to breathe and take care of themselves; and service learning where they learn to look at the community around them, think about ways they can help, and act on their ideas.

Having lived in Spain, here and other places, I can tell you from experience that SFCS is a very special school. I hope that you, as MCUSD Trustees, see the value that SFCS brings to the Mariposa County community and that you will support it in its renewal process. Please contact me via email or phone (619 818 6481) if you require any additional information or if you have any questions.

Sincerely,



August 14, 2016

RE: Letter of Support for Sierra Foothill Charter School

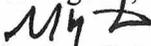
Dear MCUSD Board of Trustees,

I am pleased to provide this letter of support for the charter renewal of Sierra Foothill Charter School. As a parent, former board member, and Learning Garden volunteer, I have been actively engaged and involved in the school and believe that its educational mission and practices are essential to help students acquire academic and personal skills to excel in future endeavors.

My husband and I moved from Melbourne, Australia to the Mariposa area three years ago. In fact, it is because of this school that we decided to re-locate to this area, after he was offered a position at UC Merced. The quality and type of education that SFCE offers is rare, particularly in small rural areas, and it was critical in our decision to ensure that our children received a well-rounded education in a nurturing environment. We have very much appreciated the focus that SFCS puts on science and sustainability, place-based learning, community involvement, and an engaged, more student-driven learning environment. In a world with complex problems, our children need to develop analytical skills, cooperative problem-solving skills, citizenship skills, and a base scientific knowledge to think creatively and critically to make intelligent decisions about current local and global issues. SFCS equips our children with these skills and in a learning environment that is caring and supportive.

One of my specific hands-on experiences with teachers and students at SFCS is through the Learning Garden, where I have volunteered for the last few years as a teacher's helper, garden committee member, and educator. SFCS is incredibly lucky to have an outdoor classroom space where children learn about health and nutrition, how to grow food, and how to prepare and cook food. It is also a space that is used for place-based ecology and natural history lessons, classroom extension lessons (i.e. measuring and mapping garden boxes for math, recording observations or creating poems in language arts notebooks), after-school learning (i.e. garden plant fundraising sales), and growing food for the kitchen. The Learning Garden is only one aspect of how SFCS fulfills its incredible mission of providing a place-based, college preparatory curriculum in a cooperative and caring learning environment, with a balanced approach to the development of the mind and body as well as providing opportunities for collaboration between students, teachers and staff, families, and the community. The garden, as well as the school, is a place where not only students learn, but the community comes together.

Best regards,



Monique Kolster

Interim Director and Naturalist Lecturer

UC Merced Vernal Pools and Grassland Reserve

September 6, 2016

Dear MCUSD Board of Trustees,

As both a parent and a consistent volunteer, I have experienced SFCS from multiple angles.

I have been thrilled by the quality of education my kids have received. It has made me happy to see my children attend the same campus I went to as a child. Plus I've been doubly pleased with the addition of fresh energy that the Charter School has provided to the space!

My children have been attending Sierra Foothill Charter School since it opened. I am grateful they get to have the experience of a small school where community plays such a big part. They know most everyone on campus by name and interact with students of all ages and abilities. This is totally normal and encouraged at SFCS. My children and all the students on campus have learned to be very accepting of each other and grateful for each other's unique gifts and skills. The small school community instills in the students such caring, empathy, and respect for each other. It's heartwarming to see.

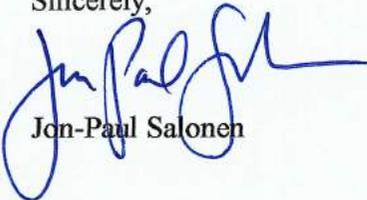
I have been extremely pleased with my children's teachers, classroom aides, and all staff on campus. SFCS's staff is so obviously dedicated to the school's students and works to see that individual needs are met and all students have what they need to succeed.

I am especially pleased that in addition to the normal offerings such as math, science, and English language arts – which are all taught in fun, interactive, interdisciplinary ways – SFCS also provides students a multitude of non-traditional offerings, such as time every week in the Learning Garden; learning the ukulele in third and fourth grades; technology rotations; not only band, but offering guitar, violin, and other non-band instruments; and of course, yoga.

Since the school opened in 2011, I have volunteered my time every Friday afternoon teaching yoga to all grade levels. I thoroughly enjoy this time with students. Though at the beginning, some of the older students were reluctant to participate in this weird thing called yoga, by getting creative, I was able to get them all to give it a try. I think the experience has made them willing to be less apt to automatically say "no" to new, different things, and to instead give new things a try. Teaching yoga to the younger students has always been easy. I also teach yoga at UC Merced where most students are unfamiliar with yoga and reluctant. It's satisfying to me to know I am helping to encourage students at a young age to be familiar with yoga and to love the benefits of stretching, strength and breathe that it can bring to them.

SFCS is wonderful school. I hope that you will support SFCS in its renewal process. It deserves to continue another five years and our community deserves to have it available to our children.

Sincerely,



Jon-Paul Salonen

MCUSD  
Board of Trustees  
P.O. Box 8  
Mariposa, Ca. 95338

Tina Rios  
P.O. Box 2022  
Mariposa, Ca. 95338

Dear Board of Trustees,

My name is Tina Rios and I am a volunteer for Sierra Foothill Charter School as well as a grandparent of a student who attends SFCS. I had the privilege of volunteering every Monday last year in the Kindergarten class as well as helping in the School Garden. This enabled me to witness firsthand the quality of education my grandson was receiving.

I have an Associates of Arts Degree in Early Childhood Education and have worked for three private schools. Our family holds the pursuit of education to a high degree and encourage our children, relatives and friends to pursue education and higher education whenever possible. It is our belief that this will widen and increase their life skills, but also bring them a richer appreciation for life. Our oldest daughter has a Master's Degree and is teaching for Fresno City College. Our second daughter received a Culinary Arts Certificate and is now pursuing and education to teach also.

My daughter chose SFCS because of its convenience traveling to college and the outstanding reports from fellow parents. As a helper in the Kindergarten class, my expectations at the beginning of the year was for a routine class introducing the basic kindergarten fundamentals. I was so surprised at how the teacher surpassed those normal goals and stretched the children farther then what I thought possible; but in a fun, positive and motivating way.

Through music, singing, videos, hands on activities, books and centers....the teacher and her aide stretched and challenged these students to their full potential. Basics of reading, vocabulary, literature, math, and science were approached skillfully in what I would call a "whole" view incorporating it in everyday life making it meaningful and valuable.

Handouts to parents expressed this same view giving parents and grandparents helpful tips of how to incorporate what they were learning in class to what children do at home in everyday life. We were measuring, counting, reading at home and backing up the learning process in the class.

In the garden we were learning vocabulary, math and science skills. Every Monday the children could not wait for their turn in the garden! They also had a technology lab increasing their knowledge and ease with their use of tablets and computers.

I am looking forward to helping in my grandson's first grade class this year. I attended his open house and orientation and was excited to see his teacher's informative and organized web page that keeps the parents informed. This web page informs the parent(s) of homework and skills being taught, calendar events and classroom needs. It links parents to websites for students to explore that will increase their learning experience. Reading at home has already been encouraged by the teacher as well as the practice of sight words.

Positive reinforcement, classroom goals as a group and teamwork were used last year for incentives. Children were also carefully and discretely handled one on one if necessary for discipline purposes. I appreciated the teachers and aides quickly handling behavior problems instead of allowing them to escalate and blow up. I feel this year will be the same and our new principal has already begun to institute positive incentives for the students.

In closing, my grandson finished his Kindergarten year reading site words and reading simple sentences! I did not think this was possible for a child his age. He enjoyed and was excited about basic math skills, science and nature. He loves books and science and most of all learning!

I truly hope you will consider continuing your support of Sierra Foothill Charter School.

Thank you for your time and consideration.

Respectfully,

Tina Rios

8/18/2016

Dear MCUSD Board of Trustees,

I would like to express my gratitude to the staff of Sierra Foothill Charter School (SFCS) and my appreciation of the school as a whole. I have two boys, ages 10 and 12, who attend SFCS. This year they are both in Ms. Miranda's class. They began attending the charter school after a three-year hiatus from brick and mortar schools. For the previous three years I had chosen to homeschool the two of them for many reasons; the most important being my youngest son's special health needs. Ronin was diagnosed with Type 1 Diabetes at age 5. School can be a difficult place to manage Type 1 Diabetes and I felt that Ronin was too young to adequately care for himself in a school environment. In addition, my oldest son Kai struggled to remain focused during school days. Homeschooling was a fantastic option for us until I decided to return to college to complete my education. My decision to put the boys back into school was a difficult one for me. I was concerned about Ronin's health and how the two of them would adjust to a more structured environment. I am pleased to say that my fears were unfounded. Since day one the staff has accommodated us beautifully. All of my concerns regarding Ronin's Type 1 Diabetes have been addressed immediately, and with genuine concern and respect. Kai has blossomed academically and artistically at SFCS and was excited to start school again this year. In fact, Kai's artwork was featured on a Mariposa Arts Council T-Shirt a couple of months ago. Ronin has had the opportunity to design and give presentations at SFCS on entomology. I believe opportunities and experiences like these are fantastic examples of the creativity and enthusiasm SFCS imbues their learning environment with. Whenever the opportunity arises I wholeheartedly endorse

SFCS, both the in-seat program and the homeschooling program. I could write another whole letter on the incredible homeschooling program that SFCS offers. It is hands down the best experience with homeschooling my boys and I had. Thank you for taking the time to read this letter and allow me to express my support of SFCS.

Sincerely,  
Marissa Maxey

September 5, 2016

Dear MCUSD Board of Trustees,

First of all, thank you for the opportunity to be part of the home school program offered through Sierra Foothill Charter School. Last year was my first year homeschooling our son Torin. I was so impressed with the program and amazing support that SFCS and staff offered me. It was exactly what I had been looking for and fit the needs of my son and my family perfectly. I had looked into alternative homeschool options, including the one offered through MCUSD, before deciding upon the program offered through SFCS. The program offered through SFCS is far superior to the other options that were available to me. The support and inspiration of the homeschool director, Stephanie Evans, is invaluable to me. She is always available to speak to or meet with if we need any assistance or have any questions. The opportunity SFCS offers my son to be part of the classroom environment weekly, to participate in a wide range of special activities, the support of not just the homeschool staff, but the entire staff of teachers and the chance to participate in all the school field trips is very important to me. I also greatly appreciate the fact that I am able to choose a curriculum of my choice that best suits my son's learning style along with my family's needs and goals for educating our child. I feel that the staff at SFCS is extremely invested in the education and well-being of each student.

If the homeschool program through SFCS did not exist, or was discontinued, I would be **very** distraught. I am sure I would have a hard time finding an equivalent program or even one that closely matched the remarkable program that SFCS has been able to create. I am looking forward to my son being able to continue his schooling through the SFCS Homeschool program for many years to come.

Sincerely,



Amber McCullough

5831 Silva Rd  
Mariposa, CA 95338

September 6<sup>th</sup>, 2016

I just wanted to say how wonderful it is to have Sierra Foothill Charter School available to us as a choice in the Mariposa Area. I am a homeschool mom and partake in their homeschool program with Stephanie Evans. I was previously signed up with a program in Oakhurst. We have a homeschool group that meets together weekly for science, crafts and play and some of the moms were raving about Mrs. Evans and how they always left their meetings feeling enthusiastic and full of new ideas and I was not feeling that from the other school at all. We signed up with SFCS for the 2015-2016 school year and again for this year, 2016-2017. I have homeschooled for many many years in the past and these are by far the best yet. The whole staff at SFCS is welcoming in making you feel right at home and that you belong. I follow along with Ms. Starchman's blog about what she is doing in the classroom and that gives me ideas for my daughter. Steph (Mrs. Evans), as we like to call her is always giving us new ideas and resources which is something I didn't get much of before at the old school. I know some people homeschool independently but I need the school, coordinators support and the participation in school activities that we are able to enjoy. It is the best of both worlds for this mom.

Anyhow, I cannot say enough about this school. It is exactly what we need for this area, where children, parents, staff/educators all come together for the good of the kids. Service learning, school garden, yoga and so much more.

I am looking forward to many years with SFCS and all of the opportunities that it provides.

Sincerely,

Shelley Crist

*Note:* Those who wrote letters last year addressed to Principal Garagarza were asked if they wished to revise or submit new letters and all chose to keep them as originally submitted.

September 1, 2015

Dear Principal Garagarza,

I live in Catheys Valley. Before SFCS, my children attended Mountain Home School in Oakhurst.

Currently, I home school my 5 year old son through SFCS for several reasons:

I appreciate the hybrid model that SFCS offers my child. When my child participates in activities that the school offers such as Service Learning, Gardening, Yoga, PE, Field Trips and special days like Pi Day, my son has the opportunity to be on campus, learn neat things, and hang out with his friends and neighbors.

I like the parent driven curriculum that is offered. I receive advice, curriculum, incentive and support helping my child with our educational goals.

I like hearing about and sometimes participating in the activities in the classroom so that I can extend those activities at our own rate at home.

If the Home School Program at SFCS did not exist, I would be very disappointed. I would put my son on the waitlist for the SFCS classroom-based program and if there was no room I would sign up my family as a private school with the state of California and home school with an affidavit.

I would not send my child to an MCUSD classroom-based or home school program because MCUSD's in seat and home school programs do not meet my family's needs.

Sincerely,

Stephanie Evans

October 4, 2015

Dear Principal Garagarza,

We have chosen to home school through SFCS rather than through MCUSD because we believe the program in Catheys Valley to be of excellent quality. Our son appreciates getting to participate in various activities such as band, gardening and P.E. with children who live near us as opposed to kids he doesn't know. We also love the innovative approaches to learning that SFCS displays on campus – these are characteristics that we believe in and model in our own home school. In addition, the campus is much closer to our home than the campus in Mariposa. If the program in Catheys Valley were to cease to exist, we would be greatly disappointed, but would likely choose to enroll at Mountain Home in Oakhurst. If we had to, we would be willing to travel the extra distance to have our son participate in the program in Oakhurst because we believe that program to be of similar quality to that of SFCS. We were enrolled in that program previously, but have been delighted to find the same quality program in our own neighborhood and fervently hope that it continues. The program at MCUSD does not currently meet our needs.

Regards,

Courtney Wagner

September 16, 2015

To whom it may concern,

I live in Mariposa and have a 5 year old and 7 year old enrolled in the SFCS home school program.

Our family has chosen to home school through SFCS because it fits our lifestyle and educational philosophies perfectly. In my opinion, SFCS is an exceptional school that tries very hard to provide an above-average education that goes beyond aiming to fit the standards. I wish to home school because I believe my husband and I should be the most prominent influences in our children's lives, but am so grateful to be able to participate in the school's extra-curricular activities and field trips. I have been very pleased with all of the programs and staff members at SFCS. (My kids and I have seen the principal driving the bus and cleaning the bathrooms while remaining cheerful and enthusiastic and that is the type of leadership I want my kids to see and be around!) We receive a lot of great advice and assistance from the home school coordinator.

If the SFCS home school program did not exist, we would file for a private school affidavit or possibly consider enrollment at SFCS.

I do not believe that I would send our children to MES or Woodland because I feel like those schools would not provide the education that I would like for my children.

Sincerely,  
Hannah Fouch

September 16, 2015

Dear Principal Garagarza,

My husband and I have chosen to homeschool my daughter through SFCS because they have a program based curriculum and work with her individual needs. Our family really enjoys the activities, projects, and field trips that are offered at SFCS. My daughter loves to garden and enjoys performing arts and is given an opportunity to take part in those activities at SFCS.

If we did not have our daughter enrolled at SFCS we would file a Private School Affidavit. Autumn has a very unique learning style and personality and requires special accommodations. SFCS has involved us in making those accommodations a reality for her.

Sincerely,

Chrystal Blagg

September 1, 2015

Dear Principal Garagarza,

I have you chosen to Home School at SFCS rather than through MCUSD because the program suits my needs and preferences and feels like a tight community/family education. Stephanie Evans is both a teacher/facilitator and a friend and mother, which makes me feel very comfortable and trusting of her guidance.

If the Home School Program at SFCS did not exist, I might enroll my son in the home school program in Oakhurst or home school independently through the California Homeschoolers Association.

None of our options include sending my son to MCUSD's home school or in seat programs because I find that a nonlinear educational approach is conducive to greater health and happiness in my son and I. We are not sick as often as we were in public school, we are not tired or over worked, we are well nourished and not fed sugar in the forms of cookies, juices and carbs, the way my son was at Woodland school, and my son has one-on-one attention which helps him to thoroughly learn concepts. In addition to this, we are not pressed for time, which allows us to live and learn at our own pace.

Sierra Foothill Charter School's home school program is unique and allows us to choose to learn what we are most interested in, in ways that work for us. Stephanie Evans helps me teach my son with a deep understanding of a mother's perspective, which so often is lost in our society, despite the fact that it is so integral to our survival and well-being individually and as a species. I am grateful for this program and I hope that we will be able to continue with SFCS over the years. It really seems to offer what I have not found in other programs. It has the potential to facilitate deep learning in a supportive and compassionate way which helps children thrive and be allowed to be children while they learn. This program offers more than schooling, information, or knowledge; it also offers support in living and connection between the child and the community.

Sincerely,

Cheyenne Hernandez

August 10, 2016

To Whom It May Concern:

I am writing this letter on behalf of Sierra Foothill Charter School (Catheys Valley, California), in support of their request for charter renewal.

Having been associated with the school since its inception in 2012, I have been very impressed with the school's progress and its implementation of its mission, vision and goals.

My background and experience (former MCUSD Trustee, principal and teacher) led, I believe, to the SFCS founders' decision to involve me in the review of their educational program at the start, and later on to mentor a new principal, select curriculum, provide staff training and evaluation, and at one point to serve as interim principal.

From the beginning, SFCS has had strong parental and community support. Mariposa is one of California's smallest counties; with small schools in various rural locations. SFCS's focus on science and sustainability, its partnership with nearby University of California at Merced, its offering of place-based curriculum centered around a Learning Garden, service learning projects within our local ecosystem, the inclusion of music and the arts, and an instructional approach that effectively serves a range of students from gifted to mentally challenged, made it a special "school of choice" so that many families from throughout the county enthusiastically enroll their students. The school remains popular to this day and continues to be supported by the community.

The campus atmosphere is positive – for staff, students, visitors and volunteers. Its Learning Garden, staffed largely by volunteers, is truly a place for learning at all grade levels: everything from math and science to culinary skills. I see the "Little Free Libraries" constructed by students, throughout the county. I am the owner of a student constructed owl box, and I've observed student involvement in the building of the new school amphitheater. When I talk with people in the community, I get nothing but positive feedback. The school's impressive participation in the Rim Fire reforestation project focused on science, local ecology and team work. Each year Earth Day at SFCS is truly a day of Earth awareness, with activities and booths developed and run by students. In addition to traditional physical education, SFCS incorporates much loved Yoga practice. On campus, the school just "feels" different from other schools in the district.

All in all, I would say this "experiment" in education has been highly successful and strongly recommend that its charter will be renewed so SFCS can continue to develop and serve the families of Mariposa County.

Sincerely,



August 23rd, 2016

To MCUSD Board of Trustees,

I am writing to give a letter of my support and admiration of the Sierra Foothill Charter School.

My name is Dana Swarth and I worked at the SFCS for the past three years. I began working at the school in 2013 as a substitute instructional aide and in the after-school program, then subbing long term in the school's kitchen as the lead cook, finally subbing regularly for an aide who was getting his teaching credential. The following year I was the instructional aide for the 7th and 8th grade classroom as well as the garden coordinator who ran the learning garden program and then helped finish the school year for the 7th and 8th grade class when the lead teacher left mid school year. This past school year I was the 5th and 6th grade instructional aide and continued as the garden coordinator. I have since stopped working at the school as I am preparing to go to grad school. Because of the diverse roles I have held at the charter school, I have a well rounded view of the quality and spirit of the school. I have been able to observe and experience every grade and every classroom, the kitchen, cafeteria, playground, pe, yoga, service learning, learning garden, field trips, school fundraisers, special events, promotion ceremonies, standardized testing, committee meetings and so much more. I have formed close working relationships with staff and had the pleasure of knowing so many bright students, and am still in touch with some who are now sophomores at MCHS.

I have thoroughly enjoyed my time working at SFCS. I believe that the charter school is doing an excellent job at fulfilling the goals that are in its charter. The quality of the learning that takes place in and out of the classroom, as well as, the quality of the school community are examples of how this is shown. I realize that this is a lengthy letter because I do have so many wonderful things to say about the school, so please bear with me.

I have seen teachers and staff come and go and can say that each one of them has done their best to uphold the goals and mission of the charter. The current staff at the school are fully committed to the education of their students. Teachers are constantly teaching "outside of the box" by planning lessons that allow students to learn in their own ways and participate in projects that get them working together and experiencing their learning in a holistic manner. Classroom projects often fuse subject matters. For example, in the 5th and 6th grade, history, writing and theatre were blended when students organized a wax museum, where each student played the role of a historical figure and delivered student written monologues to the school community in full costume. Science projects are almost always hands-on projects that allow students to experience the science lesson through all five senses. When students were learning about watersheds they went on extensive field trips to local sites to learn about their local watershed first hand. Teachers are very creative when they are planning their lessons, taking into account each of their students' individual learning needs, striving to create a lesson that engages students in the best way possible.

In addition to our teachers, instructional aides also play an important role in our school community. As I have been an instructional aide for two years, I know from my own personal experience and observation of other aides, that I can say that the quality of our instructional aide staff is exceptional. Instructional aides interact with students inside the classroom and out. Each classroom teacher has an aide that works closely with them, creating a teaching team that is able to give more individual support to its students. By forming close working relationships with teachers, aides are able to collaborate and offer the best support that they can to the classroom teacher. By forming close relationships with the students, aides are able to assist in individualized learning goals. The role of the instructional aide at SFCS is by far, more than the title entails and I think they are a great asset to the charter school and how successful it has been in it's ability to enhance student learning.

In addition to assisting teachers inside the classrooms, our instructional aides (mostly, but others help too) play a unique role in leading extracurricular classes (called rotations at our school), such as PE, garden, service learning, library, theatre, technology, band, and yoga. Each instructional aide is selected based on their knowledge and ability to lead and teach a specific topic (rotation). These rotations are a huge part of what makes SFCS a unique school. Students enjoy the opportunity to learn outside of their classrooms, for example, in the garden, math, science, cooking, history and art is taught through the lens of a vegetable and native plant garden. The planning and follow through that is involved in service learning projects is an experience that students will remember for the rest of their lives and set them up to succeed in working as a team to accomplish a common goal that benefits their community. The garden, service learning and technology rotations are clear and concrete examples of how SFCS teaches students through place-based learning, project-based learning and hands-on learning.

The students that go to SFCS are happy to be at school. Some students have come to SFCS from other district schools and often exclaim that they enjoy the close-knit learning community that SFCS offers. Students enjoy what they do in their classrooms, they enjoy playing with each other at recess and they even enjoyed our cafeteria lunch program, eating healthy fresh meals (although that did not prove to be financially sustainable for our school). Students have plenty of opportunities to collaborate with each other, as well as staff, on various learning projects such as fundraisers and class project planning. Students are encouraged to interact with each other across grade levels, for example upper grade levels form reading buddies with younger students at the beginning of each school year and maintain these mentor relationships throughout the school year, meeting regularly to read with their buddies. Students also feel safe to talk with and connect with the staff at SFCS. Students have told me that they feel like they are cared about at SFCS, that not only their teachers, but the office staff, kitchen staff and instructional aide staff, care about how they are doing in school and in their personal lives. I believe that SFCS is a healthy and safe learning environment for students of all ages to feel comfortable to ask for help when they need it, rejoice in their successes and strive to accomplish their own personal learning goals.

We have a large number of students who live in Catheys Valley and attend SFCS as well as students who have traveled as far as Merced and Oakhurst. The importance of having a local school for children who live nearby goes without saying, as there are many families that live in the immediate area. The number of students who come from further areas, including Mariposa, Midpines, Bootjack, Merced, etc, proves that there is a demand for the kind of education and community that SFCS provides.

I hope that this letter serves as a positive reference for the renewal of SFCS's charter.

Sincerely,  
Dana Swarth

## Karen BurkeHanner

P.O. Box 2378  
Mariposa, CA 95338  
209-259-9232  
karenmbh@me.com

August 22, 2016

Mariposa County Unified School District-Board of Trustees  
P. O. Box 8/5082 Old Highway North  
Mariposa, CA 95338

Dear Board of Trustees,

I am a California certificated, K-12 educator who has had the privilege of working since my retirement as a substitute classroom teacher at Sierra Foothill Charter School (SFCS) and at many other outstanding Mariposa Unified School District campuses. The purpose of my letter is to recommend the renewal of the charter for SFCS, which I believe has met the goals of its initial charter exceptionally well. It is school which exhibits consistent commitment to program excellence and strives for continuous improvements wherever they are needed, year after year.

Having spent a fair amount of time as a substitute teacher in every grade at SFCS, K-8, for several years now, I have observed Sierra Foothill Charter School truly rise to meet the challenges of building a collaborative school family, one which relies on the trust and cooperation of everyone involved in order to succeed. At SFCS, staff, students, parents and the community of exceptional volunteers are all deeply connected to their school, and it really shows! For example, the SFCS whole-campus daily meeting is always a delight to attend. Having worked in public schools since 1975, I have seen a few assemblies in my day, but these morning gatherings at SFCS seem unique in that the purpose seems intended to go beyond the typical dissemination of information or upcoming school events, but rather, it invites the students to respectfully engage in site-based decision making and conflict resolution, and really serves to elevate the interest of the entire student body, from the youngest, pre-Kinder cherubs to the upper-grade students toward the achievement of the Sierra Foothill Charter School's shared goals. I have seen solemn ceremonies and excited celebrations at these brief daily meetings, and always in an atmosphere of exceptional student engagement and mutual respect.

Additionally, each time I visit the school I am struck by how the entire SFCS staff seems completely invested in the well-being of the students. I have seen, not just teachers, but bus drivers, office and lunch staff, as well as, classroom aides and parent volunteers on numerous occasions encouraging students to work toward personal academic and life

success. And most impressive, when I am working in the various classrooms, is how I so often observe both peers and cross-grade level support groups helping each other to take academic and creative risks in their studies, to believe in their worth as learners and contributing members at Sierra Foothill Charter School and in their outside community, as well. The time and investment given by so many individuals to create both a rigorous curriculum and such a comfortable, trusting atmosphere in which to learn really shows how much Sierra Foothill Charter School has taken its charter's mandate to heart during its early years. I hope you will grant the next extension of their charter and let us all continue to marvel at their successes.

Sincerely yours,

A handwritten signature in black ink that reads "Karen BurkeHanner". The signature is written in a cursive style with a large, prominent initial "K".

Karen BurkeHanner

Mariposa County Unified School District

To Whom It May Concern:

July 26, 2016

My name is Wayne Kelly. I am writing to you in regards to Sierra Foothill Charter School.

I am an approved substitute teacher in a few districts, including yours. I have been substituting at Sierra Foothill since its inception. I teach a series of marine science classes to third graders in all of these districts.

Since I have been teaching in a number of districts, I have observed many different styles of behavior management, teaching methods, and student growth. My observations of student growth and behavior at Sierra Foothill have been outstanding. Not all students respond well to behavior corrections but I have seen patience and caring exhibited with some very challenging students that have resulted in positive change in these students. I am aware of these changes because I have spent time with these students over the years. I have seen positive changes that I believe are the result of a positive coaching environment. I have also observed substantial growth with advanced students which is due to curriculum freedom and smaller class sizes. I realize that there are many good schools that exist in the district where parents can choose to have their children attend. I feel challenging and advanced students benefit from the teaching methods at Sierra Foothill. I have five boys that all have very different needs and if they were of school age I would not hesitate in enrolling them at Sierra Foothill.

Sincerely,



Wayne Kelly

2636 Pine Tree Ct.

Catheys Valley, Ca

August 13, 2016

Dear MCUSD Board of Trustees,

As a retired aviation safety and accident investigation consultant with a degree in Aeronautical Engineering, it has been my pleasure the past four years to volunteer my time to work with Sierra Foothill Charter School's 7<sup>th</sup>-8<sup>th</sup> grade class in a variety of ways. I helped students with math and science projects, worked with students on Service Learning projects, helped the school's Learning Garden, and in 2013 chaperoned on the "Stanford Splash" field trip to Stanford University.

In each endeavor, I have been very impressed with SFCS teachers and staff's ability to motivate students with creative ways of learning. The teachers and staff have the knack for making learning engaging and fun for all students. In each of the activities I have observed or participating in, the students have participated eagerly and enthusiastically. (Even, and as hard as it may be to believe, with mathematics!) In short, learning appears to be quite fun at SFCS!

I have found the students' "hands on" participation in the various Service Learning projects and in the Learning Garden to be especially impressive. The students work very hard yet appear to have the most fun while "learning by doing". The students learn to grow and harvest vegetables in the school's Learning Garden, which they themselves have made. They have designed and made small "lending libraries" for the community; learned about tarantulas and made signs for motorists to watch out for hitting tarantulas on the road during tarantula mating season; they have studied owls and constructed owl boxes so that farmers can help control rodent pests while using less pesticides; they built a nursery area behind one of the school buildings to grow Ponderosa Pine starts in an effort to help reforest the recent Rim and Carsten fires; they have built an amphitheater for future school presentations and assemblies; and the list goes on.

Frankly, I had never been exposed to kids planning and researching projects, working physically so diligently, and having so much fun at the same time. There is something astonishing about it.

I'm also very impressed that the SFCS staff has fostered such strong and positive ethos.

Character and citizenship building is very important at SFCS. And it is apparent from the students' activities and behavior; their respect for themselves and one another. SFCS educates its students in many important ways.

While my children are now adults, I wish they (and I!) had the opportunity to attend a school like SFCS. I believe it provides a wonderful option for students in our County.

Sincerely yours,



Kevin A Darcy

18 August 2016

Mariposa County Unified School District Board of Trustees:

I am writing in support of Sierra Foothill Charter School (SFCS). Having been a supporter of the school since 2013, I have seen the school grow and realize its mission. I believe that the school is serving students well and is rapidly becoming a vital part of the fabric of the Catheys Valley community.

I live in Catheys Valley and serve as the Director of Academics at One Schoolhouse, a supplemental program offering online courses to advanced middle and high school students and online professional development to teachers. My job is to motivate pedagogical growth and facilitate professional development, so daily I see what's new in education and what's not working well in schools. My expertise in learner-driven curriculum design and competency-based program development was cultivated through my years as Academic Dean at Atlanta Girls' School, and as a science teacher and coach at Rocky Hill School, The Gregory School, and Princeton Day School. My work is predicated on the belief that today's schools have a responsibility to prepare tomorrow's workforce for a future we can only imagine. Without reservation, I can tell you that SFCS is on the right path.

I volunteer weekly at SFCS, primarily in the Learning Garden. Last year, I volunteered during the 1<sup>st</sup> and 2<sup>nd</sup> grade garden rotation and this year I have been assigned to the 7<sup>th</sup> and 8<sup>th</sup> grade rotation time. Out in the garden, which includes a community-built vegetable garden, including rainwater catchment, as well as a native plant learning space, the school's mission and pedagogy come to life. The program is designed for place-based, experiential learning; no minutes are wasted. From the design of the schedule (students split garden rotation time with technology rotation time, so we have a smaller group in the garden) to the sustainable use of resources, learning is maximized through hands-on learner-driven activities.

I have also worked with the teachers during their PLC time, equipping them with the knowledge and confidence to use their science equipment. SFCS has a lot of friends, some of whom are professional scientists and science professors. Nice equipment has been donated, and with a little support the teachers are able to use it effectively in their classrooms. After one particular PLC, the 5<sup>th</sup> and 6<sup>th</sup> grade teacher invited me to join her class for their unit on cells. What fun it was to both see the teacher in action during an inquiry-based lab, and to help the students operate their microscopes like pros! This is the sort of learning that happens every day at SFCS. It is a school staffed by growth mindset teachers and populated by children who show up hungry to learn.

The school, as you know, serves a diverse cross-section of children and represents the unique diversity of Catheys Valley. The board and staff have created a safe climate where a range of students – academically deficient and advanced, traditional learners and students with learning challenges, professors' children and ranchers' children, conservative and liberal families, rich and poor – can all thrive. And they are doing what this world needs more of: growing children who see themselves as citizens of a diverse and changing world.

I encourage you to continue your support of Sierra Foothill Charter School. Our whole county benefits from the work being done here in Catheys Valley. If I can offer additional information, please don't hesitate to contact me.

All the best,

*Corinne M. Dedini*

Corinne Dedini

209-626-9503

[corinne.dedini@oneschoolhouse.org](mailto:corinne.dedini@oneschoolhouse.org)



## My Impressions of Sierra Foothill Charter School

What caught my attention and captivates my interest with Sierra Foothill Charter School is what a great job the whole school is doing!!!!!!

The Sierra Foothill Staff provides a friendly, cooperative and caring environment for all students, staff (including MCUSD Special Ed Staff) volunteers, and parents. A small interconnect community filled with:

- collaboration, teamwork, and communication in developing educational strategies;
- enhancing values by encouraging and rewarding students for core virtues;
- employ accommodations and modifications to help engage students at all levels and learning abilities;
- a positive and caring atmosphere that creates a warm and welcome quality to the school and community.

I love the way the school incorporates a range of learning techniques:

Placed-Based Learning: The fantastic giving and sharing of local volunteers and teachers in sharing their knowledge and dedication; incorporating the local culture, history, and environment into a mutual focus for the students, school and the community.

Project Based Learning (including Team Work and Scoring Logs):

Creativity, challenges, problem solving, diversity and learning to work as a team. I have enjoyed witnessing students expand their choices and ownership of their learning and knowledge.

Individualized Inquiry Based Instruction:

Challenges make life more exciting and can facilitate a person to be the best they can be. I see students going through the challenging process of discovery and the support and guidance the staff provide.

Service Learning:

In my past, I have worked with many youth in outdoor projects and there is nothing more satisfying than watching youth/students complete a project that has visible results in both the students and the project. Hands-on work, challenges, solving problems and working as a team are helping to create thinkers and problem solvers.

Math and ELA Intervention:

A helping hand for those in need.

Diversity at school makes learning so much fun, especially with a range of classes (Rotations): Garden, Computer Technology, PE including Yoga classes, Music/ Band and Recorder lessons.

I feel that it is very important in having a variety of school choices in Mariposa. Choices empower all of us because we have more of an investment, which leads to a commitment on the road to learning all that we can be and do.

By having choices we are empowering our families and students to invest their time and commitment in their school and education.

The freedom to make good choices for yourself and your family, and its association for a better outcome for the student(s) . School choice enhances a very basic recipe for educational success: schools and teachers that teach, and parents that are involved and insist that their children learn.

My name is Mary Clarke and I work for MCUSD as a Special Educational Aide. I have worked at Sierra Foothill Charter School last year and again for this new school year.

Patrick H. McCarthy  
P.O. Box 1549, Mariposa, CA 95338

August 22, 2016

Re: Sierra Foothills Charter School

Dear Board Members:

This letter is written in regards to my two year work assignment at Sierra Foothill Charter School (SFCS). I work for the Mariposa County Unified School District Special Education Department. In August of 2013 I was asked by Marcia Miller, the Director of Special Education, to work as a one-on-one special education aide for a student who was to be mainstreamed in a regular classroom setting at SFCS. At first I was very reluctant to accept the assignment because it was at the charter school and, from the outside, from the rumors that were floating in the community, SFCS appeared to be not doing well during its first year. I do not take too much stock in rumors. Since this was the beginning of the second year and a new principal was starting, I decided “what the heck” and plunged right into the new position. My reluctance was still evident until the first day on the job.

On my first day at this new assignment, my hesitation vanished. I was accepted with open arms by then Principal/Superintendent Alfonso Garagarza (Mr. G.). From that day forward Mr. G’s office was always open to any help that I needed for student success. As the days and weeks passed, the entire staff and board members were very accepting of my presence. I was included as a staff member, not as a school district outsider.

The teacher who I worked with during my one-on-one aide assignment was Teena Starchman, the third/fourth grade teacher. She is an outstanding teacher and treats all of the students with respect with her gentle guidance. All learning styles were included in the curriculum in her classroom and every child is treated with dignity. Working with Teena was the best teacher/teacher aide partnership that I have ever experienced.

As a member of the Mariposa education community, SFCS is an asset to the County of Mariposa. All the programs at SFCS including the Home School, Service Learning, the Learning Garden, the school band, special school activities, parent participation, the recycling program, (and the list goes on) are a vital part of SFCS and make it a very special place for the students and families of Mariposa County. I believe that educational choices are very important and SFCS is part of that choice.

Sincerely,

Patrick H. McCarthy

8/14/16

To whom it may concern:

It has been my pleasure to serve as a school psychologist for Sierra Foothill Charter School for the past three school years. I have been a school psychologist for Mariposa County School District for the past 16 years and appreciate the educational environments that SFCS provides that bring out the positive and creative nature of learning in a safe classroom setting.

Teachers and staff are welcoming and well-trained. I have provided training regarding suicide awareness and child abuse and have been impressed with the level of thoughtfulness the staff members used to ask questions. More importantly they immediately began discussing ways they could use the information to better their campus. It is rare that I walk on the SFCS campus and am not asked a question regarding how better to teach a certain student, improve a behavior or a social skill. The staff has supported me in teaching social skills groups as well as counseling groups and is always open to suggestions regarding behavior support or academic instruction.

SFCS provides accommodations to its struggling students with dedication and creativity. Students are taught in small groups, often using technology to measure progress on any given skill. Additionally SFCS embraces skills that are good for the community and enhances each student on a personal level such as community service projects, music, drama, yoga, gardening, and campus enhancement. The students are engaged in school and there is a sense of ownership and responsibility among the students stemming from the service learning projects they complete.

In just these three short years I have had the pleasure of seeing several students make tremendous academic and behavioral growth. In some cases students with identified learning issues have gained more than 1.5 years over the course of one school year. The SFCS has remarkable way of accepting students for who they are and where they are and developing ways of making improvements. With minimal outside support the school staff does a fabulous job of working as a team in order to benefit the students. The results of their efforts are clear in the growth of their pupils.

I often say if my children were small again I would enroll them in SFCS. The compassion for all students, the community service, the multi-modal methods of teaching while maintaining high academic standards makes it an excellent school and a great service to the Cathey's Valley community.

I am happy to provide more information if needed. I can be reached at 559 760 6713.

Sincerely,

Cathy Rohrbaugh

School Psychologist

Mariposa County Unified School District



P.O. Box 966, 5284 Hwy 49 N. Suite 2, Mariposa, CA 95338  
Phone – 209-742-5437 Fax – 209-742-5439 e-mail – [firstfivemariposa@yahoo.com](mailto:firstfivemariposa@yahoo.com)  
Executive Director – Jeane Hetland

September 7, 2016

**Re: Continued Support for the Sierra Foothill Charter School**

Dear Superintendent Hopper and MCUSD Trustees:

The Mariposa County First 5 Commission has appreciated having the Catheys Valley Preschool on the same campus as the Sierra Foothill Charter School. The schools have cooperated in providing support and a smooth transition from preschool to elementary school. In addition, when there is a special event, speaker or assembly, the elementary school invites the preschoolers. There is ongoing cooperation between the two schools and a positive learning atmosphere/culture.

The First 5 Commission supports the mission, vision, and educational philosophy of the Charter School as it aligns with First 5 in the following ways: 1) providing a positive learning environment for children; 2) providing an opportunity for partnering with UC Merced in the areas of natural science, education and college preparedness; 3) providing an opportunity for children who live in Catheys Valley to attend a school in their community; and 4) providing a general education program that supports the whole child. The Commission has appreciated the continuation of learning and bridging the transition to kindergarten. The teachers and schools have appreciated the opportunity to collaborate, including staff and parents. Many parents have shared their enthusiasm of having activities, i.e., garden project and exercise program, in cooperation with Sierra Foothill Charter School.

We have appreciated Sierra Foothill Charter School and the excellent education offered to its students. In addition, it has brought the community together and has encouraged the possibility of attracting additional families to the area.

Sincerely,

A handwritten signature in blue ink that reads "Jeane Hetland". The signature is written in a cursive, flowing style.

Jeane Hetland  
Executive Director

August 22, 2016

Board of Trustees  
Mariposa County School District

Dear Esteemed Board Members:

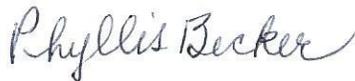
I am writing to express my support for the continued partnership between the Mariposa County School District and the Sierra Foothill Charter School.

My career was in Early Childhood Education, specifically Head Start and more recently the First Five Preschool in Cathey's Valley. I understand the importance of commitment, continuity, and creativity in the classroom. I have experienced these values while on the campus of the Sierra Foothill Charter School. Specifically, I have spent time in the T-K, Kindergarten and have been extremely impressed with the competence shown in that classroom with regards to child development and appropriate practices while meeting the needs of each individual child.

I have also team taught in the fifth grade with the Artist in the Schools program through the Mariposa County Arts Council. What a wonderful eight weeks it was! To have partnership with the school and full, enthusiastic participation with the teacher was truly a win-win for the students. It was hands-on learning flawlessly tied to the Core Curriculum. These students demonstrated their understanding in science and math, history and art, while having the chance to create something of which they were very proud. It was such a great experience for me to witness this type of learning.

It is this very method of learning that is what makes Sierra Foothill Charter School an important choice for parents.

Sincerely,



Phyllis Becker  
Early Childhood Educator, Retired  
Artist with Artist in the Schools Program

# MARIPOSA COUNTY ARTS COUNCIL

Anna Friedland  
P.O. Box 73  
Catheys Valley, CA 95306

August 14, 2016

MCUSD Board of Trustees  
P.O. Box 8  
Mariposa, CA 95338

To the MCUSD Board of Trustees:

Through the Mariposa County Arts Council's *Artists in the Schools* program, I have taught art in the majority of Mariposa County's elementary schools - El Portal, Yosemite, MES, Woodland, and Sierra Foothill Charter School.

This Arts Council program places a teaching artist in every Mariposa County 5th grade classroom for eight weeks. My residency focused on teaching visual communication through vexillology, typography, logos, visual metaphors, and photography.

Teaching at the SFCS was, hands down, my favorite in my two years of participating in this program.

I was very impressed by the high quality of these students' work. They demonstrated a great understanding of the fundamentals of design and elements of art. I could tell that these students' creativity has been nurtured for years, making their work both meaningful and beautiful. They carefully thought about their work and confidently executed their ideas.

I was struck by the intelligence of our classroom discussions. We spoke fluently together about historical events, about the Dust Bowl and Civil Rights Era for example, and they did not skip a beat. They consistently took what we were learning and connected it to their own lives and, ultimately, other lessons. All the students listened and participated enthusiastically. These students are excellent communicators.

# MARIPOSA COUNTY ARTS COUNCIL

It was a true pleasure working with these students.

The success of this classroom is, in large part, due to their teacher Erika Miranda. Ms. Miranda is one of the strongest teachers I have known. Her classroom is a safe learning environment. She never allowed the students to put down themselves or their classmates. She taught them how to work well together without prejudice or discrimination. She allowed the space for her students to explore each project in depth, increasing the opportunities for real learning.

Ms. Miranda's consistent attention and her commitment gave her students the tools to achieve and grow, both intellectually and personally.

I sincerely hope that by the time I have a school-age child, I can enroll them into the Sierra Foothill Charter School. This school is producing high-quality young adults and is a treasure for our whole community.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anna Friedland', with a stylized, cursive script.

Anna Friedland  
Education and Public Programs Coordinator  
Mariposa County Arts Council



# ALLIANCE FOR COMMUNITY TRANSFORMATIONS

PO Box 2075, Mariposa, CA 95338, (209) 742-6456, [www.alliance4community.org](http://www.alliance4community.org)

August 15<sup>th</sup>, 2016

Dear MCUSD Board of Trustees,

Thank you for providing the opportunity for the community to show their support of Sierra Foothill Charter School, in particular during its renewal process. I would like to start by saying that I have worked with SFCS for multiple years, doing violence prevention work with older students (6<sup>th</sup> through 8<sup>th</sup> grade), among other things. This work includes interacting with teachers, administrators, and the students themselves. I have also been accompanied by coworkers from my own agency in this work.

In particular, my coworkers and I provided training for the staff members at SFCS. We discussed awareness of the LGBTQ community, and facilitated conversations around creating and maintaining an environment that is respectful of all individuals. We assisted in deescalating and educating the community around a controversial issue related to this topic a little over a year ago. We also brought in a community partner from The Trevor Project to assist in this important conversation.

Overall, in the midst of this important and sometimes challenging work, we found the staff and community at SFCS to be collaborative, engaging, and very intentional about creating a respectful atmosphere for everyone. Staff clearly have a passion for the students they work with, and are conscientious about their interactions with students.

I appreciate that SFCS provides alternative educational strategies for students in our district. I hope that SFCS will continue to provide a quality educational environment for our students for many years to come.

Please feel free to contact me if you have any additional questions.

Thank you,

Tyson Wellcome  
Program Coordinator  
Alliance for Community Transformations



To MCUSD Board of Trustees.  
August 23, 2016

Esteemed Board Members,

Thank you, for your past support of Sierra Foothill Charter School.

I urge you to continue this support by renewing the charter for Sierra Foothill Charter School.

The school has proven to be a valuable resource for Catheys Valley and the Mariposa County as a whole. The lively campus in Catheys Valley remains a small necessary school, to support the community we live in. The school is a community center for neighbors to interact, and makes Catheys Valley a more supportive environment for families.

The high quality educational environment also supports the whole county by making Mariposa County a more desirable location to live and raise a family. Mariposa County has benefited from the growth of UC Merced, as university employees are making Mariposa County their home, increasing the number of students in the county and helping to reverse the decline in numbers of students in the past decades. The year there was no school in Catheys Valley made it appear that the demographic slide that was costing the county 100 students per year would just get worse. Instead, we see the graph flattening out, as the school age population starts to stabilize.

As the mother of two children who attended Mariposa County schools through their elementary and secondary years, I know how important and beneficial the education available in our schools is. This is why I am a Founding Member of SFCS, to support continuing excellent educational opportunities for Mariposa County families.

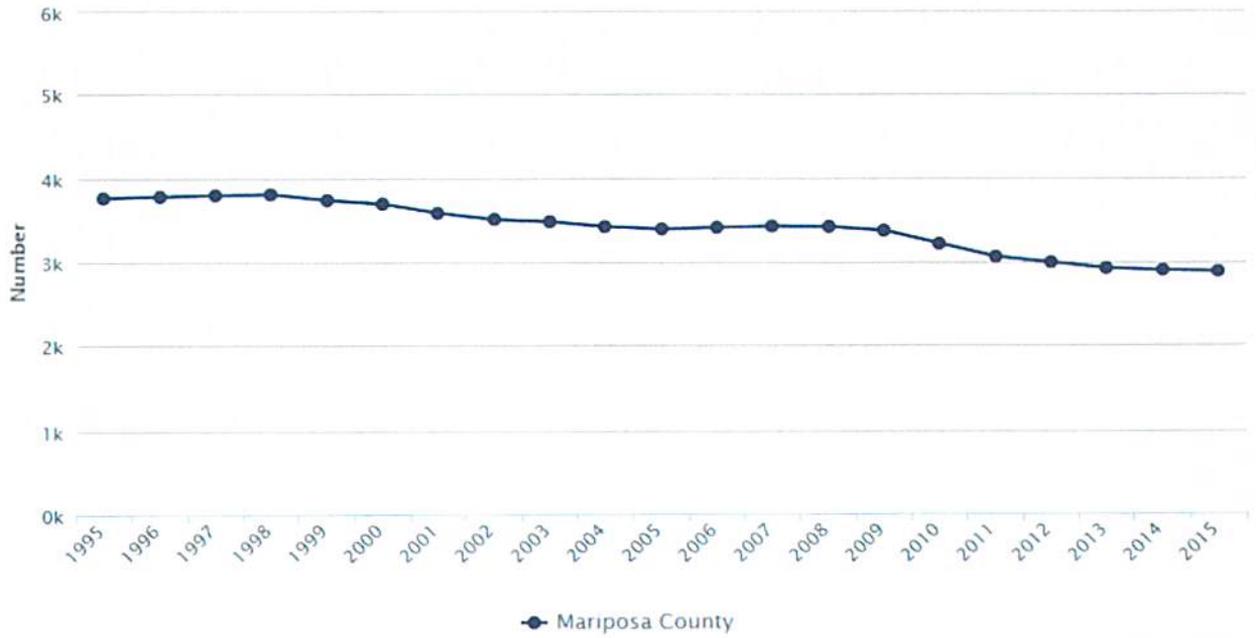
Again, thank you, for your support of Sierra Foothill Charter School and all students in Mariposa County.

Sincerely,

A handwritten signature in black ink, appearing to read "Tiffany Newberry". The signature is fluid and cursive, with the first name being more prominent.

Tiffany Newberry  
1985 Las Mariposas Lane,  
Catheys Valley, CA  
Founding Member, Sierra Foothill Charter School

# Child Population: 1995 to 2015



Definition: Estimated population under age 18.

Data Source: [As cited on kidsdata.org](http://kidsdata.org), California Dept. of Finance, Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000-2010, 2010-2060 (Jun. 2015); U.S. Census Bureau, Current Population Estimates, Vintage 2014 (Jun. 2015).

August 26, 2016

Board of Trustees  
Mariposa County Unified School District  
Mariposa, CA 95338

Dear Trustees:

My husband and I have been supporters of having a school in our Catheys Valley community. With both our time and money, we supported the Catheys Valley Elementary School, and we have supported the Sierra Foothill Charter School. When Catheys Valley Elementary School closed, it was devastating. A year later, a team of committed local people stepped up to develop a public school for our community; we were grateful and thrilled. Local children would not have to travel long distances to get to school, and parents as well as other community members would have a place to gather. Since that time five years ago, the school has grown. It has over twice the number of students the former elementary school had when it closed (from 62 to 136). The Charter has also expanded offerings to include a TK as well as two additional grades (7<sup>th</sup> and 8<sup>th</sup>). It is Catheys Valley's largest employer with 21 employees.

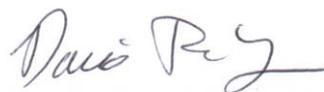
We have participated in school events and relish seeing happy, well-educated young people happily running around their school. Once, I overheard a student ask his parent if he could come to school earlier since he had so much fun. Wow. What a testimonial! I have personally volunteered for Fall Festival, attended back to school nights, theater productions, the Science Fair and participated as a community member when District staff sought input on the transition to Common Core. It has been a remarkable success and important institution benefitting more than just the students and their families.

The Charter has exceeded our expectations for quality instruction including offering amazing learning opportunities such as trips to Stanford Splash and Yosemite. With this letter, we convey our full support as members of the community. We look forward to the District renewing the Charter School. Feel free to contact us if you have any questions.

Sincerely,



Heather Bernikoff



David Raboy

**Richard L. Uebner**  
**P.O. Box 102**  
**Cathey's Valley, CA 95306**  
**(209) 374-3493**

August 22, 2016

To Whom It May Concern:

I have been a resident of Cathey's Valley for over forty years. During that time I have been the husband of a teacher at Cathey's Valley Elementary, parent of two children who passed their elementary years at the school, and principal/teacher at the school.

The progress of the Sierra Foothill Charter School has been of particular interest to me. I have followed the school's growth and been impressed by the results. The proof lies in the efforts by a dedicated board of directors, qualified and energetic staff, and supportive parent group that have produced a quality education for all students at the school.

It is my hope that the school can receive the continued support it merits as a vehicle of growth and inspiration for the students of this community.

Sincerely,



Rick Uebner

# UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

Sierra Nevada Research Institute

UNIVERSITY OF CALIFORNIA, MERCED  
5200 N. Lake Road  
MERCED, CALIFORNIA 95344  
Phone: (209) 228-7674  
FAX: (209) 228-4158

August 31, 2016

Superintendent and Trustees  
Mariposa Unified School District  
5082 Old Highway North  
Mariposa, California

Dear Superintendent Hopper and MCUSD Trustees:

As Executive Director of the Sierra Nevada Research Institute (SNRI) at the University of California, Merced, I whole-heartedly endorse your continued support for the Sierra Foothill Charter School (SFCS). Since the establishment of the SFCS, a wonderful alignment continues to evolve at the SFCS and UC Merced in several ways including the academic focus on science and sustainability. I understand that your leadership at SFCS takes advantage of the local environment to provide hands-on learning experiences for the students, including gardening in the school's garden (the Learning Garden) and the local environment in Catheys Valley and the greater Mariposa County, including Yosemite National Park.

I trust that future school programming will include class or school visits to UC Merced for events, special tours of the campus, programs offered for students and the public as well as visits to the UC Grassland Vernal Pool Reserve which is immediately adjacent to our campus.

UC Merced is focused on attracting students in STEM areas of study. With SFCS' development of a project-based and student inquiry driven curriculum that helps student learn in the STEM areas, not only is this providing alternative public education in an area of Mariposa County with many low-income families, the school is also preparing students for success in pursuit of a higher education.

As UC Merced continues to expand, doubling in size over the next four years, the population of our student body is increasing and we are seeing an increase in faculty, research staffing, scientists and University staffing. As you are aware, a number of UC Merced faculty were involved with founding SFCS. Since the establishment of the SFCS, additional UC Merced staff members and their families continue to move to Catheys Valley in large part because of your school. SFCS has helped recruit multiple UC Merced faculty members with young children to the area, again, by providing an alternative public school in the area.

As I have learned about the SFCS and the many accomplishments of your school community and administrators, I know that the resources of this University offer a wide range of opportunity and engagement for your students, your faculty and your community.

Having the Sierra Foothill Charter School as a part of the MCUSD strengthens the region, our communities and offers great educational opportunities for your students.

With heartfelt sincerity,

A handwritten signature in blue ink, appearing to read "Armando Quintero".

Armando Quintero  
Executive Director  
Sierra Nevada Research Institute



SCHOOL OF NATURAL SCIENCES  
OFFICE OF THE DEAN

UNIVERSITY OF CALIFORNIA, MERCED  
5200 NORTH LAKE ROAD  
MERCED, CALIFORNIA 95343  
(209) 228-4309 FAX: (209) 228-4060

August 17, 2016

Mariposa County Unified School District  
P. O. Box 8  
5082 Old Highway N.  
Mariposa, CA 95338

Dear Superintendent Hopper and MCUSD Trustees,

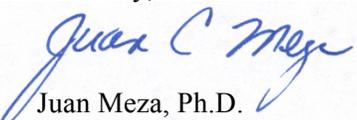
As the Dean of the School of Natural Sciences at UC Merced, I would like to express my strong support for the Sierra Foothill Charter School (SFCS) charter renewal. Two of our key priorities are to foster partnerships with K-12 public schools and to increase the number of college-bound students in the San Joaquin Valley and Sierra Foothill regions, which are among the lowest in the State of California. The mission and vision of SFCS are well aligned with these priorities and it is my understanding that SFCS has already played a vital role in promoting regional access to higher education.

The emphasis of the SFCS on science and sustainability aligns perfectly with several of our Science, Technology, Engineering and Math (STEM) initiatives. For instance, our Science and Math Initiative (SMI) matches undergraduate science majors who are training to become K-12 educators with mentor teachers in local schools. With its school-wide focus on science and math, and emphasis on individualized learning, SFCS has provided regionally unique educational opportunities for our SMI students and SMI can in turn help expand the regional pool of highly qualified STEM educators.

As you may be aware, the projections are for UC Merced to grow to a size of 10,000 students by 2020. We are well on our way towards meeting these projections. With new faculty and staff moving to Mariposa and Merced counties every year, it is highly likely that schools like SFCS can fill a growing need for them. In fact, I am aware of several faculty and staff who have moved to Catheys Valley to take advantage of SFCS.

In summary, the School of Natural Sciences would like to express its strongest support for SFCS and its mission to expand access to higher education for all students in your district and in its vision of education as a foundation for sustainable communities.

Sincerely,



Juan Meza, Ph.D.  
Dean, School of Natural Sciences



SCHOOL OF ENGINEERING  
MARK MATSUMOTO, DEAN

UNIVERSITY OF CALIFORNIA, MERCED  
5200 N. LAKE ROAD  
MERCED, CALIFORNIA 95343  
PHONE: (209) 228-4411  
FAX: (209) 228-4047

August 16, 2016

Mariposa County Unified School District  
P.O. Box 8 – 5082 Old Highway North  
Mariposa, CA 95338

**Re: Support for the Sierra Foothill Charter School**

Dear Superintendent Hopper and MCUSD Board Members

As the Dean of the School of Engineering (SoE) at the University of California, Merced (UC Merced), I would like to express my enthusiastic support of the Sierra Foothill Charter School (SFCS). Although I am new to the area, I have had the opportunity to ask some of my staff and faculty members who live in the Catheys Valley area about the school and their opinions on it; they all have been highly complimentary of the school and what it offers. A number of them were involved in the establishment of the SFCS as well as its ongoing operations.

The goals and objectives of the SFCS in preparing students for higher education opportunities, with a focus on science and sustainability, is consistent with the aims of the School of Engineering here at UC Merced. We hope that many of the SFCS students will come to UC Merced as future students in the STEM majors.

Because of the SFCS, UC Merced has been able to retain and attract faculty and staff members who are seeking quality education for their children, such as that provided by the SFCS. In the future, this will continue to be important as UC Merced continues to expand, adding 140 new faculty members, additional staff, and increasing enrollment to more than 10,000 students over the next five (5) years.

In summary, I hope that you will join me in continuing to support the SFCS and its ongoing programs. The school and its mission and vision are outstanding. We are grateful for the opportunities it provides to our staff and faculty and their families, as well as the community in and around Catheys Valley. I am also very pleased that some from the UC Merced family continue to be involved with SFCS – it is indicative of the value they see in the SFCS and its contribution to the community.

Sincerely,

A handwritten signature in blue ink that reads "Mark Matsumoto". The signature is fluid and cursive, written in a professional style.

Mark Matsumoto, Ph.D., BCEEM  
Dean, School of Engineering

**MERCED COMMUNITY COLLEGE DISTRICT**

3600 M Street, Merced, California 95348-2898

Telephone: 209/384-6000 • Fax: 209/384-6043



Ronald C. Taylor, Ph.D.  
Superintendent/President  
**BOARD OF TRUSTEES**  
Dennis Jordan, Board President  
Joe Gutierrez, Vice President  
Gary Arzamendi, Clerk  
Wayne Hicks  
Cindy Lashbrook  
Jean Upton  
Leonel Villarreal

September 12, 2016

**Re: Support for Sierra Foothill Charter School's renewal**

Dear Superintendent Hopper and MCUSD Trustees:

This letter is to express my enthusiastic support for the renewal of Sierra Foothill Charter School for another five year term. As the Dean of Science, Math, and Engineering at Merced Community College, I am acutely aware of the need for better math and science preparation in the area's K-12 schools. As a former environmental technology and biology instructor, I am excited about allowing SFCS to continue to grow the program they have so successfully started – a program that is focused on science and sustainability through project-based and place based learning. I am also a former resident of Mariposa County and I am thrilled that we have a wonderful K-8 charter school serving the children of our community. I would like to see this continue.

College-going rates by students in the San Joaquin Valley and Sierra Foothill regions are among the lowest in the State of California, a fact reflected in the substandard academic skills of some of our community college students. I see first-hand the impact of poor math and science preparedness on students trying to gain a college degree. For example, many of our students in the Allied Health fields have to spend an inordinate amount of time and energy taking basic math classes in order to take chemistry and biology courses required for their degrees. In addition, lack of basic scientific principles and concepts make those courses very difficult for these students. I strongly believe that a strong math and science foundation in elementary and middle school will go a long way in helping students succeed in high school and higher education, and SFCS is an important step in this direction.

As a former instructor of biology and environmental technology, I think it is important to teach about sustainability at an early age. Pedagogically, learning through the natural environment is very effective because it engages all the senses, capitalizing on the natural curiosity and love of learning that all children possess. SFCS, with its Learning Garden, Audubon program, water studies, field trips to places such as Yosemite, Vernal Pools and other places, has proven that it is very good at providing this type of education to its students.

SFCS has also taken field trips to Merced Community College, showing students that while four year schools are a great way to go for some, taking courses, getting Associate's Degrees, and perhaps later transferring to a four year school is also a good option. There is no "one size fits all" and SFCS seems admirably committed to looking at its students' individual needs and having them think about all of the possibilities available to them.

In summary, the curriculum, mission, vision, and results happening at SFCS are very impressive and inspiring. Please support SFCS in its quest to renew its charter for another five years.

Sincerely,

A handwritten signature in black ink, appearing to read "Doug Kain".

Doug Kain  
Dean of Science, Math, and Engineering  
Merced College

(209) 966-7493

# Mariposa County Board of Supervisors

District 1 ... ROSEMARIE SMALLCOMBE  
District 2 ..... MERLIN JONES  
District 3 ..... MARSHALL LONG  
District 4 ..... KEVIN CANN  
District 5 ..... JOHN CARRIER



MARY HODSON  
County Administrative Officer

RENE LAROCHE  
Clerk of the Board

P. O. Box 784  
Mariposa, CA 95338  
(209) 966-3222  
(800) 736-1252  
Fax (209) 966-5147

[www.mariposacounty.org/board](http://www.mariposacounty.org/board)

August 15, 2016

Sierra Foothill Charter School  
Cathey's Valley, California

To the students, faculty and staff of Sierra Foothill Charter School,

Greetings!

I wish all of you another successful and productive school year. It is always a pleasure to watch and read about all of your successful endeavors and educational experiences that take place at your school.

The hard work that all of you do is an example of the excellence that has been and hopefully will always be part of your curriculum. I look forward to seeing and hearing more about your successes this school year.

Congratulations and good luck this year.

Sincerely,

Marshall Long  
District 3 County Supervisor



# MARIPOSA COUNTY

Board of Supervisors · 209-966-3222



## **RESOLUTION - ACTION REQUESTED 2016-465**

MEETING: September 13, 2016  
TO: The Board of Supervisors  
FROM: Marshall Long, District III Supervisor  
RE: Letter of Support for Sierra Foothill Charter School

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### **RECOMMENDATION AND JUSTIFICATION:**

Approve a Letter of Support for renewal of the Sierra Foothill Charter School; and Authorize the Board of Supervisors Chair to Sign the Letter (Supervisor Long).

The Catheys Valley Charter School's initial petition submission to the Mariposa County Unified School District (MCUSD) Board of Trustees was five years ago. By approving a letter of support to continue the Catheys Valley Charter School this letter can be included in the Charter School's renewal packet.

### **BACKGROUND AND HISTORY OF BOARD ACTIONS:**

The Board has routinely approved letters of support for issues that it believes will benefit the citizens of Mariposa County.

### **ALTERNATIVES AND CONSEQUENCES OF NEGATIVE ACTION:**

Do not approve the letter. Individual members of the Board may write their own letters of support.

### **ATTACHMENTS:**

**letter of support (DOC)**

### **CAO RECOMMENDATION**

Requested Action Recommended

  
Mary Hodson, CAO 9/1/2016

**RESULT:** ADOPTED BY CONSENT VOTE [UNANIMOUS]  
**MOVER:** Rosemarie Smallcombe, District I Supervisor  
**SECONDER:** Merlin Jones, District II Supervisor  
**AYES:** Smallcombe, Jones, Long, Cann, Carrier

# Mariposa County Board of Supervisors

District 1 ... ROSEMARIE SMALLCOMBE  
District 2 ..... MERLIN JONES  
District 3 ..... MARSHALL LONG  
District 4 ..... KEVIN CANN  
District 5 ..... JOHN CARRIER



MARY HODSON  
County Administrative Officer

RENE LAROCHE  
Clerk of the Board

P. O. Box 784  
Mariposa, CA 95338  
(209) 966-3222  
(800) 736-1252

Fax (209) 966-5147

[www.mariposacounty.org/board](http://www.mariposacounty.org/board)

September 13, 2016

Superintendent Hopper and  
MCUSD Trustees  
P. O. Box 8  
Mariposa, CA 95338

## **Re: Support for Sierra Foothill Charter School's renewal**

Dear Superintendent Hopper and MCUSD Trustees:

The Mariposa County Board of Supervisors supports the efforts of Sierra Foothill Charter School (SFCS) to renew its charter for another five years.

In the years since it first opened, SFCS has proven itself to be a focal point and unifying component in the Catheys Valley community. Hardly a week goes by that we don't see one or multiple pictures and articles in local media outlets highlighting SFCS students, staff, programs, and achievements, as well as events open to the community.

SFCS has also proven to draw new families into the Catheys Valley community. We have been told that when Catheys Valley Elementary closed, there were 62 students enrolled in kindergarten through sixth grade. At the start of the 2016-2017 school year, SFCS has 136 students that are enrolled in transitional kindergarten through eighth grade. Given that SFCS is a school of choice, this enrollment number speaks to the fact that SFCS is offering something that a number of families in the community are looking for.

UC Merced expects to grow to a size of 10,000 students by 2020. With the influx of University students also comes an influx of new faculty and staff moving to Mariposa and Merced counties. Several faculty and staff have moved to Catheys Valley to take advantage of SFCS and we expect this trend will continue.

SFCS is also the largest employer in Catheys Valley with 21 employees. Providing jobs to local residents is another way that SFCS is an asset to all of Mariposa County.

It is never ideal to have a highly visible and vacant school site; it attracts vandalism and becomes a distraction to families contemplating raising a family within the area. In having made use of the

empty MCUSD site, SFCS has solved this problem, and has kept the site attractive and welcoming.

The Board of Supervisors recognizes that your primary mission as Trustees is to provide a high quality educational experience for every young person in Mariposa County. We know that you will carefully review the Charter's educational model, track record of success with students, and financial plan. Assuming that SFCS's renewal plan satisfies your requirements, we believe it will continue to be an asset not only to Catheys Valley, but to all of Mariposa County.

We support SFCS in its renewal process and hope that you do as well.

Sincerely,



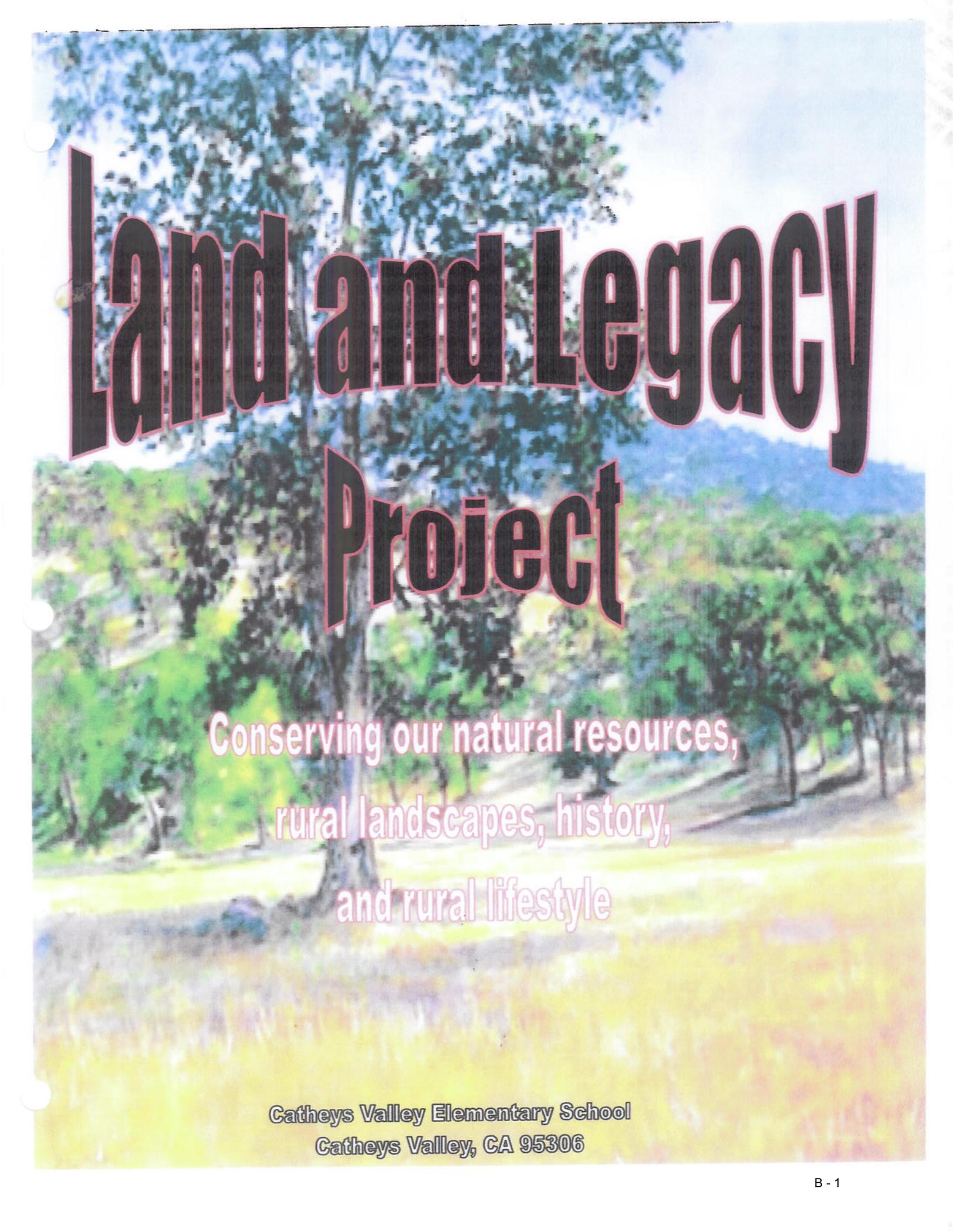
JOHN CARRIER  
Board of Supervisors Chair  
Mariposa County



**Appendix B**  
**Land and Legacy Project**







# Land and Legacy Project

Conserving our natural resources,  
rural landscapes, history,  
and rural lifestyle

Catheys Valley Elementary School  
Catheys Valley, CA 95306

# Land and Legacy Project Vision Statement

Catheys Valley Elementary School

Bruce Fincham, Project Coordinator

April 2010

**Theme:** Conserving Our Land and Legacy

**Project Purpose:** To help students understand, appreciate, and conserve the natural resources, rural landscapes, history, and rural lifestyle of their Catheys Valley home.

**Project Elements:** There are two major elements to our project: Conserving Our Land and Conserving Our Legacy. It is important to keep in mind that our vision, as with all creative endeavors, is an evolving one and, therefore, is subject to revision as additional ideas and opportunities emerge. The challenge to us is to think creatively, to think “outside the box,” in order to develop a model campus that will be an exemplary learning environment for our students and an exemplary teaching environment for our staff.

## ***Our Land: Conserving our natural resources and rural landscapes***

***Xeric Landscaping.*** The school grounds will be landscaped with native drought-tolerant plants to beautify our campus while minimizing necessary irrigation and maintenance. Students, parent volunteers, and community service organizations such as the local garden club will do most of the planting and maintenance. Parents and students will have the opportunity to donate funds to the landscaping project by sponsoring various plants according to an established planting plan. The project will also include a small greenhouse, storage shed, water storage tank, and vegetable garden that will be integrated into the health units in our curriculum, and a photovoltaic system to power the irrigation system. Downspouts from campus buildings will be rerouted to storage tanks or cisterns to be captured and used for irrigation. We will also develop a gray water irrigation system to capture sink water, at least as a demonstration project for one or more buildings.

***Outdoor Classroom.*** Our outdoor spaces will be utilized as a conservation education “classroom” for all grades and curriculum subjects and will be designed to meet ADA requirements. The Outdoor Classroom will include an amphitheater, campus-wide trail system, shaded park benches, garden and greenhouse, weather station, bird feeding and wildlife viewing areas, an aquascaped pond with re-circulating water system, security fencing, and two focus areas—Foothill Oak Woodlands and Foothill Wetlands. The focus areas will be used especially to study the ecology and conservation of these important habitats represented on our campus. We will eventually expand the focus areas by seeking land donations or use easements on adjoining private properties that have excellent examples of oak woodland and wetland habitats. This will make more outdoor education resources available to our students and, hopefully, will serve as an incentive for neighboring private landowners to protect our rural landscape by conserving two important foothill habitats. A variety of community service organizations, government agencies, private businesses, foundations, and UC Merced will be tapped as valuable resources to enrich the curriculum by providing visiting lecturers, educational materials, and funding. It will be especially valuable to

collaborate with UC Merced to develop on-going resource conservation research projects using our two focus areas where our students can assist graduate students and professors in their research. Of particular importance will be to develop an Oak Woodlands Restoration Demonstration Area and a Foothills Wetlands Restoration Demonstration Area to develop and showcase effective methods of restoring the ecological integrity of these important habitats. This will be accomplished with a consortium of community service organizations, resource management agencies, universities, local ranchers and other land-resource users with active involvement of our students as a part of their state standards-based science curriculum.

***Bluebird Conservation Project.*** Our current Bluebird Conservation Project will be expanded by installing more nest boxes on campus and at ranches and homes where our students live and by implementing a nest box monitoring and reporting system in cooperation with the North American Bluebird Society and Cornell University Laboratory of Ornithology. During the past 10 years, students have constructed and sited over 200 nest boxes throughout our community with the help of parent volunteers and building materials donated by local hardware stores. Additional supplies and equipment will be needed to expand the project, including hand-held GPS units, computer mapping software, and laptop computers.

***Integrated Waste Management Program.*** A campus-wide total waste management program will be implemented to reduce, reuse, and recycle natural resources, including recycling all classroom and office paper, cardboard, lunch containers (such as cardboard and aluminum trays, plastic containers and utensils, and milk cartons), paper towels, and printer cartridges. Unused vegetable matter from student lunches will be composted and used in campus landscaping and gardening projects. The program will be integrated with our curriculum at all grade levels, including student led recycling and composting projects, and field trips to the local landfill, recycling center, and state-of-the-art composting plant in Mariposa.

***Alternative Energy Demonstration Program.*** An Alternative Energy Demonstration Program will be implanted to conserve energy resources and reduce our operating costs. The program will showcase alternative energy technologies used to power our classrooms and could include passive solar, photovoltaics, wind turbines, biofuels, and hydrogen fuel cells. Excess generated electricity will be sold back to PG&E to further reduce campus-operating costs. Also included in this program will be an alternative powered school bus that could be biofuel diesel, hydrogen fuel cell, gas, or electric hybrid. The historic windmill that was located on campus will be reinstalled to demonstrate past alternative energy technologies and will be used to pump water to a storage tank for landscape and garden irrigation use. Possible funding sources for a demonstration program include grants or donations from utility companies, foundations, conservation organizations, government agencies, and university research programs.

***Technology Learning Center.*** Student access to computers and on-line learning opportunities are currently very limited on campus. Development of an Integrated Technology Learning Center would greatly expand and modernize student-learning opportunities. This could include an expanded library and computer lab, smart boards, laptop computers and e-books for every student, video conferencing, a campus-wide wireless communications system, integration with technology learning programs at educational institutions and organizations, and a staffing and financial system for servicing and maintaining the technology.

# ***Our Legacy: Conserving our history and rural lifestyle***

***Historic Old School House.*** The Old Schoolhouse will be used more fully for all grades and other local schools, including more of the popular fieldtrips in which students experience a typical day in the life of a Catheys Valley student in 1879. A student docent program at the Old Schoolhouse will also be developed to enable students to do community service as guides for other visiting school groups and the visiting public. Historical research of the Catheys Valley area will be more fully integrated into the social studies curriculum.

***Oral History Program.*** Our Oral History Program will be expanded to provide more opportunities for students to interview long-time residents of Catheys Valley to learn more about their historical roots and to gain a greater appreciation of their rural lifestyle. This project will be integrated with the social studies curriculum and will require special training in interviewing techniques, video recording, and curatorial treatment of historic materials. Additional video equipment will also be needed. This project will be done in partnership with the Catheys Valley Historical Society and the Mariposa History Museum.

***Legacy Park.*** A “Legacy Park” will be developed on campus to honor important historical figures of the community and to interpret the values of our rural lifestyle. This will be a specially landscaped area with student exhibits (including artwork, photographs, stories, poetry, murals, and local artifacts) and history time-lines embedded in trail and plaza surfaces that depict important dates and events. It will also include a replica of a local Native American village and a replica of an early California adobe structure for use in social studies lessons.

***Campus Master Plan.*** A master plan for our campus will be developed to enable us to be more proactive in meeting anticipated growth in the community. The Master Plan will show the location of future buildings and utilities to enable us to grow in an orderly and coordinated manner that will honor and protect our rural landscape and historic legacy. This will include: sites for classrooms, expanded library and computer lab, bathrooms, offices, teacher work rooms, conference and counseling rooms, science lab, access roads, parking areas, bus turnaround, playgrounds, athletic field (with baseball, soccer, field and track, and volleyball facilities), high-ceilinged multi-purpose room with basketball and volleyball capabilities, music room, utilities (water, electricity, septic, telephone, computer lines, etc.), and landscaping.

***School-Community Park Link.*** Catheys Valley School often serves as a vital focal point for community activities and social interactions in our rural area. Our school could fulfill this need even more effectively by serving as a catalyst to develop a community education and sports facility complex on adjoining private ranch land, either through land donations or use easements. The complex could include a bike trail system linking the school with local residential areas and McCay Hall to provide safer access for children; conversion of the nearby old historic barn to a Foothills Visitor Center and Museum to interpret our rural land and legacy (including 4-H and FAA demonstration projects) and provide travel information for the many tourists traveling Highway 140; an expanded sports and community center complex, including a community swimming pool, to provide more athletic options and community meeting facilities for our growing population; and a continuing education facility to provide academic and trade courses for residents in conjunction with Merced College, UC Merced, trade schools, community service organizations, etc.

## ***Land and Legacy Project Team***

**Mrs. Carol Fincham, Principal**

**Mrs. Caroline Wenger-Korn, Teacher and Community Activist**

**Mr. Don Fox, Landscape Architect**

**Mr. Glenn Franklin, Park Manager and Planner**

**Mr. Bruce Fincham, Science Teacher**

**Ms. Kris Randall, Conservation Officer, Resource Conservation District**

**Mrs. Tiffany Newberry, Residential Architectural Planner**

**Catheys Valley Students, Grades Preschool – 6**

# **Land and Legacy Project: The Genesis**

**Catheys Valley Elementary School  
Bruce Fincham, Project Coordinator**

Catheys Valley School is located in the rural western foothills of Mariposa County. Our campus is blessed with an abundance of natural beauty and wildlife. Country scenes greet us each day on campus—rabbits hopping by, wind rustling through stately old oaks, hawks soaring high, horses galloping through nearby pastures while neighing to play with our students. From its founding in 1879 as a one-room schoolhouse to the present modern campus, teachers and students have enjoyed using the outdoor environment as part of their lessons.

We are proud of our rural traditions and way of life and appreciate the beauty of our rural landscapes. However, we are increasingly concerned about modern pressures on our rural environment and lifestyle. The growing population in California, especially in the foothills region, has posed alarming challenges to protecting wildlife and natural habitats, water availability, air quality, and rural land use. Coupled with this are increasing concerns about global environmental issues such as climate change, energy, and endangered species.

The "defining moment" involved one of the oldest oak trees in Catheys Valley. The stately Legacy Oak faithfully stood sentinel on our school site for over 200 years. Six generations of students played in its shade and enjoyed its abundant bird life. It was often visited by students during science field trips. Suddenly, without warning, it was needlessly cut down during a campus construction project as horrified students looked on in disbelief. They vowed to never allow such a thing to happen on their campus again. With the help of teachers and community volunteers, students started the Land and Legacy Project to help protect the natural and historic heritage of their Catheys Valley home.

The Land and Legacy Project was birthed out of these concerns and a desire of students to do something positive about "conserving our natural resources, rural landscapes, history, and rural lifestyle." The effort to "think globally and act locally" began with the idea of developing a one acre area of the campus as a protected "learning garden" which would include an extensive native plant area, outdoor amphitheater, and access pathways. As students and community professionals came together to develop a plan for the outdoor classroom, it quickly and enthusiastically expanded to encompass the entire campus and even connections with nearby community areas.

The emerging vision for the Land and Legacy Project now is "to develop a model campus that will be an exemplary learning environment for our students and an exemplary teaching environment for our staff." This campus environment "will help students understand, appreciate, and conserve the natural resources, rural landscapes, history, and rural lifestyle of their Catheys Valley home." Major components of the project include native plant landscaping, outdoor classroom, Learning Garden, Bluebird conservation project, integrated waste management program, alternative energy demonstration program, technology learning center, historic Old Schoolhouse student-docent program, oral history program, legacy park (local history), campus master plan, and school-community park link. For more details on each of these elements, please refer to the Land and Legacy Vision Statement.

The one-acre Land & Legacy Outdoor Classroom will eventually include an amphitheater, seasonal stream, pond, entry arbors and walkways around the outdoor classroom and the the perimeter of the campus, learning stations along the walks that will attract the interest of all students - pre-schoolers to sixth graders, a Learning Garden for historic and contemporary vegetables and flowers, and scores of drought tolerant-native plants appropriate to Catheys Valley and the foothills region. Curriculum,

involving a visit to the outdoor classroom, is being developed and each class will have a native tree to plant, water, nurture, befriend, and learn about.

Work to date has included: project planning and design with fifth and sixth graders working with professional landscape architects, designers, and park planners; developing a planting plan for native plants; major grading and contouring to restore natural creek drainages; hydro-seeding and mulching to control erosion; installation of drip irrigation systems; initial planting of native trees, shrubs and flowers; installation of fencing, planter boxes, greenhouse, and garden shed for the Learning Garden (where students have planted historic and contemporary vegetables and flowers); developing a design plan for the entryway, bridges, arbors, and amphitheater for our Outdoor Classroom; developing a campus master plan to guide future development. All project work has been accomplished through the generous in-kind contributions of community members, parents, and students. To date, members of the community have generously contributed an estimated \$40,000 of in-kind pro bono services.

Additional landscape materials and native plants to be planted over the next few months will cost a minimum of \$1,900. The next phase—including construction of paved walkways, outdoor amphitheater, creek bridges, arbors, and a memorial kiosk—will cost an estimated \$45,000. All construction will be coordinated closely with the district maintenance staff and will be approved by the California Risk Management Authority.

Community enthusiasm and involvement has been very gratifying. Attendance at several weekend work parties has averaged 20, including current and former students, parents, and community service organizations such as the local garden club, Master Gardeners, and Mariposa County Resource Conservation District. Annual community fund-raising workshops are well attended. Other planting workshops have included Arbor Day and Earth Day celebrations, and Fall Planting Workshops. The Catheys Valley Parent Teacher Improvement Club (PTIC), our version of the PTA, is the fiduciary manager of contributions for the Land and Legacy Project. The Mariposa County Resource Conservation District (RCD) has been a vital a partner with us in this project, providing excellent professional advice and material resources. Community members, local businesses, and service organizations have generously donated in-kind services and funds to help us with the project.

Ultimately, the entire plan will cost hundreds of thousands of dollars which will require a well organized fund-raising effort, including seeking corporate donations and grants from foundations and government agencies. To date, two service-learning mini-grants and a California Instructional Garden grant have been secured in addition to donations from community members, service organizations, and businesses. On-going fund-raising efforts include mail-outs to local residents, planting workshops, and grant-writing. Letters of support from community organizations, governing agencies, and key community leaders have been secured. Efforts continue to build professional and community networks to encourage an even greater community ownership and stewardship in the project.

Our vision, as with all creative endeavors, is an evolving one and is subject to revision as additional ideas and opportunities emerge. The challenge for us is to think creatively, to think "outside the box," and to strive for excellence in all aspects of planning and implementation of the project. Catheys Valley students deserve no less. The memory of the Legacy Oak lives on as today's students try to pass on a better legacy to future classmates.

# Catheys Valley Elementary School: A Synopsis

Our vision is to provide a learning-rich environment that 1.) is safe, nurturing, challenging, and rewarding; 2.) meets the diverse needs of the whole child through a variety of teaching methods and collaborative efforts between teachers, parents, students, and community; 3.) sets high personal standards for academic excellence and responsible citizenship with staff serving as positive role models; 4.) inspires all students to have a life-long love of learning.

Catheys Valley Elementary School is a K-6 school located in the rural western foothills of Mariposa County. It is a small necessary school within the Mariposa County Unified School District. We currently serve 77 students with a staff of five teachers (two team teach half-time), five part-time aides, a full-time secretary, a part-time custodian, and several volunteers. The Principal also serves as the OC Teacher. Classes are combination: K-1, 1-2, 3-4, 5-6. There is also a First-Five Pre-school on campus four days per week.

The school was established in 1879 when pioneer Andrew Cathey deeded 5.6 acres for the school site. Students were educated in the original 1879 one-room schoolhouse until 1958 when a new school was built on the existing campus. The historic structure continued to be used intermittently until 1997 when it was relocated to the nearby county park and restored with the help of the Catheys Valley Historical Society and many community volunteers. It is now used for living-history programs and is available to all district students to learn about the life of early-day students.

For many years, Catheys Valley has had a core population of cattle ranchers and county employees. The community is friendly and mostly conservative, with many families (and alumni of our school) going back several generations. There is strong community support for the school, which is essentially the social hub of the community. Our annual Halloween Fall Festival and Valentine Day Sweetheart Dinner are two popular fund-raising events that attract a generous and fun-loving crowd from the entire community. We are blessed with a devoted parent club and community members who volunteer over 2500 hours each year to help enrich our student's educational opportunities.

We are proud of our students and their accomplishments. They are achievers: academically as evidenced by our nine year API average of 794; in 4-H, winning many top awards at the annual county fair for their rodeo feats, livestock auctions, and exhibits; as student leaders throughout their entire school careers; and athletically, winning trophies in a wide variety of sports. In 2006 we became a California Distinguished School and also were placed on the Honor Roll of the California Business for Education Excellence Foundation and Just For the Kids-California.

Country scenes and sounds greet us each day on campus—rabbits hopping by, wind rustling through stately old oaks, hawks soaring high, horses galloping through surrounding pastures while neighing to play with our students. After all, we are the Catheys Valley Colts!

Our school has made the “Colt Commitment” as our pledge for academic excellence.

**C: Children First.** “What’s best for our kids” is top priority in all our decisions and actions.

**O: Opportunities.** We offer an enriched and inclusive curriculum to meet the needs and special interests of all students and to prepare them for Middle School and beyond.

**L: Life-Long Learning.** We inspire a life-long love of learning, as modeled by our staff.

**T: Teaching Excellence.** We are a NCLB highly qualified teaching staff devoted to educating every child and to inspiring a passion for excellence.

**S: Safety.** We provide a safe physical and emotional learning environment hallmarked by mutual care, support, respect, good citizenship, safe conduct, and personal responsibility.

# Catheys Valley Elementary School

## Land & Legacy Project



*Help us build our outdoor classroom*

The Catheys Valley Land & Legacy Project is building an outdoor classroom for the students. The one-acre Outdoor Classroom will include a small amphitheater, seasonal stream, pond, walks around the garden, a connecting walk around the perimeter of the campus, learning stations along the walks that will attract the interest of all students - preschoolers to sixth graders, and dozens of drought tolerant native plants appropriate to the foothills and Catheys Valley. Curriculum is being developed for each class and each class will have a native tree to plant, water, nurture, befriend, and learn about. Mariposa County Resource Conservation District (RCD) is a partner for this project.

To date, members of the community have generously contributed an estimated \$25,000 of in-kind pro bono services. Native trees, shrubs, groundcover, and perennials to be planted over the next few months will cost a minimum of \$1,900. The next phase after planting native plants will be building the outdoor classroom—including construction of paved walkways, outdoor amphitheater, creek bridges, arbors, and a memorial kiosk—and will cost an estimated \$45,000.

*Can you help us with a contribution toward the purchase of native plants and landscape materials or the building of our outdoor classroom? Every penny counts! Thank you!*

Perhaps you could honor someone special in your family or someone who attended Catheys Valley Elementary School? A kiosk will be constructed at the entrance to the garden with a list of names of every donor and every individual you wish to remember.

I would like to donate:

- \$55 for a 15-gallon tree, gopher-proof wire barriers, & stakes
- \$25 for a 5-gallon tree or shrub
- \$10 for a 1-gallon native shrub, ground cover, or native perennials
- \$ \_\_\_\_\_ for building the outdoor classroom

Please make checks out to "Catheys Valley PTIC" with a note on the memo line "For Land & Legacy Project" and mail them to Catheys Valley Elementary School, 4952 School House Road, Catheys Valley, CA 95306.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Please list my donation in honor of: \_\_\_\_\_

We thank you for your generous support of this project and our community's children. If you have questions, please contact Bruce Fincham at the school at 742-0300 or Caroline Korn at 966-6753.



**MARIPOSA COUNTY UNIFIED SCHOOL DISTRICT**

P. O. Box 8 Mariposa, CA 95338 \* Phone (209) 742-0250 Fax (209) 966-4549

Patrick J. Holland, Ed. D.  
District Superintendent

March 8, 2007

Mr. Bruce Fincham  
Project Coordinator  
Land and Legacy Project  
Catheys Valley Elementary School  
4952 Schoolhouse Road  
Catheys Valley, CA 95306

Dear Mr. Fincham,

At their meeting of March 6, 2007, the School Board of Trustees acted to formally approve Resolution No. 07-09, Declaring Approval of the Catheys Valley Elementary School Land and Legacy Project.

On behalf of the School Board of Trustees, I would like to commend you and all project committee members for your commitment and devotion to the community of Catheys Valley.

Thank you for helping the students to understand and appreciate the natural resources and culture of the Catheys Valley community through your various projects.

Sincerely,

Patrick J. Holland, Ed.D.  
Superintendent

AYES: Coll. Peter, Dewey, Gaglio  
NOES:  
ABSENT: Haddon

ATTEST:  
Patrick J. Holland, Ed.D., Superintendent

MARIPOSA COUNTY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 07-09

RESOLUTION OF THE GOVERNING BOARD OF THE MARIPOSA COUNTY  
UNIFIED SCHOOL DISTRICT DECLARING APPROVAL OF THE CATHEYS  
VALLEY ELEMENTARY SCHOOL LAND AND LEGACY PROJECT

WHEREAS, the Land and Legacy Project Team desires to develop a model campus that will be an exemplary learning and teaching environment for Catheys Valley Elementary School; and

WHEREAS, the Land and Legacy Project Team has two major elements within the project – conserving our land and our legacy; and

WHEREAS, the Land and Legacy Project Team will work to conserve our natural resources and rural landscapes through such activities as planting native drought-tolerant plants to beautify the campus, creating outdoor spaces to be used as a conservation education classroom, bluebird conservation, total waste management, an alternative energy demonstration program and an integrated technology learning center; and

WHEREAS, the Land and Legacy Project Team will work to conserve our history and rural lifestyle through such activities as using the Historic Old Schoolhouse more fully for all grades and local schools, expanding learning opportunities for students through oral history, developing a Legacy Park, creating a proactive school site master plan to meet anticipated growth in the community and having Catheys Valley School serve as a vital focal point for community activities and social interactions.

NOW, THEREFORE BE IT RESOLVED, that the Mariposa County Unified School District Governing Board of Trustees recognizes and supports the desire of the Land and Legacy Project Team to develop a model campus that will be an exemplary learning and teaching environment and also conserve our natural resources, rural landscapes, history and rural lifestyles.

BE IT FURTHER RESOLVED, that the Mariposa County Unified School District Governing Board of Trustees recognizes and supports the dedicated efforts of the Land and Legacy Project Team in raising thousands of dollars requiring a well organized fund-raising effort, corporate donations and grants from foundations and government agencies to accomplish its mission.

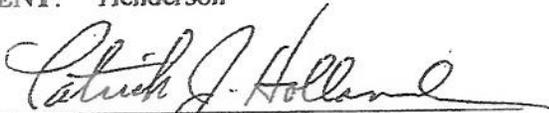
PASSED AND ADOPTED by the Governing Board of Trustees of the Mariposa County Unified School District this 6<sup>th</sup> day of March, 2007 by the following vote:

AYES: Croll, Peters, Dewey, Gamble

NOES: None

ABSENT: Henderson

ATTEST:

  
Patrick J. Hollan, Ed.D., Superintendent

# Mariposa County Board of Supervisors

District 1 ..... BRAD ABORN  
District 2 ..... LYLE TURPIN  
District 3 ..... JANET BIBBY  
District 4 ..... DIANNE FRITZ  
District 5 ..... BOB PICKARD



RICHARD J. BENSON  
County Administrative Officer

MARGIE WILLIAMS  
Clerk of the Board

P.O. Box 784  
MARIPOSA, CALIFORNIA 95338  
(209) 966-3222  
1-800-736-1252  
FAX (209) 966-5147  
[www.mariposacounty.org/board](http://www.mariposacounty.org/board)

April 22, 2007

Mr. Bruce Fincham  
Project Coordinator  
Land and Legacy Project  
4952 Schoolhouse Road  
Catheys Valley, CA 95306

Re: Recognition and Support for the "Land and Legacy Project" Located at  
Catheys Valley Elementary School

Dear Mr. Fincham:

It is with great pleasure to have an opportunity to convey the community's appreciation and to recognize the importance of a program of this caliber known as the "Land and Legacy Project" located at the Catheys Valley Elementary School site.

The project's purpose, "to help students understand, appreciate, and conserve the natural resources, rural landscapes, history, and rural lifestyle of their Catheys Valley home" is consistent with the Mariposa County General Plan.

It is rare to have a single program for a K-6 rural school site that offers so many facets of an outstanding community. Some of the highlighted areas are the vast amount of partnership building and the knowledge obtained that will result in productive and responsible youth.

This program has the participation of students, parents, service clubs, neighboring property owners, life-time residents and first-time residents all working together to improve the future and environment, conservation efforts, identifying alternative energy and recycling opportunities, and preserving historic values for the benefit of future generations.

The bottom-line is this is a program that will benefit the everyday lives of all participants and is broader than the founding home of the "Land and Legacy Project".

Please accept my thanks and appreciation for this program and its volunteers!

Sincerely,

JANET BIBBY  
Board of Supervisor, District III  
County of Mariposa



## MARIPOSA COUNTY UNIFIED SCHOOL DISTRICT

P.O. Box 8 Mariposa, CA 95338 • (209) 742-0250 Fax (209) 966-4549

Patrick J. Holland, Ed.D.  
District Superintendent

May 2, 2007

To Whom It May Concern:

The Mariposa County Unified School District, through its Board, Trustees, Office of Superintendent and Educational Services Department is pleased to give its recognition and support of the Land and Legacy Project for Cathey's Valley Elementary School. The school staff, students, parents and community are truly dedicated to do something positive about conserving natural resources, the landscape, history and rural lifestyle of the lovely rural western foothill area of Cathey's Valley. The dedication and enthusiasm of this group effort is propelling forward the vision and implementation of this high quality project which encompasses both conserving the land and the legacy.

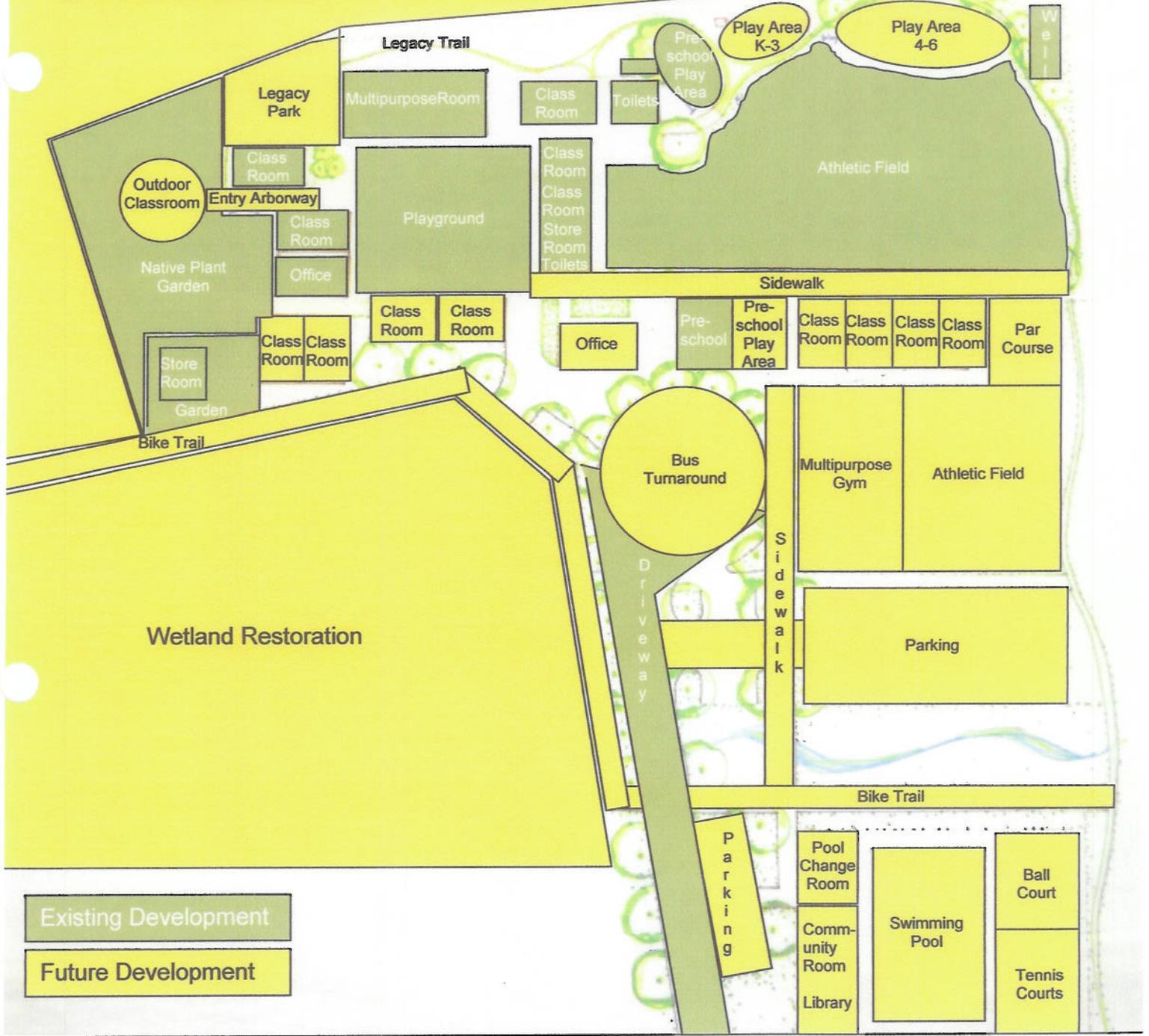
Thoughtful planning is going into the planning process and the effort is to "think globally and act locally". The school wants to create a model campus that will serve as an exemplary learning and teaching environment. Work will focus on planting native drought resistant plants and creating outdoor spaces to be used for environmental education. Bluebird conservation, total waste management, an alternative energy demonstration program and an integrated technology learning center are all major components within this project. Learning opportunities for students will be expanded through more fully using the Historic Old Schoolhouse, developing a Legacy Park, and designing a proactive school master plan.

Cathey's Valley School and the District continue working on the educational vision through this project to provide a nurturing and challenging learning-rich environment meeting the diverse needs of all students through a variety of teaching methods and collaborative efforts. The school vision also includes setting high standards for academic excellence and responsible citizenship. The Mariposa County Unified School District gives its support of the dedicated efforts of the Land and Legacy Team in acquiring the funds through well organized revenue raising efforts which includes soliciting corporate donations and grants from foundations and governmental agencies.

Sincerely,

Dr. Stella Pizelo  
Director, Educational Program

Oak Woodland Restoration



# CAMPUS MASTER PLAN

## CATHEYS VALLEY SCHOOL

### LAND & LEGACY PROJECT

(Revised July 2011)

Bruce Fincham  
Project Coordinator

Don Fox  
Landscape Architect

Tiffany Newberry  
Residential Design Architect



# CAMPUS MASTER PLAN

## CATHEYS VALLEY SCHOOL

### Land & Legacy Project

(Revised July 2011)

## STEM Complex Detail

Bruce Fincham

Project Coordinator

Don Fox

Landscape Architect

Tiffany Newberry

Residential Design Architect



**Appendix C**  
**School Calendar 2016-2017**





# 2016-2017 School Year Calendar

July 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
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28	29	30	31			

September 2016						
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25	26	27	28	29	30	

October 2016						
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23	24	25	26	27	28	29
30	31					

November 2016						
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20	21	22	23	24	25	26
27	28	29	30			

December 2016						
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				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**Sierra Foothill Charter School**  
 4952 School House Road  
 Catheys Valley, Ca 95306  
 (P) 209-742-6222 (F) 209-742-6922  
[www.sierrafoothillcharterschool.org](http://www.sierrafoothillcharterschool.org)

Aug 12	*TK/K Meet and Greet
Aug 15-16	*Teacher Work Day
Aug 17	<b>First Day of School</b>
Sep 2 - 5	*Non School Day/Labor Day
Sep 26	*Teacher Work Day
Nov 10	End of 1st Trimester
Nov 11	*Veterans' Day
Nov 14	*Parent/Teacher Conferences
Nov 15 - 16	Parent/Teacher Conferences
Nov 21 - 25	*Thanksgiving Break
Dec 19 - Jan 2	* Winter Break
Jan 3	* Teacher Work Day
Jan 16	* Martin Luther King Jr Day
Feb 17	* Non School Day
Feb 20	* President's Day
Mar 3	End of 2nd Trimester
Mar 31	* Snow Day
Apr 14	* Snow Day
Apr 17 - 21	* Spring Break
Apr 24	*Teacher Work Day
May 26	* Snow Day
May 29	* Memorial Day
Jun 8	<b>Last Day of School - NOON Dismissal</b>
Jun 9	* Teacher Work Day

\* = non-student day

Special Events to Mark on Your Calendar	
Aug 25	Back to School Night
Oct 30	Fall Festival
Dec 12 - 16	Spirit Week
Dec 15	Winter Program
Feb 3	100th Day of School
Feb 4	Sweetheart Dinner
Mar -TBD	Storytelling Festival Assembly
Mar 14	Pi Day Carnival
Apr 28	Spring Festival / Earth Day
Apr 28	Chili Cook Off
May 2	Teacher Appreciation Day
May - TBD	Spring Band Concert
May - TBD	Track & Field Day
Jun 1	Open House / Science Exhibit Day
Jun 6	Talent Show
Jun 7	8th Grade Promotion Ceremony

January 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

-  First & Last Day of School
-  Parent Teacher Conferences
-  Teacher Work Day
-  End of Trimester
-  Collaboration Days/2 pm Early Release

-  Non School Day
-  Holiday
-  Snow Day

Board Approved: 4/26/16



**Appendix D**  
**Home School Program Handbook**







# Sierra Foothill

Charter School

4952 School House Road  
Catheys Valley, CA 95306

# Home School Parent Handbook

\*\*\*\*\*

## Important Contact Information:

SFCS Office 209-742-6222

SFCS Fax 209-742-7922

Stephanie Evans  
Mindy Bolar  
Robin Cook  
Peggy Decker

Home School Coordinator & Teacher  
Principal and Superintendent  
Office Manager  
Business Manager

[steph@sierrafoothillcharterschool.org](mailto:steph@sierrafoothillcharterschool.org)  
[principal@sierrafoothillcharterschool.org](mailto:principal@sierrafoothillcharterschool.org)  
[office@sierrafoothillcharterschool.org](mailto:office@sierrafoothillcharterschool.org)  
[business@sierrafoothillcharterschool.org](mailto:business@sierrafoothillcharterschool.org)

September 29, 2016

## **Congratulations on your child's enrollment in Sierra Foothill Charter School's Home School Program!**

Our home school program is different from other schools in the area. Our home school students are part of a vibrant and dynamic regular school environment. We celebrate families who intend to home school their children for the long term and those who are considering putting their child(ren) in our individualized learning classroom program. Alternatively, some of our families have children in both the in seat program and the home school program. We are able to provide the options and want to help you shape the best educational experience for your child(ren).

If you are new to home schooling, prepare yourself and family for outstanding learning and growing. Teaching your children in your home requires a significant commitment from the whole family. In fact, schooling in the home becomes a defining element of what the family is and does. It sets new time priorities and schedules. It dominates at least one of the parents' day-to-day life. It requires a certain financial commitment. It necessitates an ongoing dedication to and involvement with learning new things, and this is not merely for the home-schooled student.

All of this being true, it is equally true that home based, personalized learning is not only very effective but also tremendously rewarding for the entire family. Students gain a first rate education tailor made to their strengths and weaknesses: they may push ahead where they are able and slow down when there is need. Parents gain a growing awareness of their special privilege in knowing and teaching their children.

Our job here at Sierra Foothill Charter School is to provide you with the resources you need to accomplish the job you desire to do with excellence. We provide you with four types of resources. First we provide your family with **guidance** from a professional, credentialed and experienced teacher. Second, we offer **enrichment activities** several times through out the week where home schooled students are welcome to come and be part of the vibrant school environment, including, but not limited to service learning, band, the learning garden, art offerings, yoga, field trips and other special presentations. Third, we supply you with access to wide variety of **curriculum**. Fourth we also provide you with **learning materials**.

This handbook is intended to give you a short introduction to how SFCS's home school program works. It is not a complete overview of the program nor does it provide an answer for all questions, but we hope you will find it useful. For questions left unanswered, perhaps the best place to get the answers you need is from the staff at school. Other home school parents are also a great resource.

Please take some time to familiarize yourself with the contents of this handbook and keep it handy for future reference. ***And please sign and return the acknowledgement on the last page.***

Welcome to Sierra Foothill Charter School!



## Home School Parent Handbook

### Table of Contents

Page 3	<b>Part I - Home Schooling With SFCS: Some Logistics</b> Sierra Foothill's Available Resources
Page 4	Sierra Foothill's Available Services What requirements do I have to fulfill?
Page 6	How do I know what is happening and when? Some Notes on Field Trips Meetings with your Charter Teacher.
Page 7	What work samples should I bring?
Page 8	Daily Attendance Accounting
Page 8	Termination of Enrollment
Page 10	Withdrawing your student: The Exit Evaluation
Page 11	<b>Part II - Teaching at Home: Some Guidelines</b> What do I teach? Writing Student Goals
Page 12	Curriculum Philosophy and Instructional Ideas
Page 12	Grade Level Expectations
Page 13	How do I teach? Three Different Approaches
Page 14	Curriculum Philosophy 1: The Traditional Approach
Page 16	Curriculum Philosophy 2: The Open Curriculum Curriculum Philosophy 3: The Classical Approach
Page 17	Which method works best?
Page 18	Every subject every day?

# Part I

## Home Schooling with SFCS: Some Logistics

### Available Resources

Our school is located in Catheys Valley. We are a public charter school in Mariposa County, but independent from Mariposa County Unified School District. All *resources*, including the charter teachers, are available in this *central* location.

### **Resource List:**

#### **Codes:**

- \* Can be checked out for home use.
- # Can be copied for your use.
- + Must stay on site, but can be used while at SFCS

#### **Equipment:**

- + copy machine.
- + binding machine
- + paper cutter
- + computers

#### **Books:**

As our program is new, many of the following items are available on site, but for those that aren't we can order them on an as needed basis. Please make recommendations as to what would be helpful to you.

- \* textbooks and teacher's guides in all subject areas and grade levels
- \*# supplementary materials (such as study guides and test books)
- \* special workbooks (such as handwriting and vocabulary)
- \* library books
- \*+ a few resource books (atlas, dictionary, etc.)
- \*+ home schooling books and copies of articles about home schooling
- \*+# curriculum resource books (literature units, science ideas, math drills, seasonal units, thematic units, black-line masters of maps, etc.)

#### **Learning Aids:**

- \* math manipulatives (clock face, base ten blocks, tangrams, attribute blocks, counters, Cuisenaire Rods, geometric solids, etc.)

- \* math equipment (digitizer, meter sticks, measuring jars, balance, compasses, protractors, calculators, abacus, meter/yard wheel, etc.)
- \* science equipment (microscopes, dissections kits, scales, thermometers, etc.)
- \* science supplies (litmus paper, microscope slides and coverslips, flasks, petrie dishes, owl pellets, dissection animals, filter paper, and a few chemicals)
- \* learning "games" and activities (puzzles, phonics games, Learning Wrap-Ups, flash cards, etc.)

### **Non consumable Items:**

You may take these home to assist with your instruction but these items must be returned when you are finished.

**You are responsible for the replacement costs of these items if lost or destroyed.**

Examples of non-consumables: Textbooks, rulers, yardsticks, meter sticks, scissors, individual chalkboards, protractors, compasses, etc.

### **Consumable Supplies:**

You are **not** responsible for the replacement cost of these items.

Examples of consumable supplies: Pencils, paper, workbooks, paint, glue, crayons, construction paper, lined paper, drawing paper, etc.)

### **Available Services**

The regular services available from traditional public school are available through Sierra Foothill Charter School

Health screening scoliosis screening

Vision screening hearing screening

School pictures

Low cost accident insurance

State Mandated testing

Special Education – referral and assessment

### **What Requirements Do I Have to Fulfill?**

1. You are responsible for the supervision of your student during normal school hours (8:30 a.m. - 2 p.m. on weekdays). If you are not available to supervise your child at that time the person who is responsible for supervision of your student must sign the Charter Agreement.
2. You are responsible for the transportation of your student to Progress Meetings, special classes, and other activities unless otherwise arranged. You must have appropriate insurance coverage on your vehicle to transport students, even your own.
3. Students in grades 1 through 8 should be instructed for a **minimum** of 20 hours per week (four (4) hours daily). Kindergarten students should be instructed for 15 hours weekly (three (3) hours daily). All students should receive a minimum of 180 days of instruction per school year that matches our school calendar. Unusually high absence rates are not acceptable.

4. Students should receive instruction in *all* the following subject areas (not required to cover all subject areas on a daily basis):

Language Arts (Reading, English Grammar, Writing, Spelling)

Mathematics

Science

Social Studies (Geography, History)

Fine Arts (Art, Drama, Dance, Music)

Physical Education: students are **required** to have at least 20 minutes daily

5. All students in 3rd through 8th grades are required to participate in annual computerized standardized test (Smarter Balanced Assessment).
6. All students TK through 8th grade are required to take school based assessments at the beginning and at the end of the school year (and upon parental request). These assessments help to set goals and show progress.
7. The charter teacher, parent, home teacher and student must sign a written agreement at the beginning of enrollment.
8. The charter teacher, home teacher, and student will work together to plan annual and interim goals.
9. The home teacher and student ***must formally meet*** with the charter teacher ***at least once every 20 teaching days***. This scheduled Progress Meeting will be scheduled by the home teacher and the charter teacher.
10. ***The home teacher must notify the school or Charter Teacher prior to the meeting time if you and your student are unable to make the scheduled meeting.*** If you do not contact us you will be considered to be noncompliant. (See "Termination of Enrollment.")
11. Students are required to sign in at the front office when they come for any activity at school. This helps us to know who is on campus at any given time
12. The home teacher must keep a file of all student work to share with the charter teacher at the scheduled Progress Meeting. The student and charter teacher will regularly review and maintain an assessment portfolio with work samples from all subject areas.
13. The home teacher must sign to verify minimum daily attendance on the Daily Attendance sheet. ***This form must be returned to the school within a strict time frame at the end of each school month. Failure to return attendance in a timely fashion is treated as non-compliance.*** (See "Termination of Enrollment.")
14. Parent will supply immunization and health reports (or waivers) upon request (for your student's cumulative file) in a timely manner.
14. Sierra Foothill Charter School must be informed if your student has an active *I.E.P.* (Individual Educational Program) from any other school prior to enrollment.
15. Families who leave Sierra Foothill Charter School prior to the end of the school year must schedule and participate in an exit evaluation before withdrawing from the school. ***All books, materials, and equipment must be returned to the school at that time. Also, any lost or damaged items must be paid for at that time.***

## **How Do I Know What and When Is Happening?**

The Home School Coordinator sends out a schedule, usually on a Monday, that outlines all of the events and activities that your child/ren are welcome to attend.

### **About Field Trips**

At Sierra Foothill Charter School, we love field trips, whether they are organized officially by a classroom teacher or more unofficially by the Home School Coordinator or by HS families.

Home school students are always welcome and encouraged to participate in SFCS field trips involving their grade level.

Also, there are SFCS field trips in which enrolled home school students are welcome to participate, regardless of their grade level.

Additionally, on some SFCS field trips, home school families can bring children who are not enrolled (often younger siblings).

Finally, one of the great things about home schooling is the ability to go on even more field trips. When home school families or the HS Coordinator organize their own field trips, these are often not official SFCS field trips - that way we can take our cars, and others (families, friends) are welcome to participate. If you want help with organizing a field trip, please let the HS Coordinator know.

In all instances, the Home School Coordinator, the classroom teacher, or the front office staff will give as much notice as possible about upcoming field trips and how home school families can participate. And in return, HS families are expected to be considerate of all timelines, so that appropriate information can be collected for ease of organizing.

## **Meetings with Your Charter Teacher**

The reason for regular meetings with a Charter Teacher is *school accountability*.

Initially, frequent visits (one each week) can help new homeschooling families adjust to their new situation. By meeting more often the parent gets more support during what could be a difficult transition period. Once a family has established a regular routine and is more confident with home schooling official visits can be scheduled less frequently, up to once every 20 school days.

You are **required** to come to your scheduled progress meeting. You and your charter teacher can agree upon a day and time for each scheduled progress meeting. It is *very* important that you do not miss a scheduled meeting.

Please have the following ready for your meeting:

- 1- Record of studies accomplished: This could be in the form of lesson plans, monthly journal, written list, or other records showing work completed.
- 2- All school work, tests, art project, photos of projects or student activity, completed since the last meeting.
- 3- Plans for the near future: These can be written down or be ready to discuss them.
- 4- You and your student(s): We regularly discuss learning with the students and use informal questioning to assess student progress.

Also, please tell us about:

Any questions you may have.

Equipment or materials you need.

Special news regarding your student.

### **What work samples should I bring?**

What your charter teacher really needs to see is *proof of progress*.

You should bring in all work from each subject area to the scheduled meeting with your charter teacher. That way, you and the charter teacher can decide which samples will be kept for your student's portfolio.

Below are some *suggested* work samples from each subject which would be appropriate for the student portfolio.

#### **Reading:**

A complete/corrected page from a reading workbook.

A complete/corrected test.

A book report.

Primary: A picture about something from the story (w/wo a sentence about it).

Middle: A short book report.

Intermediate: A short or long report, focusing on the entire story or book, or on a single element, such as plot, characters, setting, etc.

Some other written or "artistic" response to a poem, short story, or book.

#### **Language Arts:**

A complete/corrected page from an English workbook/Language Exercise book.

A written page of English work.

A complete/corrected test.

A sample of good writing, corrected.

Primary: A picture with a sentence explaining it.

Middle: Spelling or English sentences, a paragraph, a short letter, a story, a short report, etc.

Intermediate: A story, poem, report, letter, essay, etc., from any subject area.

#### **Social Studies:**

A complete/corrected page from a social studies/geography/history workbook, study guide, or map activities packet.

A complete/corrected test.

A labeled map.

A report, model, collection of pictures, chart, poster or other artistic response to a topic in social studies.

A written response to current events or activities.

#### **Mathematics:**

A complete/corrected page from a mathematics textbook or workbook.

A complete/corrected test.

A handwritten page of problems complete/corrected.

A paragraph which explains how to solve a specific mathematics problem.

#### **Science:**

A complete/corrected page from a science workbook or study guide.

- A complete/corrected test.
- A written description of an experiment.
- A labeled picture or diagram of some aspect studied in science (e.g. plant or animal cell, parts of plant or flower, parts of an atom, types of levers, internal organs of humans or animals, growth chart, weather chart, ecosystem, water cycle, etc.)
- A report, model, collection, or artistic response to a topic in science.

## **Daily Attendance Accounting**

Attendance accounting is important to the existence of our school. Our operating funds come about from the attendance of children. We receive revenue based strictly on enrollment and how many days of attendance for each student.

Being a charter school where some students stay home to accomplish their education raises questions about actual *attendance*. How do we count attendance for children who don't actually physically attend a classroom? Well, we base our attendance on two things: Parental accounting for the required time spent in home instruction and the judgment of the charter teacher(s).

### **Keeping Attendance Records**

Our attendance accounting system begins with the parent. You must keep track of how many regular school days (see the school calendar) you instructed your child for at least the minimum amount of time required (See "What Requirements Must I Fulfill?"). You'll teach nearly every day. In fact, you will probably teach more than the required 180 school days. Many families teach on weekends and during holiday and summer breaks; however, **we can only count the days listed on the calendar as regular days of instruction.**

We do not receive revenue for days when a child has an "excused absence," such as an illness, a doctor's appointment, a funeral, etc. If you do not teach your child because he/she is ill, you cannot count this as a day of instruction. If you take a regular school day off to go shopping and do not accomplish the minimum instruction time for the day you cannot count this as a day of instruction. If you go shopping in the morning and make up school in the afternoon and evening you can count this day. The time when the instruction takes place does not have to be during the traditional time period. However, we do caution you that consistency is important, particularly with small children, when it comes to learning.

We use the Daily Attendance form for attendance accounting. Soon after you enroll for the school year, you will receive a packet of accounting forms for each month of the school year.

- 1. Sign (no initials please) for each day the child was instructed for at least the minimum amount of time in black or blue ink.**
- 2. Sign and mark absent if a student was not instructed on a regular school day.**
- 3. Return the attendance form to the school by the due date at the bottom of the form.**

If you forget to mail your form, your charter teacher or the office manager will call with a reminder. If, for some reason, the form is lost, your teacher will ask you to **come in** and fill out a duplicate.

### **Termination of Enrollment**

Sierra Foothill Charter School has specific policies concerning student suspension and expulsion. In addition to these, SFCS Home School Program will terminate a student's enrollment for the

following reasons:

### **Non-compliance**

If the parent, primary teacher, or student is not fulfilling the requirements of the written agreement.

Example – Does not provide necessary work samples.

Example - Missing scheduled meetings.

Example - Student not accomplishing reasonable amount of work.

Example - Attendance Sheet not returned by the due date.

**NOTE:** You will be given reasonable opportunities to correct any non-compliance issues. The process leading to termination shall include:

### **Termination of Agreement:**

1. The Sierra Foothill Charter School Administrator is empowered to terminate the enrollment of a student for the following reasons:
  - a. Non-compliance with the requirements stipulated in the written agreement.
  - b. Lack of success in this alternative program.
  - c. Inappropriate placement due to special needs or conditions
  
2. The process leading to termination shall include:
  - a. Stage One:
    - (1) Notification, in writing, of non compliance status or concern of charter teacher is sent by the charter teacher.
    - (2) Suggestions to rectify situation are stated in the notification.
    - (3) Student is allowed to continue on probationary status.
    - (4) Administrator is apprised
  - b. Stage Two
    - (1) If the non-compliance status or concern of teacher continues, a second written notice is sent, signed by charter teacher and administrator.
    - (2) Requirements to rectify the situation are stated in the notification.
    - (3) Student is allowed to continue on probationary status.
    - (4) Notification of impending termination is given.
  - c. Stage Three
    - (1) Parent and student are notified of the student's termination of enrollment in Sierra Foothill Charter School.
    - (2) The student's school district of residence is notified of the student's non-enrolled status.
    - (3) Immediate return of materials to Sierra Foothill Charter school is required.
  - d. Parents may appeal decisions according to charter school procedures.

Other reasons for voluntarily termination of your student's enrollment in the home school program are:

### **Inappropriate Placement:**

Example - Student is unhappy/unsuccessful in this option. Although this condition can often be improved by working closely with your charter teacher, the initial excitement of home

schooling sometimes disappears completely for a child who is lonely, works better with groups than as an individual, or cannot accept a parent as a teacher. *This is more likely to occur with a child who has been **happy** in a traditional classroom.*

Example - Parent does not have time to spend schooling one-on-one. Often the economic situation in the home requires that both parents work. Some self-motivated students can be successful in this situation, but most students are not. Also, *a child cannot be left unattended during school time* even if they are doing school work.

**Lack of Success:**

Although many people try home schooling, not all are successful at it. Many people feel they are not doing a good job of home-schooling initially but they usually *catch on* in a few months. Your charter teacher will assist parents and allow time for them to adjust to their new role. If, after a reasonable time, the charter teacher does not see success he/she will recommend another educational option.

**Withdrawing Your Student: The Exit Evaluation**

Whether we are terminating your student's enrollment at SFCS or you are withdrawing your student from the home schooling program and placing them in the traditional in seat program you must attend an exit evaluation. At the meeting your student will complete a final assessment. This allows us to close out all paperwork on your student before sending records to our in seat program or to another school.

You must turn in all books, materials, and equipment at the time of the exit evaluation.

Personal Notes:

## Part II

# Teaching at Home

## Some Guidelines

### What Do I Teach?

In response to this question another question needs to be added *What Do You Want Your Child to Learn?* One of the reasons this school became a charter school was to allow for complete personalized learning. The home teacher, the student, and the charter teacher can work together to determine annual goals. Know where you are going – that's the starting point. The home teacher and charter teacher can then work together to formulate a basic plan to guide the student to his/her annual goals.

### Writing Student Goals

When you first meet with your charter teacher you will be writing semester goals for your student – what you want your student to accomplish by the end of the school year. These can be very simple to write or very detailed depending on the types of goals you want to set for your student.

#### **Some rules you should consider about annual goal writing:**

1. Make them measurable. Once you set a goal think about how it can be measured. Even teachers who have to think in terms of goals more frequently than you sometimes forget to make the goals measurable on a continuum. They instead make the goal a "Yes" or "No" type. This type of goal can not be obtained unless it is done perfectly. It's all or nothing? Even if the student did 70%, 85%, or 98% of what needed to be done, they didn't achieve the 100% goal. **A measurable goal gives the student something to shoot for without dismissing the effort needed to get there.** The real learning generally takes place on the way to obtaining goals.
2. Make them obtainable for your child. Be realistic. Don't make them too easy to obtain but don't put them so far above their ability that they become frustrated in attempting them. You should be flexible, and the goals should be flexible too.
3. We are interested in academic goals but they aren't the only goals to consider. For instance, you may want your child to become more helpful in the home, more active in the community, more confident in public, etc. These are all good measurable goals that help to make a well-rounded individual. They are also describing skills that are learned. Yes, they can be part of your student's annual goals.

## **Curriculum Philosophy and Instructional Planning:**

Educational Philosophy of Sierra Foothill Charter School

*"We believe that every child has an inquiring mind and an innate love of learning. Thus, the job of the school community, composed of teachers, staff, parents and guardians, is to facilitate and enable the learning process for each individual child, recognizing and respecting differences in learning styles and interests, while assuring that she or he is working towards meeting or exceeding the educational benchmarks set in currently adopted California standards."*

We encourage you to follow the curriculum that is being taught in our in seat classrooms - to get ideas and inspiration from teachers. We encourage you to come and participate regularly in the many regular enrichment activities that we offer - Service Learning, Learning Garden, Pi Day, The Chili Cook Off, Field Trips, Art Afternoons, etc.

Our philosophy and curriculum have their basis in hands on learning, inquiry based individualized learning plans, place based learning with emphasis on sustainable science, technology, engineering, arts and math. At SFCS we would like to help you to home school your child/ren so they have a life long love of learning. We encourage you to understand the academic needs of your child and help you to reach your goals. For more information on planning, please see examples of three curriculum philosophies starting on page 13

### **Grade Level Expectations**

There will be many families who are new to homeschooling who will have no idea where to begin. Although they know they want to home school, they have not read up on what is to be learned at each grade or age. That is exactly what your Sierra Foothill Charter School teacher is for! We provide grade level objectives which are tied to Core standards. The standards provide a starting place for recommended learning. However, if you wish to emphasize different learning objectives, that is your prerogative. Your charter teacher can help you go further in the curriculum or to slow down depending on the learning needs of your child.

You can also view the California Academic Standards for all grade levels and subjects at <http://www.cde.ca.gov/re/cc/>

#### ***What if my child is above or below grade level in one or more subject areas?***

Many children are not exactly on grade level in all academic areas. That's fine; they all are different. That's one of the advantages of personalized education; you can address your student's *learning needs* not his/her *grade level*.

If your student is below grade level in a subject area, teach them the concepts that they need to learn. Don't try to teach them at grade level. It will only frustrate them and you. *Learning* doesn't happen when students are frustrated.

**There are three main levels in learning.**

1. **Review** takes place when a student understands the concept completely. A student must have some practice and rehearsal to *learn* a concept. However, by going over and over *what they already know*, they only get *review*. This *isn't* really *learning*.

This is why one-on-one education works so well. You don't need to do a lot of review if your student understands the idea or concept. You can tell when you have reached this stage. It comes just after the student gets all problems correct, gets all spelling words correct, gets all answers in science correct, etc. – and it comes just before the phrase, "I'm *bored!*" or "This is *boring!*"

2. **Learning** takes place when a student encounters an idea or concept that they can begin to understand by using past experience, stored knowledge, or newly developed skills. Learning takes place in the student and you sometimes don't see it happen. That's why we have students perform things like practice and rehearsal. These elements of learning show that the learning is understood and can be applied. If the student does not get correct answers in practice and rehearsal, learning didn't take place. When this occurs, it's time to back up and try the idea from a different approach.

We don't learn something by doing it once. Most of us need to *practice* new ideas and concepts and skills. Learning research says that it takes 8 to 16 rehearsals for most people to learn a new idea or skill. Research also shows that if you learn to do something incorrectly it will take many more rehearsals of the correct learning to replace the incorrect learning. That is why it is so difficult to change a habit.

3. **Frustration** happens when a student is not ready to learn a new concept or idea because they do not have the background knowledge or skills to attempt it. No amount of rehearsal will help them learn it. They are simply not ready. You'll have to back up and prepare them by giving them what they are missing.

### **How do I teach? - Three Different Approaches**

Actually, how you teach is dependent upon at least two factors:

1. How your child learns. Each child has strengths and weaknesses with different styles of teaching. Some learn best from hands-on, some from listening, some from seeing or watching.
2. What you feel comfortable with. If you aren't into doing a lot of active hands-on presentations, you probably won't offer them to your child. On the other hand, you may really love using videos, interesting illustrated books, or talking/interviewing persons with knowledge.

The curriculum planning options that follow are separate philosophical approaches to teaching. Maybe you'll find they match your philosophy. That gives you a place to start.

There are currently three popular home school curriculum philosophies which many of our families espouse and which Sierra Foothill supports.

- One is a **traditional approach** based on schedules, textbooks, workbooks and tests.
- The second is a more **open curriculum** based on the student needs or themes, eclectic materials, activities and projects.
- The third is the **classical** approach.

**Curriculum Philosophy I: The Traditional Approach**

Most home teachers just starting out in home schooling tend to *stick with what they know*, that being the traditional education similar to what they experienced as students themselves. They are familiar with the routine and the expected outcomes. If you plan on using this type of curriculum here are some suggested procedures for planning your school year:

1. Get familiar with the State Standards, textbooks, teacher guides and additional materials
2. You will have school for 180 days or 36 weeks. Instead of planning on a daily or weekly basis, start on a much broader plan. One good way to start is to look at monthly goals.
3. Make yourself a chart similar to the one below. Look at your calendar and on the first line under **Month #1** write in the dates for the first four *complete* weeks of school. Under **Month #2** write the dates for the next four *complete* weeks, etc.

Subject	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
Reading										
Language Spelling										
Math										
Science										
Social Studies										
Fine Arts										
Physical Education										

4. Look at the *content* of each month. For instance, late October to early November is a good time to introduce materials concerning government and elections, or autumn and deciduous trees, or migration of animals and insects, etc.
5. Look at the seasons/weather for each month. For instance, it is easier to teach about

plants in the early fall or late spring when there are lots of plants alive. It is difficult to study weather when we are having our normal sunshine. So study weather in January and February when there will probably be clouds, rain or snow.

6. Eliminate. Many students are already familiar with some of the material in their textbooks. Some books have several chapters of review material. Decide what material you do *not* need to cover.
7. Decide what material you do plan to study: the areas you *need* to cover and the areas you *want* to cover. If you want a rigid schedule, you should look for planning charts in teacher editions which show recommended time allotments for lessons and chapters. Always allow for some flexibility in your planning.
8. Some material lends itself to easy planning. Spelling, for instance, can be done a unit each week. That's four units each month. You can go from the front of the book to the back; you can skip around. (Some people plan two units each week, that's not recommended since to *learn* the brain needs to *rehearse or practice*, usually eight to sixteen times. That means that the spelling words should be rehearsed in various ways including writing them in the context of sentences, *not* rushed.)
9. **Using a pencil**, write in the chapters and units you plan to cover each month. If there are 12 chapters in a book you can cover a chapter every three weeks. If there are 24 chapters in a book you can cover a chapter every week and a half.

You do not need to do most textbooks in order, from cover to cover. You can skip around. The exceptions are *history*, which should be chronologically presented, *mathematics*, (most chapters use concepts learned in the previous chapter), and *skills* like handwriting which builds upon itself. Use a pencil because you will probably make several changes to this plan as you get more familiar with your child's abilities and with your new role.

10. Using what you have written make your lesson plan for the first week. Here are the

### ***RULES OF THUMB***

for weekly lessons:

**Math:** 2 pages/day (with workbook, if more practice is needed)

**English:** One lesson/day (with workbook if more practice is needed) A minimum of one writing activity/week

**Spelling:** One unit/week with additional activities to practice words (such as sentence writing)

**Science:** 7<sup>th</sup> and 8<sup>th</sup> grades only: One lesson/day (with study guide to apply knowledge). K - 6<sup>th</sup> grades: One topic/month

**Social Studies:** K - 3<sup>rd</sup> grades: One topic/month (use of literature books is recommended, see the Social Studies Literature Guide). 4<sup>th</sup> - 8<sup>th</sup> grades: One chapter/two weeks (with study guide and map activities)

**Physical Education:** You must plan for 20 minutes/day. P.E. is more than just play. Large and small muscle activities, sport skills and rules, movement and exercise are all part of P.E. Topics in Health are also part of P.E.

**Fine Arts:** Plan for variety. Don't forget to include "art appreciation" in your curriculum. Try to schedule a minimum of one fine art activity or experience and one art appreciation lesson/week

**Reading:** This is a very individual thing. How fast you move through a textbook will depend on your student's ability. Recommendation is that all children read both fiction and non fiction literature books, as many as possible. No less than one/month in 1<sup>st</sup> - 3<sup>rd</sup> grades, no less than two/month in 4<sup>th</sup> - 8<sup>th</sup> grades

***Remember that these are all suggestions not written rules.***

### **Curriculum Philosophy II: Open Curriculum**

This curriculum approach is based on the philosophy that children are active learners – given the opportunity to learn, they will learn. What a child *wants* to learn about is very important in this curriculum. It is, in fact, the foundation of the curriculum. This does not mean that the child won't learn what is expected for his/her grade level.

This type of curriculum demands a flexible schedule and a wide variety of resources. When used in classrooms it is often presented in *centers*, areas dedicated to subjects (a math center, a language center, an art center, etc.). In each center items, books and worksheets are *made available* to students. The contents of the centers are changed at regular intervals. Students spend some time in each center and show that the time was spent productively through products: journals, oral reports, worksheets or other completed work.

When some home school families use open – or student led – curriculum neither the materials nor schedule are planned. When the child wants to learn about a subject the parent provides opportunities, materials and experiences to facilitate the learning. For instance, if a child is interested in learning about bears the parents will provide the child with books about bears (at all levels). The parent will guide the child into learning where bears live and what they eat. The child may see movies that include bears. The child will be encouraged to do art activities with a bear theme. A zoo will be visited so that the child can see bears and compare them to other animals. The child will probably imitate bear walks and sounds. The child may make a life size poster of a bear. The child may write to individuals or organizations for more information on bears and laws which do or do not protect them. And so on . . . .

There are activities in every area of the curriculum included above. Parents who choose this type of curriculum can be accountable by keeping a journal or a list and samples of work. Your charter teacher may use informal inventories to determine if your student is attaining minimum objectives for ability, age or grade level.

### **Curriculum Philosophy III: Classical Approach**

This approach originated in Ancient Greece and has survived to modern times. It focuses on teaching the tools of learning to study any subject. These tools are known as the *Trivium* (*grammar, logic, and rhetoric* [the creative use of language]), followed by the study of the *Quadrivium* (arithmetic, geometry, astronomy, and music). This approach was modernized by

the English writer Dorothy Sayers, who modified it into a system which teaches these subjects concurrently but divided into phases that correspond to the three stages of the *Trivium* begun at strategic points in the mental development of the child. Thus the child's elementary years are considered the *grammar* stage in which the rules of language are emphasized. The child's middle school years are considered the *logic* stage in which the formal rules of logic are emphasized. In other words the student is taught how to think logically and critically. The high school years are considered the *rhetoric* stage in which the emphasis is placed on persuasive communication, both oral and written.

So putting this all together, it works something like this. As young children, students are taught the formal rules of language using much memorization at a time when memorization is easy for them. In the middle years the student takes the formal structure that they have already learned and now begin to apply rules of logic so that they may connect and reason with what they know. This stage is intentionally placed during the young teenage years because it fits well with the adolescent's desire to question and argue. During the final stage, the high school age student pulls all that has been gained from the grammar and rhetoric stages and now practices and perfects the ability to communicate one's excellent thinking. Throughout the student's classical education, a special emphasis is placed upon the study of history and upon the reading, questioning and responding to *classical literature*. Mrs. Sayers wrote, "...that although we often succeed in teaching our pupils 'subjects,' we fail lamentably on the whole in teaching them how to think: they learn everything, except the art of learning...For the sole true end of education is simply this: to teach men how to learn for themselves; and whatever instruction fails to do this is effort spent in vain."

### **So What Works Best?**

What works best, is what works for you and your child. What we see used most often is some combination of the three approaches we just discussed.

Some of our home school parents choose to use textbooks. Quite often the textbooks become the starting point for learning. When the information in the book stops, other types of learning can be pursued. Most of our parents combine textbook curriculum with *thematic teaching*. Although this is similar to what is described in *open curriculum*, it is not always student initiated. Parents usually have some topics that they would like to teach that may not be covered in the textbooks or may not be covered *well* in the text-books.

Much thematic learning is done on a family basis, not just for individual students. Home teachers find out some of the topics their students are interested in studying, think of topics they would like to teach, and find other areas of interest in text books, by looking through the school's available resources and looking on the internet. It is usually best to plan ahead when considering teaching to a theme. It often takes time to find all the resources you may need to make this type of teaching successful.

Sometimes themes are based on literature. For instance, reading *The Adventures of Tom Sawyer* may lead to studying about Missouri, the Mississippi River, floods, levies, caves, superstitions, early medicine, house paint/white wash, slavery, American history in the mid-1800s, geography of the Midwest, Samuel Clemens, or any number of related topics. You can see that this topic can be used in the curriculum areas of language arts (English, writing,

reading, spelling), social studies (history, geography, current events), science (biology, physical science, earth science), and the fine arts (music, art, drama, dance). With a little stretch, you could also incorporate math (measurement, problem solving) and physical education.

Instead of stretching to make your themes fit each curriculum area, enjoy it in all the areas where it fits easily and plan lessons from textbooks in the other curriculum areas. Quite often it is difficult to make math a part of a theme. You can certainly bring in some activities which use math, but don't get frustrated trying to make your curriculum match a theme perfectly.

### **Every Subject Every Day?**

Life is not perfect. We really don't expect you to devise a scheme which allows you to cover all curriculum areas every day. It is required that your student is instructed in the basics of reading, writing, and mathematics. We want your children to stay physically fit. We hope that you will introduce your children to science, social studies, and the arts. Your personal requirements are based on the annual goals you will help to write for your students.

Quite frankly, there are creative ways to cover all curricular areas. For instance, we have seen centers used quite effectively in the home instruction environment. Usually, the centers are limited to two or three areas of the curriculum. Sometimes the "subject" of the center changes to meet new needs. For instance, a reading center is quite common, and we recommend it when you have children who do not *like* to read. In an area away from the television, you provide several books and magazines, a comfortable chair or big pillow, good lighting, maybe a tape recorder or cd player to read aloud into or for listening to books-on-tape. If you have no problem with readers, but can't get your children to write, maybe a writing center, with some colorful stationary or some plain paper bound in interesting book covers, is in order.

When you are teaching *new* concepts to your students it is very important to present them *one-on-one*. When you need your student to review or practice something (like writing, spelling words, or math facts) or when you would like them to experiment (like art and science), a center is a good way to provide for this type of learning.

Another way of instructing in all areas without working in every subject every day is to alternate subjects. Many people will work on the three Rs daily, while focusing on science one week and social studies the next. Some people use Fridays as fine arts and physical education day. The main idea is to provide a well-rounded education for your children.

**ACKNOWLEDGMENT OF RECEIPT AND ACCEPTANCE OF  
SFCS HOME SCHOOL PARENT HANDBOOK**

STUDENT NAME(S): \_\_\_\_\_

PARENT/GAURDIAN NAME: \_\_\_\_\_

WE ACKNOWLEDGE that we have received a copy of the SFCS Home School Parent Handbook. We have read and understood the contents of the Handbook, and we agree to abide by its directions and procedures.

We understand that this is a living document, and that any and all policies or practices can be changed by a vote of the School Board.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please sign, date, tear out, and return to school.

**Appendix E**  
**Local Control Accountability Handbook**





**Introduction:**

**LEA:** Sierra Foothill Charter School District **Contact (Name, Title, Email, Phone Number):** Alfonso Garagarza, Principal/Superintendent,  
principal@sierrafoothillcharterschool.org, (209) 742-6222 **LCAP Year:** 2015-2016

***Local Control and Accountability Plan and Annual Update Template***

*Introduction to Sierra Foothill Charter School*

*Sierra Foothill Charter School is a public K-8 school located in the Sierra Foothill community of Catheys Valley. We began operations 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) 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 global competency through second language education; 6) partnerships with U.C. Merced, other nearby institutions of higher education, parents and community organizations, with a focus on college readiness and career opportunities; and 7) service learning projects.*

*Sierra Foothill Chart School emphasizes hands-on approaches to learning and discovery. It is not what SFCS teaches that is innovative, but how. Research shows that children learn academic concepts best by first experiencing them in familiar and practical ways with their own hands. SFCS teaches California state-mandated curriculum standards through a place-based approach to learning that has been demonstrated to increase student motivation and achievement.*

*Our Mission*

*To provide a rigorous, well-rounded education – with a focus on science and sustainability – that helps students acquire the academic and personal skills they need to excel in higher education, think creatively, engage in a diverse society, and pursue their dreams.*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School*

*districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Development of the Local Control Accountability Plan (LCAP) included input from Sierra Foothill Charter School District stakeholders: Parents, community members, students, teachers, staff, local service providers, and district personnel. The process started in December with the introduction of the LCAP and its development process as recommended by WestEd and ExEd. Our development process was put into five phases. For data collection all stakeholders were provided the option of paper surveys, and/or through face-to-face meetings where verbal and written comments were submitted.</p>	<p>Developed a structured plan for the creation of the LCAP, and developed timeline. Provided target stakeholders and needs assessment sources. Developed a philosophy for a long-term living document of Sierra Foothill Charter School District vision and direction.</p>

Additional information and meeting results were posted online in a Google Doc for all stakeholders to view as the process unfolded.

Phase I consisted of the identification of stakeholder beliefs; basically what our charter school is good at doing, where we are lacking, and what stakeholders would like for all students. This data developed the foundation for SFCS's story, Charter goals and outcomes.

Phase II continued with the gathering of stakeholder input forming SFCS goals and resulting action items. This process required the collection of data at each scheduled stakeholder meetings. SFCS held one community meeting on 4/3/2014 to discuss LCAP/LCFF community concerns, gather pertinent goals and priorities. Additional parent and community input was gathered on Finance, Academic Excellence, Principal Support and Development, Facilities, Learning Garden, Governance Committee meetings and weekly staff and PLC meetings from November 2013 through May, 2014. School Site Council meetings and Student Council meetings during that same time period gathered additional parent and student input. Each committee had input and crafted the SFCS LCAP and results were correlated and themed. The resulting themes were then connected to the eight state priorities and presented to staff for final review. All groups provided rich feedback. A town hall meeting consisted of a gallery walk, where stakeholders could view the collected surmised results at their pace, ask questions, and provide written or verbal feedback. All collected data was moved forward to Phase III.

Phase III consisted of a round of stakeholder meetings to disseminate the district goals and action items for fine-tuning. All collected data will construct the final LCAP, which will be presented in public hearings and to the board for approval. In all, the process was stakeholder driven. Phase IV comprised of

Phase I: Provided opportunities for stakeholder input as to what they believe the strengths, weaknesses, and desires for future positive student outcomes. All conversations were student centered and focused on what actions are taking place or need to take place to increase or sustain positive student outcomes according to our needs.

Phase I Meeting results indicated:

- a) A strong passion for our existing STEAM and Project Based education programs.
- b) A desire to provide more options and opportunity for our TK-8th grade students in curricula offered, rigor, and service learning projects.
- c) A need to improve our technology use in connection with instruction to 1/1 ratio.
- d) A need for more opportunities for parent volunteers.

Phase II: Student outcomes and goal development that correlated data provided by identified sources allowing stakeholders the ability to clearly identify the desires of SFCS. Identified concerns, goals, needs, and desires of our sub-group populations. This data was integrated into previously collected data for the creation of grade level goals and potential action items.

Phase II Meetings: Creation and presentation of LCAP goals. Stakeholders provided input and asked questions concerning a variety of potential action items. Further meetings grouped the proposed action items into priority areas that correlated with the 8 state priorities. Stakeholders provided additional prioritization input on all potential action items through open, all inclusive draft LCAP goals on line document (Google Docs).

Phase III: Presentation of the proposed LCAP goals soliciting revision input or validation by stakeholders at May 20th Board Meeting. Presentation of potential action items with budget projections providing stakeholders a clearer picture of the plan and potential costs.

SFCS Board review of progress towards meeting the LCAP goals and action items, approval and submission to our authorizing agency, Mariposa County Unified School District in June, 2015. This process repeated the steps outlined for Phase II.

Phase V repeats the process of phases II - IV for the second year implementation of SFCS's LCAP for the 2015 school year.

Details of meeting dates and stakeholder group: dates

Phase I: Introducing Local Control Funding Formula to Finance Committee, gathering input from stakeholders, students and parents to define our charter and how what we do addresses the State Priorities, draft goals and draft the LCAP.

Academic Excellence Committee

1/25/2016, 2/1/2016, 3/7/2016, 4/4/2016, 5/2/2016

SFCS Board Meetings:

2/23/2016, 3/22/2016, 4/26/2016, 5/24/2016, 6/28/2016

Finance Committee Meetings:

2/15/2016, 3/21/2016, 4/18/2016, 5/16/2016, 6/20/2016

Governance Committee Meetings:

2/22/2016, 3/14/2016, 4/11/2016, 5/9/2016, 6/6/2016

Technology Committee Meetings:

2/5/2016, 3/4/2016, 3/8/2016, 5/6/2016, 6/3/2016

Staff Professional Learning Community

1/25/2016, 2/1/2016, 3/7/2016, 4/4/2016, 5/2/2016

Collected input from Stakeholders and revised LCAP goals based on recommendations. Finalization of District Goals and developed Local Control and Accountability Plan using the supplied State Board of Education template was approved by the SFCS Board of Trustees on June 17th, 2014, reauthorized on June 23rd, 2015 and June 20th, 2016.

As a result of multiple forums and community engagement, SFCS LCAP goals accurately reflect the mission and vision of the school and that of the parents of and students of Sierra Foothill Charter School.

SFCS staff, board and members of the community met in small committees to review progress towards stated goals. As a result, the annual update accurately reflects the mission and vision of the school and that of the parents of students of Sierra Foothill Charter School.

**Annual Update:**

Academic Excellence Committee  
3/23/2015, 4/27/2015, 6/01/2015

Principal Support and Evaluation Committee Meetings:  
3/02/2015, 4/13/2015

SFCS Board Meetings:  
3/24/2015, 4/28/2015, 5/26/2015, 6/23/2015

Finance Committee Meetings:  
3/16/2015, 4/20/2015, 5/26/2015, 5/18/2015, 6/15/2015

Governance Committee Meetings:  
5/14/2015, 5/15/2015

Technology Committee Meetings:  
3/13/2015, 4/30/2015

MCUSD Site Visit:  
4/23/2015

Board and Staff Retreat:  
6/15/2015

**Annual Update:**

SFCS staff, board and members of the community met in small committees to review progress towards stated goals. As a result, the annual update accurately reflects the mission and vision of the school and that of the parents of students of Sierra Foothill Charter School.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	GOAL 1: INCREASE STUDENT PERFORMANCE IN ELA/MATH	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
	Action 1: Use student data from a variety of sources to individualize instruction.	
	Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.	
	Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.	

Identified Need :	1. Increase student performance in Math and Reading/English Literacy
	METRIC: State testing, student work, local assessments, STAR benchmark assessments

Goal Applies to:	Schools: Sierra Foothill Charter School
	Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	Utilize STAR Enterprise (English, Reading, Early Literacy, and Math ) to demonstrate growth in student achievement rate by 5% from the previous year. Action 1: Use student data from a variety of sources to individualize instruction.  Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.  Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ACTION 1 A: Use student data from a variety of sources to individualize instruction:  Utilize student data analysis system in STAR Reading and STAR Math and allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.	District Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers and Instructional Assistants will use the ILP to address the specific and grade level needs of students by leveling/grouping/modifying curriculum - portion of teacher salaries.  Portion of teacher salaries - 5% 1000-1999: Certificated Personnel Salaries Supplemental \$240,000  Service Learning Coordinator Salary 1000-1999: Certificated Personnel Salaries \$33,600

			<p>Cost for BTSA for 2 teachers currently on Provisional Intern Permit 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries</p> <p>Portion of cost of PD days. 1000 Sup 6500</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental \$7,200</p>
<p>ACTION 1 B: Use student data from a variety of sources to individualize instruction:</p> <p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students. The dollar amount is specified in Action 1A.</p> <p>Anticipated Expenditure - same as prior year</p> <p>Benchmark Assessments (Renaissance Plus)</p> <p>Portion of teacher salaries to evaluate assessments - 2.5% Benefits</p>
<p>ACTION 2 A: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>K-8, execute an articulated Writer's Workshop writing program.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>K-8, refine an articulated Writer's Workshop writing program. The dollar amount is specified in Action 1A.</p> <p>Anticipated Expenditure - same as prior year 1000-1999: Certificated Personnel Salaries</p>
<p>ACTION 2 B: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>Provide state of the art course material aligned to state common core standards, including computers</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Additional student device purchases to support classroom implementation of CCSS, based on board direction. Complete device deployment analysis with recommendations to Board regarding continuing 1:1 or some other configuration for mobile devices. 4000-4999: Books And Supplies Base \$15,000</p> <p>Technology mentors continue professional learning with classroom teachers in grades TK-8.</p>

		(Specify)	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p> <p>Technology mentors and mentees are given support to create 21st century learning environments.</p> <p>Technology Manager and Technology Coordinator stipend and outside consultants (See above expense)</p> <p>Principal provides ongoing support to all teachers grades TK-8 in implementing the CCSS.</p> <p>Anticipated Expenditure - same as prior year The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries</p> <p>Teachers provided planning time to continue assessment of CCSS alignment of current and new instructional materials, curriculum, scope and sequence. The dollar amount is specified in Action 1A.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries</p>
<p>ACTION 3 A: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Identify ELL students through CELDT and implement ELD program to achieve established goals. (EL, RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administer grade-level appropriate common formative assessments of ELA and Math to all pupils.</p> <p>Portion of teacher salaries. Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 7th/8th grade teacher reimbursed for CLAD testing. Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs. The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). The dollar amount is specified in Action 1A. 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs. The dollar amount is specified in Action 1A.</p>

			Benefits
<p>ACTION 3 B: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, Low Socioeconomic</p>	District Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects. The dollar amount is specified in Action 1A.</p> <p>Portion of teacher salaries. - 5% (Costs included in 1 A)</p> <p>Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Portion of teacher salaries</p>
<p>ACTION 3 C: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Use data to identify at risk students and implement support plans for identified students.</p>	District Wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Review and modify parameters and definitions of identifier system. Expand parameters and definitions of identifier system. MCOE SpEd encroachment funds. Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries. Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary. Maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees.</p> <p>The dollar amount is specified in Action 1A</p> <p>Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Base</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of</p>

			<p>principal salary 2000-2999: Classified Personnel Salaries Supplemental</p> <p>Maintain current level of support staff. I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE.</p> <p>Anticipated Expenditure - same as prior year</p>
<p>ACTION 3 D: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase services for English Language Learner assessment, reclassification processes, and materials. EL students will use apps such as Rosetta Stone, iTranslate or Duolinogo to develop English speaking skills more rapidly. Provide time learning for students with reduced English skills. (EL &amp; RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Provide each ELL with iPad Mini device. The dollar amount is specified in Action 1A. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Purchase support apps Rosetta Stone or Read 180 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>English speaking skills more rapidly.</p> <p>Portion of teacher salaries Supplemental</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration</p>
<p>ACTION 3 E: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, low socioeconomic.</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects. The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Base</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Portion of teacher assistant salaries 2000-2999: Classified Personnel Salaries Base</p> <p>Benefits 3000-3999: Employee Benefits Supplemental</p>
<p>ACTION 3 F: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Foster Youth receive educational counseling from a</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>MCOE Counselor will support foster youth students.</p> <p>Portion of teacher salaries Supplemental &amp; Concentration</p> <p>Portion of cost of Aeries Supplemental &amp; Concentration</p> <p>Portion of internet cost Supplemental &amp; Concentration</p>

<p>foster youth counselor with the skills, time, and training necessary to support foster youth students. (FY)</p>		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	
<p>ACTION 3 G: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Continue Parent Support Program for parents of at-risk students through the Student Study Team (SST) process. Meet with individual parents to assess a student's area of strenght, questions and concerns and create intervention plans with resources on how to help their children succeed in school. Sessions would be open to all parents, regardless of their demographics or socio-economic background. (SWD, SED, EL, RFEP, and FY)</p>	<p>District                  Wide</p>	<p>_ All                  -----                  OR:                  _ Low Income pupils                  _ English Learners                  X Foster Youth                  _ Redesignated fluent                  English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Hold seminars presenting information that support at-risk, ELL, foster youth, and low socio-economic students.</p> <p>Portion of teacher salaries Supplemental &amp; Concentration</p> <p>Portion of cost of Aeries Supplemental &amp; Concentration</p> <p>Portion of internet cost Supplemental &amp; Concentration</p>

**LCAP Year 2: 2017 - 2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Utilize STAR Enterprise (English, Reading, Early Literacy, and Math ) to demonstrate growth in student achievement rate by 5% from the previous year.</p> <p>Action 1: Use student data from a variety of sources to individualize instruction.</p> <p>Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.</p> <p>Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ACTION 1 A: Use student data from a variety of sources to individualize instruction:</p> <p>Utilize student data analysis system in STAR Reading and STAR Math and allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.</p>	<p>District                  Wide</p>	<p>X All                  -----                  OR:                  X Low Income pupils                  X English Learners                  X Foster Youth                  X Redesignated fluent                  English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Teachers will use the ILP to address the specific and grade level needs of students by leveling/grouping/modifying curriculum - portion of teacher salaries.</p> <p>Portion of teacher salaries - 5%                  1000-1999: Certificated Personnel Salaries Supplemental \$10,700</p> <p>Portion cost of PD days. 1000-1999: Certificated Personnel Salaries Supplemental \$6,500</p> <p>Cost for BTSA for 2 teachers. 5800: Professional/Consulting</p>

			<p>Services And Operating Expenditures Supplemental \$3,000</p> <p>Provide each ELL with iPad/Chrome device 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Portion cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$750</p> <p>Portion cost of internet 5000-5999: Services And Other Operating Expenditures Supplemental \$750</p>
<p>ACTION 1 B: Use student data from a variety of sources to individualize instruction:</p> <p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p> <p>Portion of teacher salaries - 2.5%                  1000-1999: Certificated Personnel Salaries Supplemental \$5,350</p>
<p>ACTION 2 A: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>K-8, execute an articulated Writer’s Workshop writing program.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>K-8, update an articulated Writer’s Workshop writing program.</p> <p>Portion of teacher salaries                  1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>ACTION 2 B: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>Provide state of the art course material aligned to state common core standards, including computers</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Additional student device purchases to support classroom implementation of CCSS, based on board direction. Complete device deployment analysis with recommendations to Board regarding continuing 1:1 or some other configuration for mobile devices. 4000-4999: Books And Supplies Base \$5,600</p> <p>Technology mentors continue professional learning with classroom teacher in grades TK-8 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p> <p>Techology Manager and TEchnology Coordinator stipend and outside consultants (see expense above).</p> <p>Principal provides ongoing suport to all teachers grades TK-8 in implementing the CCSS.</p>

			<p>Portion of principal salary 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>Teachers provided planning time to continue assessment of CCSS alignment of current and new instructional materials, curriculum, scope and sequence.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Other \$214,000</p> <p>All IEP goals, as appropriate, are aligned with CCSS.</p> <p>Portion of principal salary 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>All IEP goals, as appropriate, are aligned with CCSS.</p> <p>50% Special Services Coordinator 2000-2999: Classified Personnel Salaries Base \$16,800</p>
<p>ACTION 3 A: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Identify ELL students through CELDT and implement ELD program to achieve established goals. (EL, RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administer grade-level appropriate common formative assessments of ELA and Math to all pupils.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,300</p> <p>Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>
<p>ACTION 3 B: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, Low Socioeconomic</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Portion of teacher salaries. - 5% (Costs included in 1 A)</p>
<p>ACTION 3 C: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless,</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR:</p>	<p>Expand parameters and definitions of identifier system. MCOE SpEd encroachment funds.</p>

<p>ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Use data to identify at risk students and implement support plans for identified students.</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries.                  1000-1999: Certificated Personnel Salaries Supplemental \$240,000</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of principal salary.                  1000-1999: Certificated Personnel Salaries Supplemental \$81,444</p> <p>Maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees.                  A portion of teacher and principal salaries.</p> <p>0001-0999: Unrestricted: Locally Defined Other \$69,000</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary (Accounted for above).                  Maintain current level of support staff.                  2000-2999: Classified Personnel Salaries Supplemental \$33,600</p>
<p>ACTION 3 D: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase services for English Language Learner assessment, reclassification processes, and materials. EL students will use apps such as Rosetta Stone, iTranslate or Duolinogo to develop English speaking skills more rapidly. Provide time learning for students with reduced English skills. (EL &amp; RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All                  OR: -----  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Portion of cost of PD days. Cost for BTSA for 2 teachers.                  1000-1999: Certificated Personnel Salaries Supplemental \$6,500</p> <p>Provide each ELL with iPad Mini device. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Purchase support apps Rosetta Stone or Read 180 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>3000-3999: Employee Benefits Supplemental \$400</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p>
<p>ACTION 3 E: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless,</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All                  OR: -----</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans.</p>

<p>ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, low socioeconomic.</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Portion of teacher salaries - 5%                  1000-1999: Certificated Personnel Salaries Base \$228,000</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental \$10,700</p> <p>Portion of teacher assistant salaries 2000-2999: Classified Personnel Salaries Supplemental \$5,850</p> <p>Benefits 3000 3000-3999: Employee Benefits Supplemental \$3,310</p>
<p>ACTION 3 F: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Foster Youth receive educational counseling from a foster youth counselor with the skills, time, and training necessary to support foster youth students. (FY)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>MCOE Counselor will support foster youth students.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration \$228,000</p> <p>Portion of cost of Aeries data entry and documentation of services 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>Portion of internet cost related to communication between SFCS and MCOE/MCUSD 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>Portion of Special Ed encroachment services from MCOE 5000 other \$5,000 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>
<p>ACTION 3 G: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Continue Parent Support Program for parents of at-risk students through the Student Study Team (SST) process. Meet with individual parents to assess a student's area of strength, questions and concerns and create intervention plans with resources on how to help their children succeed in school. Sessions would be open to all parents, regardless of their demographics or socio-economic background. (SWD, SED, EL, RFEP, and FY)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Hold seminars presenting information that support at-risk, ELL, foster youth, and low socio-economic students.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration \$228,000</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration \$2,500</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration \$5,700</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: Utilize STAR Enterprise (English, Reading, Early Literacy, and Math ) to demonstrate growth in student achievement rate by 5% from the previous year.

Action 1: Use student data from a variety of sources to individualize instruction.

Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.

Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ACTION 1 A: Use student data from a variety of sources to individualize instruction:</p> <p>Utilize student data analysis system in STAR Reading and STAR Math and allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Teachers and Instructional Assistants will use the ILP to address the specific and grade level needs of students by leveling/grouping/modifying curriculum - portion of teacher salaries.</p> <p>Portion of teacher salaries - 5%                      1000-1999: Certificated Personnel Salaries Supplemental \$240,000</p> <p>Service Learning Coordinator Salary 1000-1999: Certificated Personnel Salaries \$33,600</p> <p>Cost for BTSA for 2 teachers currently on Provisional Intern Permit 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries</p> <p>Portion of cost of PD days.                      1000 Sup 6500</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental \$7,200</p>
<p>ACTION 1 B: Use student data from a variety of sources to individualize instruction:</p> <p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students. The dollar amount is specified in Action 1A.</p> <p>Anticipated Expenditure - same as prior year</p>

		English proficient _ Other Subgroups: (Specify)	Benchmark Assessments (Renaissance Plus) Portion of teacher salaries to evaluate assessments - 2.5% Benefits
ACTION 2 A: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:  K-8, execute an articulated Writer's Workshop writing program.	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	K-8, refine an articulated Writer's Workshop writing program. The dollar amount is specified in Action 1A.  Anticipated Expenditure - same as prior year 1000-1999: Certificated Personnel Salaries
ACTION 2 B: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:  Provide state of the art course material aligned to state common core standards, including computers	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional student device purchases to support classroom implementation of CCSS, based on board direction. Complete device deployment analysis with recommendations to Board regarding continuing 1:1 or some other configuration for mobile devices. 4000-4999: Books And Supplies Base \$15,000  Technology mentors continue professional learning with classroom teachers in grades TK-8.  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000  Technology mentors and mentees are given support to create 21st century learning environments.  Technology Manager and Technology Coordinator stipend and outside consultants (See above expense)  Principal provides ongoing support to all teachers grades TK-8 in implementing the CCSS.  Anticipated Expenditure - same as prior year The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries  Teachers provided planning time to continue assessment of CCSS alignment of current and new instructional materials, curriculum, scope and sequence. The dollar amount is specified in Action 1A.

			<p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries</p>
<p>ACTION 3 A: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Identify ELL students through CELDT and implement ELD program to achieve established goals. (EL, RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administer grade-level appropriate common formative assessments of ELA and Math to all pupils.</p> <p>Portion of teacher salaries. Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 7th/8th grade teacher reimbursed for CLAD testing. Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs. The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). The dollar amount is specified in Action 1A. 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs. The dollar amount is specified in Action 1A.</p> <p>Benefits</p>
<p>ACTION 3 B: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, Low Socioeconomic</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects. The dollar amount is specified in Action 1A.</p> <p>Portion of teacher salaries. - 5% (Costs included in 1 A)</p> <p>Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Portion of teacher salaries</p>
<p>ACTION 3 C: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>	<p>Review and modify parameters and definitions of identifier system. Expand parameters and definitions of identifier system. MCOE SpEd encroachment funds. Implement TK– 8th grade ELL curriculum.</p>

<p>Use data to identify at risk students and implement support plans for identified students.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A portion of teacher and principal salaries. Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary.                  Maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees.</p> <p>The dollar amount is specified in Action 1A</p> <hr/> <p>Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries.                  1000-1999: Certificated Personnel Salaries Base</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary                  2000-2999: Classified Personnel Salaries Supplemental</p> <p>Maintain current level of support staff.                  I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE.</p> <hr/> <p>Anticipated Expenditure - same as prior year</p>
<p>ACTION 3 D: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase services for English Language Learner assessment, reclassification processes, and materials. EL students will use apps such as Rosetta Stone, iTranslate or Duolinogo to develop English speaking skills more rapidly. Provide time learning for students with reduced English skills. (EL &amp; RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Provide each ELL with iPad Mini device. The dollar amount is specified in Action 1A. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Purchase support apps Rosetta Stone or Read 180 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>English speaking skills more rapidly.</p> <p>Portion of teacher salaries Supplemental</p>

			<p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration</p>
<p><b>ACTION 3 E:</b> Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, low socioeconomic.</p>	District Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects. The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Base</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Portion of teacher assistant salaries 2000-2999: Classified Personnel Salaries Base</p> <p>Benefits 3000-3999: Employee Benefits Supplemental</p>
<p><b>ACTION 3 F:</b> Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Foster Youth receive educational counseling from a foster youth counselor with the skills, time, and training necessary to support foster youth students. (FY)</p>	District Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>MCOE Counselor will support foster youth students.</p> <p>Portion of teacher salaries Supplemental &amp; Concentration</p> <p>Portion of cost of Aeries Supplemental &amp; Concentration</p> <p>Portion of internet cost Supplemental &amp; Concentration</p>
<p><b>ACTION 3 G:</b> Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Continue Parent Support Program for parents of at-risk students through the Student Study Team (SST) process. Meet with individual parents to assess a student's area of strenght, questions and concerns and create intervention plans with resources on how to help their children succeed in school. Sessions would be open to all parents, regardless of their demographics or socio-economic background. (SWD, SED, EL, RFEP, and FY)</p>	District Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Hold seminars presenting information that support at-risk, ELL, foster youth, and low socio-economic students.</p> <p>Portion of teacher salaries Supplemental &amp; Concentration</p> <p>Portion of cost of Aeries Supplemental &amp; Concentration</p> <p>Portion of internet cost Supplemental &amp; Concentration</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	<p>GOAL 2: IMPLEMENT SCIENC, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM)</p> <p>Action 1: Increase the number of STEAM project based lessons, science and sustainabilty, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
Identified Need :	<p>2. Science, Technology, Engineering, Arts, And Mathematics (STEAM) Based on stakeholder input, there is a need to increase student access in STEAM based curriculum and instruction, including service learning/place based learning/learning garden instruction.</p> <p>METRIC                  Amount of time spent on project-based learning, student projects.</p>		
Goal Applies to:	<p>Schools: Sierra Foothill Charter School</p> <p>Applicable Pupil Subgroups: All</p>		
<b>LCAP Year 1: 2016-2017</b>			
Expected Annual Measurable Outcomes:	<p>Action 1: Increase or maintain percent of time students that participate in STEAM related projects to 2015-2016 baseline.                  Compared to 2015-2016 baselines.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Increase the number of STEAM project based lessons, science and sustainabilty, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p> <p>Create and develop STEAM project-based lessons and rubric assessments.</p>	<p>District Wide</p>	<p><u>X</u> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Develop, refine and modify existing STEAM projects and rubrics.</p> <p>Develop additional Service Learning and place-based projects.</p> <p>Add service learning and place-based components to already existing project based lessons</p> <p>Anticipated Expenditure: Same as prior year</p> <p>Portion of teacher and principal salaries.                  1000-1999: Certificated Personnel Salaries Base \$240,000</p>

**LCAP Year 2: 2017 - 2018**

Expected Annual Measurable Outcomes:	Action 1: Increase or maintain percent of time students that participate in STEAM related projects to 2016-2017 baseline. Compared to 2016-2017 baselines.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Increase the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p> <p>Create and develop STEAM project-based lessons and rubric assessments.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Develop, refine and modify existing STEAM projects and rubrics.</p> <p>Develop additional Service Learning and place-based projects.</p> <p>Add service learning and place-based components to already existing project based lessons.</p> <p>Anticipated Expenditure: Same as prior year.</p> <p>Portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Supplemental \$240,000</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Action 1: Increase or maintain percent of time students that participate in STEAM related projects to 2015-2016 baseline. Compared to 2015-2016 baselines.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Increase the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p> <p>Create and develop STEAM project-based lessons and rubric assessments.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Develop, refine and modify existing STEAM projects and rubrics.</p> <p>Develop additional Service Learning and place-based projects.</p> <p>Add service learning and place-based components to already existing project based lessons</p> <p>Anticipated Expenditure: Same as prior year</p> <p>Portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Base \$240,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<b>GOAL 3:</b>	<p><b>GOAL 3: IMPLEMENT EFFECTIVE, HIGH QUALITY PROFESSIONAL DEVELOPMENT</b></p> <p>Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>3. Professional Development                  Need: Improve instructional practice through faculty &amp; staff professional development &amp; professional learning communities.</p> <p>Metric:                  Tracking hours in attendance of faculty &amp; staff in professional development and training.</p>
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Goal Applies to:	Schools: Sierra Foothill Charter School	
	Applicable Pupil Subgroups:	

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	Teachers will receive 36 hrs of professional development from a variety of sources.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p> <p>Teachers will receive professional development. Type will be determined individually in consultation with principal.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers will receive 36 hrs of professional development. Type will be determined individually in consultation with principal.</p> <p>Anticipated Expenditures: Same as prior year</p>

**LCAP Year 2: 2017 - 2018**

Expected Annual Measurable Outcomes:	Teachers will receive 36 hrs of professional development from a variety of sources.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p> <p>Teachers will receive professional development. Type will be determined individually in consultation with principal.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers will receive 36 hrs of professional development from a variety of sources.</p> <p>Anticipated Expenditures: Same as prior year</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Teachers will receive 36 hrs of professional development from a variety of sources.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p> <p>Teachers will receive professional development. Type will be determined individually in consultation with principal.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers will receive 36 hrs of professional development. Type will be determined individually in consultation with principal.</p> <p>Anticipated Expenditures: Same as prior year</p>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 4:	GOAL: INCREASE ACCESS TO ART AND PERFORMING ARTS Action 1: Increase art, music and drama activities in the classroom.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	4. Arts Need: Based on stakeholder input, there is a need to increase student access in the arts to better engage students. METRIC: Number of students participating in band, drama, and art classes.
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Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	Identify an increased percent of students participating in music/band/art/yoga Compared to 2014-2015 baselines
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Increase art, music and drama activities in the classroom.  Develop a school wide program that integrates art and performing arts into the curriculum (STEAM).		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Refine and modify school wide plan for integrating art and music and drama into the classroom. Anticipated Expenditure: Same as prior year
Recruit/hire more art and music instructors and/or volunteers.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		_ Other Subgroups: (Specify)	
<b>LCAP Year 2: 2017 - 2018</b>			
Expected Annual Measurable Outcomes:	Identify an increased percent of students participating in music/band/art/yoga Compared to 2015-2016 baselines		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Increase art, music and drama activities in the classroom.  Develop a school wide program that integrates art and performing arts into the curriculum (STEAM).		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Refine and modify school wide plan for integrating art and music and drama into the classroom.  Anticipated Expenditure: Same as prior year
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	Identify an increased percent of students participating in music/band/art/yoga Compared to 2014-2015 baselines		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Increase art, music and drama activities in the classroom.  Develop a school wide program that integrates art and performing arts into the curriculum (STEAM).		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Refine and modify school wide plan for integrating art and music and drama into the classroom.  Anticipated Expenditure: Same as prior year
Recruit/hire more art and music instructors and/or volunteers.		<input type="checkbox"/> All OR:	

		<ul style="list-style-type: none"><li>_ Low Income pupils</li><li>_ English Learners</li><li>_ Foster Youth</li><li>_ Redesignated fluent English proficient</li><li>_ Other Subgroups: (Specify)</li></ul>	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 5:	<p>GOAL 5: EXPAND ENRICHMENT/COURSE OPTIONS</p> <p>Action 1: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>5. Expand Enrichment Curricular and Enrichment Options</p> <p>Need: Expanding student access to courses in Music, Art, language and life skills (in nutrition, stress management, health, decision-making, planning, and time management organization skills, technology)</p> <p>Metrics: Increase in student time spent in expanded course offerings.</p>
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Goal Applies to:	Schools: Sierra Foothill Charter School	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	Increase student time spent in expanded course offerings as compared to year 2.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Adjust school periods/blocks to allow for more course offerings in any given day.</p>	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Maintain expanded/modified block schedule.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>Action 1 B: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Expand the number of course offerings available in art,</p>		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	<p>Continue to expand the After School Program to offer 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p> <p>Anticipated Expenditure TBD</p>

music, yoga, PE, life skills, Spanish, and others.		English proficient _ Other Subgroups: (Specify)	
<p>Action 1 C: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Develop after school 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language. ASP Coordinator salary 2000 bASE \$11,322</p>		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ASP Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322

**LCAP Year 2: 2017 - 2018**

Expected Annual Measurable Outcomes:	Increase student time spent in expanded course offerings as compared to year 3.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p>	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Maintain expanded/modified block schedule.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>Action 1 B: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Expand the number of course offerings available in art, music, yoga, PE, life skills, Spanish, and others.</p>		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Continue to expand the After School Program to offer 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p> <p>Anticipated Expenditure</p> <p>TBD</p>

<p>Action 1 C: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Develop after school 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>ASP Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322</p>
<p><b>LCAP Year 3: 2018-19</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase student time spent in expanded course offerings as compared to year 2.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Action 1 A: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Adjust school periods/blocks to allow for more course offerings in any given day.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Maintain expanded/modified block schedule.</p> <p>Portion of teacher salaries.                  1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>Action 1 B: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Expand the number of course offerings available in art, music, yoga, PE, life skills, Spanish, and others.</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Continue to expand the After School Program to offer 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p> <p>Anticipated Expenditure                  TBD</p>
<p>Action 1 C: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>ASP Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322</p>

Develop after school 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language. ASP Coordinator salary 2000 bASE \$11,322		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

	<p>GOAL 6: INCREASE PARENT COMMUNICATION</p> <p>Action 1: Engage parents, families, and the community in supporting student success in school.</p> <p>GOAL 6: Action 2: Use SFCS website, internal wiki, and individual teacher’s websites/blog/email to provide access, timely and important information to parents.</p> <p>Action 3: Showcase student achievement and projects.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>Site and Teacher to Parent Communication</p> <p>Need: Improve communication between the school site and parents with effective use of technology.</p> <p>Metrics: Increased parent-teacher communication through e-mail, site visits measured from teacher’s website/blog visits as measured by parent survey, website hits.</p>
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Goal Applies to:	<p>Schools: _____</p> <p>Applicable Pupil Subgroups: All</p>
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	Increase percentage of Parent Satisfaction on site based communication level established in previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Engage parents, families, and the community in supporting student success in school.</p> <p>Teachers will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Improve the school website.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>100% of teachers will have their own blog and/or class web page that is updated on at least a weekly basis. Portion of teacher salaries. 1000 Base \$214,000 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>100% of extracurricular programs/clubs (Learning Garden, After School Program, Band, EcoClub, etc.) will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Portion of Instructional Assistants salaries 2000-2999: Classified Personnel Salaries Base</p> <p>SFCS will continue to expand our parent outreach through websites and blogs for information regarding what is being studied, school activities and student achievements. Portion of Aeries cost, and portion of internet cost (above). 5000-</p>

			<p>5999: Services And Other Operating Expenditures Base \$6,500</p> <p>Train teachers how to use standards based grading portal that parents would be able to access. Same expense as above.</p> <p>Technology Manager Stipend 5800: Professional/Consulting Services And Operating Expenditures Other \$2,500</p> <p>Anticipated Expenditure: Same as prior year</p>
<p>Action 2 A: Use SFCS website, internal wiki, and individual teacher's websites/blog/email to provide access, timely and important information to parents.</p> <p>Provide 3rd-8th grades a standards based grading portal that parents can access.</p>		<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Expand and review existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Post student projects on web based media outlets. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Portion of teacher salaries 2000-2999: Classified Personnel Salaries Base \$214,000</p>
<p>Action 3 A: Showcase student achievement and projects.</p> <p>Implement "student showcases" demonstrating positive student outcomes of project based learning by modifying the existing Open House/Science Fair and posting student projects on social media outlets.</p>		<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>
<b>LCAP Year 2: 2017 - 2018</b>			
Expected Annual Measurable Outcomes:	Increase percentage of Parent Satisfaction on site based communication level established in previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 A: Engage parents, families, and the		<input checked="" type="checkbox"/> All	100% of teachers will have their own blog and/or class web

<p>community in supporting student success in school.</p> <p>Teachers will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Improve the school website.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>page that is updated on at least a weekly basis. Portion of teacher salaries. 1000 Base \$214,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>75% of extracurricular programs/clubs (Learning Garden, After School Program, Band, EcoClub, etc.) will have their own blog and/or class web page that is updated on at least a weekly basis. 2000-2999: Classified Personnel Salaries Base</p> <p>SFCS will continue to expand our parent outreach through websites and blogs for information regarding what is being studied, school activities and student achievements. Portion of Aeries cost, and portion of internet cost (above). 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <p>Train teachers how to use standards based grading portal that parents would be able to access. Same expense as above.</p> <p>Technology Manager Stipend 5800: Professional/Consulting Services And Operating Expenditures Base \$2,500</p>
<p>Action 2 A: Use SFCS website, internal wiki, and individual teacher's websites/blog/email to provide access, timely and important information to parents.</p> <p>Provide 3rd-8th grades a standards based grading portal that parents can access.</p>		<p><input checked="" type="checkbox"/> All -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Post student projects on web based media outlets. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>Action 3 A: Showcase student achievement and projects.</p> <p>Implement "student showcases" demonstrating positive</p>		<p><input checked="" type="checkbox"/> All -----                  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>Expand existing parent and community functions to present project based learning results.</p>

<p>student outcomes of project based learning by modifying the existing Open House/Science Fair and posting student projects on social media outlets.</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <hr/> <p>Post student projects on web based media outlets.</p> <hr/> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase percentage of Parent Satisfaction on site based communication level established in previous year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Engage parents, families, and the community in supporting student success in school.</p> <p>Teachers will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Improve the school website.</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>100% of teachers will have their own blog and/or class web page that is updated on at least a weekly basis. Portion of teacher salaries. 1000 Base \$214,000 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <hr/> <p>100% of extracurricular programs/clubs (Learning Garden, After School Program, Band, EcoClub, etc.) will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <hr/> <p>Portion of Instructional Assistants salaries  2000-2999: Classified Personnel Salaries Base</p> <hr/> <p>SFCS will continue to expand our parent outreach through websites and blogs for information regarding what is being studied, school activities and student achievements. Portion of Aeries cost, and portion of internet cost (above). 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <hr/> <p>Train teachers how to use standards based grading portal that parents would be able to access.  Same expense as above.</p> <hr/> <p>Technology Manager Stipend  5800: Professional/Consulting Services And Operating Expenditures Other \$2,500</p> <hr/> <p>Anticipated Expenditure: Same as prior year</p>

<p>Action 2 A: Use SFCS website, internal wiki, and individual teacher’s websites/blog/email to provide access, timely and important information to parents.</p> <p>Provide 3rd-8th grades a standards based grading portal that parents can access.</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Expand and review existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs  5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Post student projects on web based media outlets. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Portion of teacher salaries 2000-2999: Classified Personnel Salaries Base \$214,000</p>
<p>Action 3 A: Showcase student achievement and projects.</p> <p>Implement “student showcases” demonstrating positive student outcomes of project based learning by modifying the existing Open House/Science Fair and posting student projects on social media outlets.</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL 7:	GOAL 7: EXPAND TECHNOLOGY INFRASTRUCTURE		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	
	Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.		COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Identified Need :	7. Technology infrastructure Need: Improve student technology access & application. Metrics: Incorporation of technology throughout the curriculum			
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	Maintain a stable network school wide.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<p>Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.</p> <p>Develop and maintain a state-of-the-art network infrastructure to provide high quality classroom activities. Maintain the bandwidth (network 10 Mbps to 20 Mbps Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office). E-RATE and AB86 Funding</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain the bandwidth (network 10 Meg to 20 Meg Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office).</p> <p>E-RATE and AB86 Funding</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>	

**LCAP Year 2: 2017 - 2018**

Expected Annual Measurable Outcomes: Maintain a stable network school wide.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.</p> <p>Develop and maintain a state-of-the-art network infrastructure to provide high quality classroom activities.</p>		<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Maintain the bandwidth (network 10 Meg to 20 Meg Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office).</p> <hr/> <p>E-RATE and AB86 Funding</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: Maintain a stable network school wide.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.</p> <p>Develop and maintain a state-of-the-art network infrastructure to provide high quality classroom activities. Maintain the bandwidth (network 10 Mbps to 20 Mbps Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office). E-RATE and AB86 Funding</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>		<p><input type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Maintain the bandwidth (network 10 Meg to 20 Meg Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office).</p> <hr/> <p>E-RATE and AB86 Funding</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<b>GOAL 8:</b>	<p><b>GOAL 8: IMPROVE FACILITIES</b></p> <p>Action 1: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	8. Improve facilities
	METRICS: Energy Plan, facilities audit results

Goal Applies to:	Schools: Sierra Foothill Charter School
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	The Administration, Facilities Committee and Energy Manager will conduct an analysis of facility needs to determine facility maintenance plan and schedule of repairs or modifications per Prop 39 Energy Plan.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Create facility improvement plan &amp; classroom maintenance schedule. Upgrade HVAC, paint, replace windows, and economize classroom energy use through modernization.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>SFCS will conduct an analysis of facility needs</p> <p>Energy Manager: Funded Prop 39 5800: Professional/Consulting Services And Operating Expenditures Other \$15,000</p> <p>Determine what areas of campus need repairs or maintenance.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Identify locations of cost effective upgrades.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Implement Phase 3 upgrades.</p>

			<p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Anticipated Expenditure California Clean Energy Jobs Act (Proposition 39)</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>
<p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students. Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p> <p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students.</p> <p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000 Other \$20000</p> <p>Portion of Energy Manager fee 5000 Other \$3,000</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>SFCS will monitor analysis of Cafeteria needs: 2000-2999: Classified Personnel Salaries Base TBD</p> <p>Determine what areas of the kitchen need repairs, maintenance or upgrades. 2000-2999: Classified Personnel Salaries Base TBD</p> <p>Identify locations of cost effective upgrades. 2000-2999: Classified Personnel Salaries Other TBD</p> <p>Implement Phase 3 upgrades.</p> <p>Portion of Energy Manager salary Base \$15,000</p> <p>CDE SNP expansion grants and equipment grants, as available, and California Clean Energy Jobs Act (Proposition 39) \$100,000</p>

**LCAP Year 2: 2017 - 2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>The Administration, Facilities Committee and Energy Manager will conduct an analysis of facility needs to determine facility maintenance plan and schedule of repairs or modifications per Prop 39 Energy Plan.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Create facility improvement plan &amp; classroom maintenance schedule. Upgrade HVAC, paint, replace windows, and economize classroom energy use through modernization.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Implement Phase 3 upgrades.</p> <p>Energy Manager: Funded Prop 39 5800: Professional/Consulting Services And Operating Expenditures Other \$15,000</p> <p>Anticipated Expenditure California Clean Energy Jobs Act (Proposition 39)</p>

			Continued from prior year. Any changes in expenditures may occur after evaluation of programs.
<p>Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p> <p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students.</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000-7439: Other Outgo Other TBD</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	The Administration, Facilities Committee and Energy Manager will conduct an analysis of facility needs to determine facility maintenance plan and schedule of repairs or modifications per Prop 39 Energy Plan.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Create facility improvement plan &amp; classroom maintenance schedule. Upgrade HVAC, paint, replace windows, and economize classroom energy use through modernization.</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>SFCS will conduct an analysis of facility needs</p> <p>Energy Manager: Funded Prop 39 5800: Professional/Consulting Services And Operating Expenditures Other \$15,000</p> <p>Determine what areas of campus need repairs or maintenance.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Identify locations of cost effective upgrades.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Implement Phase 3 upgrades.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p>

			<p>Anticipated Expenditure California Clean Energy Jobs Act (Proposition 39)</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>
<p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students. Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p> <p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students.</p> <p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000 Other \$20000</p> <p>Portion of Energy Manager fee 5000 Other \$3,000</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>SFCS will monitor analysis of Cafeteria needs: 2000-2999: Classified Personnel Salaries Base TBD</p> <p>Determine what areas of the kitchen need repairs, maintenance or upgrades. 2000-2999: Classified Personnel Salaries Base TBD</p> <p>Identify locations of cost effective upgrades. 2000-2999: Classified Personnel Salaries Other TBD</p> <p>Implement Phase 3 upgrades.</p> <p>Portion of Energy Manager salary Base \$15,000</p> <p>CDE SNP expansion grants and equipment grants, as available, and California Clean Energy Jobs Act (Proposition 39) \$100,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>GOAL 1: INCREASE STUDENT PERFORMANCE IN ELA/MATH</p> <p>Action 1: Use student data from a variety of sources to individualize instruction.</p> <p>Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.</p> <p>Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>																																						
<p>Goal Applies to: Schools: <u>Sierra Foothill Charter School</u></p> <p>Applicable Pupil Subgroups: <u>ALL</u></p>																																								
<p>Expected Annual Measurable Outcomes:</p>	<p>ACTION 1 A: Use student data from a variety of sources to individualize instruction:</p> <p>Utilize student data analysis system in STAR Reading and STAR Math and allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.</p> <p>Utilize STAR Enterprise (English, Reading, Early Literacy, and Math) to demonstrate growth in student achievement rate by 5% from the previous year</p> <p>Utilize CAASPP and AYP Performance Data to individualize instruction for each student 3rd-8th Grades</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Growth 11.5% from initial Benchmark Assessment</p> <p>STAR Reading</p> <table border="0"> <tr> <td>Grade Level ELA PR 40+ Number of Students</td> <td>Percentage %</td> </tr> <tr> <td>2 7 14</td> <td>50%</td> </tr> <tr> <td>3 11 14</td> <td>79%</td> </tr> <tr> <td>4 12 15</td> <td>80%</td> </tr> <tr> <td>5 6 7</td> <td>86%</td> </tr> <tr> <td>6 10 14</td> <td>71%</td> </tr> <tr> <td>7 2 7</td> <td>29%</td> </tr> <tr> <td>8 10 15</td> <td>68%</td> </tr> <tr> <td>Total 48 71</td> <td>66%</td> </tr> </table> <p>STAR Math</p> <table border="0"> <tr> <td>Grade Level Math PR 40+ Number of Students</td> <td>Percentage %</td> </tr> <tr> <td>1 9 10</td> <td>90%</td> </tr> <tr> <td>2 9 14</td> <td>64%</td> </tr> <tr> <td>3 10 13</td> <td>77%</td> </tr> <tr> <td>4 10 11</td> <td>91%</td> </tr> <tr> <td>5 5 8</td> <td>63%</td> </tr> <tr> <td>6 9 13</td> <td>69%</td> </tr> <tr> <td>7 3 6</td> <td>50%</td> </tr> <tr> <td>8 9 15</td> <td>60%</td> </tr> <tr> <td>Total 45 75</td> <td>80.5%</td> </tr> </table> <p>SFCS Renaissance Place Reading scores do indicate that 68% of students school-wide performed at or above proficient (an increase of 1.7% from 66.3% in Spring 2014)</p>	Grade Level ELA PR 40+ Number of Students	Percentage %	2 7 14	50%	3 11 14	79%	4 12 15	80%	5 6 7	86%	6 10 14	71%	7 2 7	29%	8 10 15	68%	Total 48 71	66%	Grade Level Math PR 40+ Number of Students	Percentage %	1 9 10	90%	2 9 14	64%	3 10 13	77%	4 10 11	91%	5 5 8	63%	6 9 13	69%	7 3 6	50%	8 9 15	60%	Total 45 75	80.5%
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		<p>SFCS Renaissance Place Math 2015 scores indicate 60% of students schoolwide performed at or above proficient PR 40+ (a decrease of 1.9% compared to Spring 2014)</p> <p>2015 CAASPP scores indicate a baseline of 38% of students in grades 3-8 meeting or exceeding the standard in Overall English/Language-Arts Achievement. Scale Score Ranges indicate 69% of students in grades 3-8 are Near, At or Above 69% in Reading, 71% in Writing, 88% in Listening, and 74% in Research/Inquiry.</p> <p>2015 CAASPP scores indicate a baseline of 28% of all students in 3-8 grades meeting or exceeding the standard in Overall Math Achievement. Scale Score Ranges indicate 49% of students in grades 3-8 are Near, At or Above in Concepts &amp; Procedures, 74% in Problem Solving &amp; Modeling/Data Analysis, and 69% in Communicating Reasoning</p> <p>SFCS Charter Petition Goal #5. SFCS meets or exceeds API goals Goal was met in 2012-13 school year, but API was not calculated by the CDE since the 2013 - 2014 school year due to the creation of the new assessment tool, CAASP.</p> <p>The CDE calculates AYP figures based on three criteria and is based on significant subgroup scores. SFCS met AYP Participation Rate in English Language Arts and Mathematics CAASPP Testing at 95%, Average Daily Attendance at 95% and Percent Proficient Schoolwide in ELA at 39.2% and Mathematics at 28.4%.</p>
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**LCAP Year: 2015 - 2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ACTION 1 A: Use student data from a variety of sources to individualize instruction:  Utilize student data analysis system in STAR Reading and STAR Math and	Teachers will use the ILP to address the specific and grade level needs of students by leveling/grouping/modifying curriculum - portion of teacher salaries.	Benchmark Testing - Allow for the Instructional Planning Report. This report leads to individualized instruction and flexible grouping within the classroom.	Portion of Teacher Salaries - 5% 1000-1999: Certificated Personnel Salaries Supplemental \$10,700  Portion of Principal Salary - 10% 1000-1999: Certificated Personnel

<p>allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.</p> <p>Utilize STAR Enterprise (English, Reading, Early Literacy, and Math) to demonstrate growth in student achievement rate by 5% from the previous year</p> <p>Utilize CAASPP and AYP Performance Data to individualize instruction for each student 3rd-8th Grades</p>	<p>Portion of teacher salaries - 5% 1000-1999: Certificated Personnel Salaries Supplemental \$10,700</p>	<p>Summative Assessment - Included chapter tests for novels and math units. Projects include essay writing based on performance rubrics.</p> <p>Formative Assessment - Short quizzes, whiteboards, exit slips, sign language for multiple choice (A, B, C, D). KWL charts to assess prior knowledge. Other forms of immediate feedback include, Think-Pair-Share, Random Calling.</p> <p>RENAISSANCE PLACE STAR READING/MATH</p> <p>For the 2014-15 school year, in the absence of State CAASPP Testing results, SFCS used Renaissance Place STAR Math and Reading online assessment, Words-Their-Way spelling inventory, and Writing Rubric tools. Teachers established benchmark goals in English/Language Arts and Math allowing student progress to be monitored more frequently (at least three times/year) in order to refine methods of instruction as needed. More frequent monitoring methods included classroom based assessments and are reported in the report card analysis.</p> <p>SFCS also measures student growth in math and reading through a program called Renaissance Learning. Scores reflected in this Annual Performance Report are for students in grades 2 through 8 (to mirror state testing). The Percentile Rank (PR) is based on a standard default set by Renaissance STAR Reading and STAR Math District rankings . The District ranking places students At/Above Benchmark with a</p>	<p>Salaries Supplemental \$8,300</p> <p>Portion of Service Learning Coordinator Salary - 5% 1000-1999: Certificated Personnel Salaries Supplemental</p>
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40 PR; On Watch 25 – 39 PR; Intervention 10 – 24 PR; and Urgent Intervention below 10 PR. Results for SFCS are further broken down by goal, grade level and subject area below. In summary, 66% of students met the At/Above Benchmark in English Language Arts and met the 70% goal in 3rd, 4th, 5th and 6th grades and 8th grade students nearly met the benchmark. SFCS scored 80.5% in Math overall and thus overall SFCS exceeded the benchmark goals for 70% of all students performing at or above STAR benchmarks. However, 2nd, 5th, 6th, 7th, and 8th nearly met the benchmark.

STAR Reading

Grade Level ELA PR 40+ Number of Students Percentage %

2 7 14 50%

3 11 14 79%

4 12 15 80%

5 6 7 86%

6 10 14 71%

7 2 7 29%

8 10 15 68%

Total 48 71 66%

STAR Math

Grade Level Math PR 40+ Number of Students Percentage %

1 9 10 90%

2 9 14 64%

3 10 13 77%

4 10 11 91%

5 5 8 63%

6 9 13 69%

7 3 6 50%

8 9 15 60%

Total 45 75 80.5%

Average scores at or above the 50th

percentile define the SFCS benchmark measure for proficiency in STAR Math and Reading. Annual Performance Report and Charter Petition set 70% students scoring at or above grade level performance and/or an annual growth rate of 5% as performance indicators (without API/AYP) data. The annual measurable outcomes schoolwide including SpEd indicate the goal was not met (68% ELA and 60% Math) even when measured at the 40th percentile rank.

Internally, SFCS utilizes a different PR with higher Cut Scores to assist teachers in creating flexible groups for the purposes of instruction in ELA and Math . SFCS ranking places students Above Benchmark with a 75 PR; At Benchmark 50 – 74 PR; On Watch 40 – 49 PR; Intervention 15 – 39 PR; and Urgent Intervention below 15 PR All grade levels begin the day with 1.5 hours of ELA, followed by 1.5 hours of Math. This structure was alluded to earlier but it is a program highlight for SFCS and merits a little more explanation. Students “Flex” and/or “Rotate” to the appropriate level group based on grade level equivalency competencies as determined by STAR benchmark assessments and classroom grades. Each class has a teacher and an instructional aide which gives a student teacher ratio of at most 15:1. Students are taught at their instructional level in small groups. The groups are determined by the number of students in any given PR range and are monitored for progress at least quarterly. Students who have made sufficient progress towards grade level benchmarks rotate to the appropriate

group. Since all students are similarly flexed, there is limited loss of self-esteem among students in the lowest groups. High performing students often take either English Reading and/or Math in a higher grade level class or their rotation is held in the multipurpose room.

Proficiency in English/Language Arts  
 Metric: 70% of students will score at least proficient on the English Language Arts CST, OR an annual improvement of 5% per year until this objective is met. NOTE: The CST has been replaced by the CAASPP test. SFCS has not set a growth target measured by CAASPP because the 2014–2015 school year is to be used as the baseline. There were no state test scores reported for the 2013-2014 school year, nor can CAASPP scores be compared to the prior California Standards Test (CST) with any validity. Summary: 2015 CAASPP scores indicate a baseline of 38% of students in grades 3-8 meeting or exceeding the standard in Overall English/Language-Arts Achievement. Scale Score Ranges indicate 69% of students in grades 3-8 are Near, At or Above 69% in Reading, 71% in Writing, 88% in Listening, and 74% in Research/Inquiry.

SFCS Charter Petition Goal 2:  
 Proficiency in Math  
 Metric: 70% of students will score at least proficient on the Mathematics CST, OR an annual improvement of 5% per year until this objective is met. Summary: No state scores are available for spring 2014. 2015 CAASPP scores indicate a baseline of 28% of all students in 3-8 grades

		<p>meeting or exceeding the standard in Overall Math Achievement. Scale Score Ranges indicate 49% of students in grades 3-8 are Near, At or Above in Concepts &amp; Procedures, 74% in Problem Solving &amp; Modeling/Data Analysis, and 69% in Communicating Reasoning.</p> <p>SFCS Renaissance Place Math 2015 scores indicate 60% of students schoolwide performed at or above proficient (PR 40+). Compared to 2014 (61.9% of students schoolwide performing at or above proficient).</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 1 B: Use student data from a variety of sources to individualize instruction:</p> <p>Trimester benchmark assessments and report card summaries will be executed to assist with formative and summative student success. Intake assessment on all students.</p>	<p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p> <p>Portion of teacher salaries to execute assessments - 2.5%</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$5,350</p> <p>Benchmark Assessments (Renaissance Plus) 4000-4999: Books And Supplies Base \$3.000</p>	<p>Trimester benchmark assessments are executed to assist with formative and summative student success. Intake assessments are given to all students. Benchmark assessments are given at the end of each Trimester.</p> <p>Standards Based Report Card summaries from all grade levels indicate that approximately 57% of students received progress indicator scores of 3 or higher in Mathematics.</p>	<p>Expenses in Action 1 A</p>

	<p>Portion of teacher salaries to evaluate assessments - 2.5% 1000-1999: Certificated Personnel Salaries Supplemental \$5,350</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$2,140</p>	<p>Metric: 80% of students at all grade levels will demonstrate proficiency on California Common Core Science standards.</p> <p>Summary: Report Card summaries from all grade levels indicate that approximately 93% of students received progress indicator scores of 3 or higher.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 2 A: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>K-8, execute an articulated Writer's Workshop writing program.</p>	<p>K-8, update an articulated writer's workshop writing program.</p> <p>Students participate in grade level/ability grouping utilizing adopted materials.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p>	<p>A K-8 reading and writing workshop approach is used to increase student performance in ELA. TK-2nd grade also uses Open Court Foundational Skills kits and Rigby Leveled Readers. 3rd/4th also uses fiction and non-fiction reading books, Typing Club, Moby Max and other common core supplemental resources. 5th/6th also uses leveled readers, Greek and Latin roots, Typing Club and research projects, essays, theater and other common core supplemental resources from a variety of sources. 7th/8th also uses leveled novels, research, narratives and other essays.</p> <p>Intervention 1st-4th uses Phonics for Reading and 5th-8th uses a readers-writers workshop approach.</p>	<p>Approved Textbooks and Core Curriculum Materials 4000-4999: Books And Supplies Base \$4,000</p> <p>Books and Other Reference Materials 4000-4999: Books And Supplies Base \$3,000</p>

		<p>A small leveled group approach is used to increase student performance in Math. TK-6th grade uses Every Day Math and common core supplemental resources. 7th/8th uses Connected Mathematics 3 (CMP 3).</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 2 B: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>Provide state of the art course material aligned to state common core standards, including computers</p>	<p>Complete device deployment analysis with recommendations to Board regarding continuing 1:1 or some other configuration for mobile devices.</p> <p>Additional device purchases support classroom implementation of CCSS 1:1. 4000-4999: Books And Supplies Base \$5,600</p> <p>Technology mentors continue professional learning with classroom teachers in grades TK-8. 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p> <p>Technology mentors and mentees are given support to create 21st century learning environments.</p> <p>Technology Manager and Technology Coordinator stipend and outside consultants (see expense above).</p>	<p>Chromebooks, Ipads and InterWrite DualBoards are used TK-8th grades. Configuration is 1:1 in 5th-8th grade, 2:1 in TK-4th grades.</p>	<p>Expenses in Action 2 A</p>

	<p>Principal provides ongoing support to all teachers grades TK-8 in implementing the CCSS.</p> <p>Portion of principal salary. 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>Teachers provided planning time to begin assessment of CCSS alignment of current instructional materials, curriculum and scope and sequence.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>All IEP goals, as appropriate, are aligned with CCSS.</p> <p>portion of principal salary 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>All IEP goals, as appropriate, are aligned with CCSS.</p> <p>50% Salary of Special Services Coordinator 2000-2999: Classified Personnel Salaries Base \$16,800</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>ACTION 3 A: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Identify ELL students through CELDT and implement ELD program to achieve established goals. (EL, RFEP)</p>	<p>Administer grade-level appropriate common formative assessments of ELA and Math to all pupils.</p> <p>Portion of teacher salaries. Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 7th/8th grade teacher reimbursed for CLAD testing. 1000-1999: Certificated Personnel Salaries Supplemental \$5,350</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 7th/8th grade teacher reimbursed for CLAD testing. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000</p> <p>Benefits for teacher salaries to administer assessments. 3000-3999: Employee Benefits Supplemental \$1,070</p>	<p>Two ELL students were identified and tested in CELDT. Both students classified Intermediate levels and I pads with ELD lessons provided.</p>	<p>Expenses in 2 A</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 B: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core</p>	<p>Teachers and instructional assistants have created and implemented ILP's and work closely with those parents/guardian to provide necessary support structures at school and at home.</p>	<p>Expenses in Action 1 A</p>

<p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, Low Socioeconomic</p>	<p>lessons and projects. Costs included in 1 A</p>		
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 C: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Use data to identify at risk students and implement support plans for identified students.</p>	<p>Expand parameters and definitions of identifier system. MCOE SpEd encroachment funds.</p> <p>Implement TK– 8th grade ELL curriculum.</p> <p>Portion of Special Services Coordinator and a portion of principal salary and maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees. 0001-0999: Unrestricted: Locally Defined</p> <p>Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries. 1000-1999: Certificated Personnel</p>	<p>MCOE SpEd staff in conjunction with site staff (principal/Special Services Coordinator) implemented student identifies parameters for IEP and 504 students.</p> <p>Services from MCUSD Foster Youth and Native American Liaison did not occur but are being coordinated by Special Services Coordinator.</p>	<p>Expenses in Action 1 A</p> <p>MCUSD SpEd Annual Encroachment 7000-7439: Other Outgo Other \$63,000</p>

	<p>Salaries Base \$214,000</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary. 2000-2999: Classified Personnel Salaries Base \$33,600</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator (Barbara Milazzo) and a portion of principal salary. 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>Maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees. 5000-5999: Services And Other Operating Expenditures Other \$69,000</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 D: Provide support and data-monitoring for sub- groups: Foster Youth, Native American,</p>	<p>Provide professional learning on ELL strategies to all teachers (ELA, math, science, and social science).</p>	<p>Services for ELL's include Ipads for Rosetta Stone, iTranslate and Duolingo and teachers provide time for EL</p>	<p>Expenses in Action 2 A</p>

<p>Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase services for English Language Learner assessment, reclassification processes, and materials. EL students will use apps such as Rosetta Stone, iTranslate or Duolingo to develop English speaking skills more rapidly. Provide time learning for students with reduced English skills. (EL &amp; RFEP)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$6,500</p> <p>Provide each ELL with iPad Mini device. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Purchase support apps Rosetta Stone or Read 180 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>3000-3999: Employee Benefits Supplemental \$400</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$750</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p> <p>BTSA program cost 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>instruction and direction during the academc day.</p> <p>Three classroom-based teachers are CLAD certified and routinely provide scaffolded lessons. Two are currently in a teacher certification program providing professional learning in ELL.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 E: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Teacher costs budgeted above.</p>	<p>Teachers and instructional assistants have created and implemented ILP's and work closely with those parents/guardian to provide necessary support structures at school and at home.</p>	<p>Expenses in Action 1 A</p>

<p>students, including Foster Youth, Native American, Homeless, ELLs, low socioeconomic.</p>	<p>Portion of teacher assistant salaries 2000-2999: Classified Personnel Salaries Supplemental \$5,850 Benefits 3000-3999: Employee Benefits Supplemental \$1,170</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 F: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:  Foster Youth receive educational counseling from a foster youth counselor with the skills, time, and training necessary to support foster youth students. (FY)</p>	<p>MCOE Counselor will support foster youth students. Portion of cost of Aeries data entry and documentation of services 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 Portion of internet cost related to communication between SFCS and MCOE/MCUSD 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500 Portion of Special Ed encroachment services from MCOE 5000-5999: Services And Other Operating Expenditures Other \$5,000</p>	<p>MCOE SpEd staff in conjunction with site staff (principal/Special Services Coordinator) implemented student identifies parameters for IEP and 504 students.  Services from MCUSD Foster Youth and Native American Liaison did not occur but are being coordinated by Special Services Coordinator.</p>	<p>Expenses in Action 3 C</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<p><input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 G: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Continue Parent Support Program for parents of at-risk students through the Student Study Team (SST) process. Meet with individual parents to assess a student's area of strenght, questions and concerns and create intervention plans with resources on how to help their children succeed in school. Sessions would be open to all parents, regardless of their demographics or socio-economic background. (SWD, SED, EL, RFEP, and FY)</p>	<p>Hold SST meetings as requested by teacher or parent. On-going throughout the year.</p> <p>10% of teacher/Special Services Coordinator/principal salaries for 38% student body 1000-1999: Certificated Personnel Salaries Supplemental \$11,227</p> <p>Portion of cost of Aeries for data entry and documentation 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>Portion of internet cost related to communication between SFCS and MCOE/MCUSD 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>10% of teacher/Special Services Coordinator/principal salaries for 38% student body 2000-2999: Classified Personnel Salaries Supplemental \$1,277</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$2,500</p>	<p>SST meetings are held weekly and as needed to support the learning goals of identified students.</p>	<p>Expenses in Action 1 A</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	GOAL 2: IMPLEMENT SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM) Action 1: Increase the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: Sierra Foothill Charter School ----- Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Action 1 A: Increase and or maintain the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.  Utilize baseline data to increased percent of time students that participate in STEAM related projects based lessons compared to 2014-2015 baseline.  Identify an increased percent of students participating in music/band/art/yoga  Compared to 2014-2015 baselines.	Actual Annual Measurable Outcomes: SFCS Charter Petition Goal #6 Proficiency in Science Metric: 80% of 5th and 8th grade students will score at least proficient on the Science CST, OR an annual improvement of 5% per year until this objective is met. Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.).  Metric: 80% of students at all grade levels will demonstrate proficiency on California Common Core Science standards. Summary: Report Card summaries from all grade levels indicate that approximately 93% of students received progress indicator scores of 3 or higher.  Metric: 80% of graduating 8th graders will be proficient in our Science Exit Outcomes. Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.)  Metric: 80% of graduating 8th graders will be proficient in our Science Exit Outcomes. Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved

		<p>proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.)</p> <p>SFCS Charter Petition Goal #2. Students understand economic, social and environmental sustainability For the 2014 - 2015 school year, student participation rates 100% in both Service Learning and Middle School Participation in Micro-Enterprise activities. SFCS continues working on developing a metric to accurately measure proficiency in Environmental Education in the Local Ecosystem through continued implementation of Environmental Education Instruction.</p> <p>SFCS Charter Petition Goal #3. Students are social and emotionally well, and develop collaboration skills Goal was met: Indicators of student cooperation and collaboration are positive; attendance levels are at or near goal of 95% (94.4% year 2014 – 2015 and 94.5% year 2013 - 2014); and level of satisfaction as indicated in results of student and parent surveys appear to be positive.</p>
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**LCAP Year: 2015 - 2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1 A: Increase and or maintain the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p> <p>Create and develop STEAM project-based lessons and rubric assessments in all aspects of the school's instructional day. For example, Home School, rotations, Service Learning, Library, Learning Garden, P.E. and ASP program.</p>	<p>Develop, refine and modify existing STEAM projects and rubrics. Develop additional Service Learning and place-based projects. Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>Portion of Classified Salaries - 50% 2000-2999: Classified Personnel Salaries Base \$58,735</p> <p>Add service learning and place-based components to already existing project based lessons.</p> <p>50% of Service Learning Coordinator Salary</p>	<p>Classroom Based Instruction - STEAM projects included an arts integrated program in science, technology, engineering, math and ELA. Notable program elements include music and performing arts as well as place based and project based STEAM integrated learning models.</p> <p>Home School - Provided science and art integration based lessons/fieldtrips for the out of seat student population as part of their home based instruction.</p> <p>After School Program (ASP) - Access to materials such as recycled cardboard to create engineering - based lessons (marble runs). Science, Technology</p>	<p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>Portion of Classified Salaries - 50% 2000-2999: Classified Personnel Salaries Base \$58,735</p> <p>Portion of Service Learning Coordinator Salary - 50% 1000-1999: Certificated Personnel Salaries Base \$16,800</p>

	<p>2000-2999: Classified Personnel Salaries Base \$16,800</p>	<p>and Art incorporated daily in activities.</p> <p>Technology Rotation - Activities Phase 1: Logo programming computer to draw geometric shapes and patterns to introduce programming concepts. Phase 2: Internet and the Web - Based projects include website design and progressing into more advanced programming topics.</p> <p>Learning Garden - Sustainable science, ecology, plant science, earth science and nutrition developed lessons. Math and art fully integrated into weekly rotations. AG technology and tools developed.</p> <p>Library - Library resources provide guidance and access to age appropriate reading and reference material for STEAM projects carried out in classroom activities. Personal interest and inquiry are cultivated through a weekly library rotation and having the support of a librarian who collaborates with teachers to find books related to projects.</p> <p>Physical Education - Kinesiology is used in the development of activities and lessons that engage students singularly, in small groups and whole class lessons on a weekly rotation.</p> <p>Service Learning - Projects include metrics, strategic planning, measuring and proper tool use. Mathematical application to solving real life problems with artistic designs of an outdoor amphetheater. Students select meaningful projects that benefit the school and the community.</p>	
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Proficiency in Science  
Metric: 80% of 5th and 8th grade students will score at least proficient on the Science CST, OR an annual improvement of 5% per year until this objective is met.  
Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.) Again, it is worth considering the high special needs population in the 8th grade during the 2014-15 school year.

Metric: 80% of students at all grade levels will demonstrate proficiency on California Common Core Science standards.  
Summary: Report Card summaries from all grade levels indicate that approximately 93% of students received progress indicator scores of 3 or higher.

Metric: 80% of graduating 8th graders will be proficient in our Science Exit Outcomes.  
Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.) Again, it is worth considering the high special needs population in the 8th grade during the 2014-15 school year.

SFCS Charter Petition Goal #2.  
 Students understand economic, social and environmental sustainability  
 For the 2014 - 2015 school year, student participation rates 100% in both Service Learning and Middle School Participation in Micro-Enterprise activities. SFCS continues working on developing a metric to accurately measure proficiency in Environmental Education in the Local Ecosystem through continued implementation of Environmental Education Instruction.

Proficiency in environmental education  
 Metric: 80% demonstrate proficiency in California Environmental state standards

Summary: SFCS teachers have been trained in and utilize strategies of EEI (Education and the Environment Initiative), Project Learning Tree, Project WET, and Project Wild, all of which address environment education and correlate to Common Core Standards. Teachers involve their students in Project-Based Learning (PBL) which is an inquiry based process for teaching and learning. 100% of students are involved in environmental education. SFCS continues to develop a ways of measuring this goal. Report card summaries indicate all grade levels except 5th grade exceeded the 80% growth target.

Students develop an understanding of the Local Environment/Ecosystem

Metric: 80% of students will show proficiency in this area as appropriate for their grade level

Summary: In addition to projects listed above, 100% of our students are

involved in the learning garden and school composting, and the student led recycle program helps students understand our own (local) ecosystem. Again, however, SFCS needs to develop a way to measure progress. For 2015-2016 school year the student survey will include a question addressing this goal at each grade level surveyed.

Students participate in Service Learning Activities

Metric: 100% of students will engage in at least one California state standards aligned Service Learning project

Summary: 100% of students engage in standards aligned with Service Learning Projects on a weekly basis, as evidenced by SFCS' weekly schedule.

The Service Learning coordinator collaborates with classroom teachers to determine which standards are being addressed.

Middle School Students participate in Micro-enterprise activities

Metric: 100% of middle-school students will engage in at least one micro-enterprise (economics) project

Summary: Middle School students have all engaged in at least one micro-enterprise (economic) project.

Examples include: Involvement in preparation and organization of the annual "Chili Cook Off"; development and construction of a water catchment system that can be sold to the community; creation of such things as collage book-marks for a fund raiser. Additionally, the entire 7-8th grade class was involved in the implementation of the PG&E Bright Ideas grant, working on persuasive

writing, budget writing, matching and in-kind valuation, and reforestation project. Students learned grant concepts like measurable outcomes, sustainability, partnerships, and replication. They made suggestions, pointed out missing information, and reviewed the final version.

SFCS Charter Petition Goal #3.  
 Students are social and emotionally well, and develop collaboration skills  
 Goal was met: Indicators of student cooperation and collaboration are positive; attendance levels are at or near goal of 95% (94.4% year 2014 – 2015 and 94.5% year 2013 - 2014); and level of satisfaction as indicated in results of student and parent surveys appear to be positive.

Students collaborate and cooperate on classroom activities

Metric: Classroom and individual student assessments will indicate that 90% of the student body are demonstrating age-appropriate collaboration and cooperation skills  
 Summary: Students have multiple opportunities to demonstrate collaborative and cooperative skills, which appear to develop as students advance in grade levels. Opportunities include PE, recess and service learning projects – all areas where team building and support are taught. Students also work in groups on skills based projects within classrooms (for example science fair, Hour of Code, research reports and presentations). They also work across grade levels on Student Council projects (such as “? Day” whole school activities). There are report card indicators as well: “Respects rights of others”, “Accepts responsibility for own

behavior”, and “Exercises self-control” – all skills which contribute to collaboration and cooperation. Taken together (all three indicators) the 2013-14 report card reflected teacher perceptions: 82% of students met teacher expectations. Excluding our youngest students (TK and K) who are still learning such skills, 91% of students appeared to meet teacher expectations in these indicators.

High attendance levels  
Metric: 95% or above attendance or progress towards 95%  
Summary: Attendance records from 2014-15 indicate 94.4% attendance rate.

Low Suspension levels  
Metric: At most 10% of student enrollment suspended/expelled  
Summary: CALPADS discipline records for 2014 – 2015 indicate a total of 11 suspensions, or 7.9% of total enrollment (139 students) .

Metric: Parents indicate a 90% level of satisfaction with SFCS school climate  
Summary: 2015 Parent Survey results indicate: 73% of SFCS parents either agree or strongly agree to being satisfied with the level of school/community engagement. 79% of SFCS parents either agree or strongly agree to being satisfied with site based communication levels. Survey results for 2014 indicated overall parent and student satisfaction with SFCS program. 95% of parents said they felt welcome at the school and 98% said they had visited the school.

Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	GOAL 3: IMPLEMENT EFFECTIVE, HIGH QUALITY PROFESSIONAL DEVELOPMENT Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: Sierra Foothill Charter School ----- Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Teachers will receive 36 hrs of professional development from a variety of sources.	Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015 - 2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1 A: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p> <p>Teachers will receive professional development. Type will be determined individually in consultation with principal.</p>	<p>Teachers will receive 40 hrs of professional development. Type will be determined individually in consultation with principal. 1000-1999: Certificated Personnel Salaries Base \$7,651</p>	<p>Sierra Foothill Charter School Educator Effectiveness Block Grant Plan</p> <p>Resource Code: 6264 Revenue Object: 8590 Funding Distribution: 80% December 2015 and 20% March 2016 Expenditure Timeline: September 2015 thru June 2018</p> <p>Expenditure of Educator Effectiveness Block Grant funding will be in alignment with the state allowable expenditures outlined below.</p> <p>A. Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the</p>	<p>Sierra Foothill Charter School Educator Effectiveness Block Grant Plan 6000-6999: Capital Outlay Other \$9,000</p>

Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.

Educator Effectiveness funds will be used to support induction-related activities for teachers and administrators working toward earning a Clear Credential.

B. Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.

Funds will be used for activities related to professional learning, instructional coaching, and peer support for teachers working toward earning a Preliminary Credential.

C. Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.

Professional learning expenditures will include Professional Learning Community (PLC) weekly meetings, conferences, workshops, release time, performance contracts, instructional coaching, consultants, instructional materials, and other activities which engage teachers and administrators in learning the standards and the most effective, research-based means for implementing state content standards, including pedagogy, instructional

		<p>materials, and assessment systems in every subject and grade level, TK-8th.</p> <p>D. To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.</p> <p>Professional learning expenditures will include Professional Learning Community (PLC) weekly meetings, conferences, workshops, release time, performance contracts, instructional coaching, consultants, instructional materials, and other activities which engage teachers and administrators in learning the standards and the most effective, research-based effective teaching and learning practices.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	GOAL: INCREASE ACCESS TO ART AND PERFORMING ARTS Action 1: Increase art, music and drama activities in the classroom.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Identify an increased percent of students participating in music/band/art/yoga/Theater  Compared to 2014-2015 baselines	Actual Annual Measurable Outcomes:  Additionally, a modified Regular Day Block Schedule was implemented daily from 8:30 to 3:15 that provided ELA/Math/Social Science/Science/Art/Music/Yoga/PE/Service Learning/Theater weekly grade level rotations in a course of study that addressed the common core standards. Instructional assistants paired with the classroom teacher for the morning ELA and mathematics rotations, then instructional assistants would lead the other groups in weekly rotations for a total of 348 instructional minutes per regular day for 146 days was achieved. Minimum Day Schedule included 271 total instructional minutes per minimum day for 33 days. Last Day of School Schedule included 178 instructional minutes per minimum day for 1 day. SFCS offered 59,929 Total Annual Instructional Minutes . Our instructional minutes exceed the Required Annual Instructional Minutes; K-35,000; 1-3 49,000; and, 4-8 52,500.	
<b>LCAP Year: 2015 - 2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1: Increase art, music and drama activities in the classroom.  Develop a school wide program that integrates art and performing arts into the curriculum (STEAM).	Implement school wide plan for integrating art and music and drama into the classroom. Music Instructor salary. 2000-2999: Classified Personnel Salaries \$7,751  Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000	Thematic art integration into every subject on a daily basis. Music and movement are incorporated into math and language arts through puppet theater, Readers Theater, rhythm sticks, recorders, and dance.  World's Greatest Artists curricula to research artists each month.	Previously noted in Goal 1

		<p>Rhythm and music reading through ukuleles and recorders, rhythm instruments and guitar.</p> <p>Dramatic and vocal performances annually.</p> <p>Relationship with Mariposa Art's Council and Artists in Residence to inspire student submission of work.</p> <p>Student created artwork for school fundraisers such as Fall Festival, Sweetheart Dinner and Winter Catalog.</p> <p>Student written theater performances (Wax Museum) are used to integrate social studies, science and language arts curriculum.</p> <p>Stop option animation integrating into tech and character education.</p> <p>On campus highly qualified music instructor teaching recorder to 1st-4th grades and band is available for 3rd-8th grade students with 2 performances yearly.</p> <p>Attendance to Regional Arts Development Conference and "Guitars in the Classroom" classes</p> <p>After School Program offers Painting From Life class, pottery class, history of musical and image recording, and daily arts and crafts.</p>	
<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR: _____</p>	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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Original GOAL 5 from prior year LCAP:	GOAL 5: EXPAND ENRICHMENT/COURSE OPTIONS  Action 1: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: Sierra Foothill Charter School ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increased student time spent in expanded course offerings as compared to base year.	Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015 - 2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1 A: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Adjust school periods/blocks to allow for more course offerings in any given day.</p>	<p>Maintain expanded/modified block schedule.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p>	<p>Monday:</p> <p>Regularly Scheduled 9:00-10:00 - 5th-6th ELA intervention IEP 9:30 - 10:30 - Diane Linder on Campus for IEP's - Multi Staff Room - Schedule TBD 10:30-11:30 TK-K Math intervention 12:30-1:00 - PE TK/K with Ana &amp; Kristen 1:00-2:00pm - Garden/Tech with Dana and David - TK/K 1:00-2:00 - 1st/2nd Service Learning ASP: Music Mondays Staff Meeting/PLC:</p> <p>Tuesday</p> <p>1:30 - MCUSD Facilities Meeting</p>	<p>Expenses in Goal 1 Action 1 A</p>

Facility Needs  
 Prop 39 Requirements  
 SFCS Request For Services  
 Regularly Scheduled  
 8:00-11:00 Dave Fiester in Staff Room  
 9:00-10:00 - 7th -8th ELA Intervention  
 10:30-11:30 - 1st-2nd Math Intervention  
 1:00-2:30 Garden/Tech Rotation with Dana and David 5th/6th  
 12:35 - 1:05 - Advanced Band - Multipurpose Music Room  
 1:05 - 1:35 - Clarinets and Saxophones in Multi  
 1:40 - 2:10 - Violin - Multipurpose Music Room  
 2:15 - 2:45 - Guitar - Multipurpose Music Room  
 2:30 -3:15 - PE 5th/6th With Ana  
 2:00-3:00 - 7th/8th - Service Learning  
 2:00 - 2:30 - Library rotation 1st/2nd with Christy  
 2:30 - 3:00 - Library rotation 3rd/4th with Christy  
 ASP: Tech Tuesdays  
  
 Wednesday:  
  
 Regularly Scheduled:  
 8:45ish-9:45ish- Room 3 in the multipurpose room for play practice until 3/23  
 9:00-10:00 - 1st-2nd ELA Intervention  
 10:30-11:30 - 5th-8th Math Intervention  
 10:30 - 2:00 - Diana Vazquez for Speech in HS Room  
 1:00-2:30 3rd/4th Garden/Tech Rotation with Dana and David  
 2:30 - 3:15 PE 3rd/4th With Kristen  
 2:00-3:00 5th/6th Service Learning  
 ASP: Workshop Wednesdays  
  
 Thursday:

Regularly Scheduled  
 8:00-11:00 Dave Fiester in Staff Room  
 9:00-10:00 - TK-K ELA Intervention  
 10:30-11:30 - 5th-8th Math Intervention  
 12:35 - 1:05 - Drums in Multipurpose Music Room  
 1:05 - 1:35 - Trumpets in Multipurpose Music Room  
 1:40 - 2:10 - Recorders 1st/2nd - Classroom 2  
 2:15 - 2:45 - Recorders 3rd/4th - Classroom 3  
 1:00 -1:45 7/8th Tech with David  
 1:45-2:15 7th/8th PE with Kristen  
 2:15-3:15 7/8 Theatre with Cate  
 1:00-2:30 Garden/Tech Rotation with Dana and David 5th/6th grade  
 1:30 - 2:00 Library rotation TK/K with Christy  
 2:30-3:15 PE 5th/6th grade with Ana or Kristen?  
 2:30 - 3:00 Library rotation 5th/6th with Christy and Reading Buddies with 5/6  
 ASP: Theater Thursdays

Friday:

Regularly Scheduled  
 9:00-10:00 - 3rd-4th ELA Intervention  
 10:30-11:30 - 3rd-4th Math Intervention  
 12:30 - Debbie Bird on Campus (Resource Specialist MCOE) in Rm. 5  
 1:00 - 2:30 - 1st/2nd Garden/Tech Rotation  
 2:00-3:00 - 3rd/4th Service Learning  
 Jon - Paul's Yoga rotations  
 1:30 - 1:50 - 3rd/4th Grades  
 1:50- 2:10 - TK/K Grades  
 2:10- 2:30 5/6th Grades  
 2:30- 2:50 1st/2nd Grades  
 2:50- 3:10 7/8th Grades  
 ASP: Film Fridays

Scope of Service		Scope of Service	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1 B: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Expand the number of course offerings available in art, music, yoga, PE, life skills, Spanish, and other areas of instruction such as Service Learning STEAM projects, Technology and Learning Garden rotations.</p>	<p>Continue to expand the After School Program to offer 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p> <p>Portion of After School Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322</p>	<p>Technology Rotation - Activities Phase 1: Logo programming computer to draw geometric shapes and patterns to introduce programming concepts. Phase 2: Internet and the Web - Based projects include website design and progressing into more advanced programming topics.</p> <p>Learning Garden - Sustainable science, ecology, plant science, earth science and nutrition developed lessons. Math and art fully integrated into weekly rotations. AG technology and tools developed.</p> <p>Music - Music instructor provides instruction 1st - 8th grades twice weekly for a total of 5 hours as scheduled on Tuesday and Thursday in goal 1A above.</p> <p>Art - Artist in the classroom provided by Mariposa Arts Council once weekly for six weeks in grades 5th/6th. Art is provided by a variety of parent/community volunteers in classrooms. Teachers provide art instruction integrated with all content areas. Site has a lead Art Teacher that guides classroom teacher during PLC</p>	

		<p>Collaborations and in the classroom as a guest teacher for specific art lessons.</p> <p>Yoga - Parent volunteer provides yoga TK - 8th grade as per schedule in goal 1A.</p> <p>Spanish - Not implemented during the 2015 - 2016 school year. Current efforts in place to source out/locate Spanish teacher volunteer.</p> <p>Physical Education - Kinesiology is used in the development of activities and lessons that engage students singularly, in small groups and whole class lessons on a weekly rotation.</p> <p>Service Learning - Projects include metrics, strategic planning, measuring and proper tool use. Mathematical application to solving real life problems with artistic designs of an outdoor amphetheater. Students select meaningful projects that benefit the school and the community.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1 C: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club</p>	<p>ASP Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322</p>	<p>After School Program (ASP) - Access to materials such as recycled cardboard to create engineering - based lessons (marble runs). Science, Technology</p>	

<p>Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Develop after school 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p>		<p>and Art incorporated daily in activities.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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Original GOAL 6 from prior year LCAP:	GOAL 6: INCREASE PARENT COMMUNICATION  Action 1: Engage parents, families, and the community in supporting student success in school.  Action 2: Use SFCS website, internal wiki, and individual teacher's websites/blog/email to provide access, timely and important information to parents.  Action 3: Showcase student achievement and projects.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____ All		
Expected Annual Measurable Outcomes:	Increase percentage of Parent Satisfaction on site based communication level established in previous year.	Actual Annual Measurable Outcomes:	Metric: Parents indicate a 90% level of satisfaction with SFCS school climate Summary: 2015 Parent Survey results indicate: 73% of SFCS parents either agree or strongly agree to being satisfied with the level of school/community engagement. 79% of SFCS parents either agree or strongly agree to being satisfied with site based communication levels. Survey results for 2014 indicated overall parent and student satisfaction with SFCS program. 95% of parents said they felt welcome at the school and 98% said they had visited the school.
<b>LCAP Year: 2015 - 2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1 A: Engage parents, families, and the community in supporting student success in school.  Teachers will have their own blog and/or class web page that is updated on at least a weekly basis.  Improve the school website.	100% of teachers will have their own blog and/or class web page that is updated on at least a weekly basis. Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000  75% of extracurricular programs/clubs (Learning Garden, After School Program, Band, EcoClub, etc.) will have their own blog and/or class web page that is updated on at least a weekly basis	Parent communication occurs on a weekly basis through the Parent Bulletin. Parents have access to the SFCS website and WIKI. Facebook is also used extensively to share photos and event information.  All teachers have blogs, websites, email and Class Dojo to communicate with parents. Parents have access to teachers e-mail. A weekly SFCS newsletter goes out every Monday.	Previously noted in Goal 1

	<p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Base \$23,460</p> <p>SFCS will continue to expand our parent outreach through websites and blogs for information regarding what is being studied, school activities and student achievements.</p> <p>Portion of Aeries cost, and portion of internet cost (above). 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <p>Train teachers how to use standards based grading portal that parents would be able to access. Same expense as above.</p> <p>Technology Manager Stipend 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500</p>	<p>A high percentage of parents participate in schoolwide events, fundraisers, performances, fieldtrips and award ceremonies.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2 A: Use SFCS website, internal wiki, and individual teacher's websites/blog/email to provide access, timely and important information to parents.</p>	<p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs</p>		

<p>Provide 3rd-8th grades a standards based grading portal that parents can access.</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3 A: Showcase student achievement and projects.</p> <p>Implement “student showcases” demonstrating positive student outcomes of project based learning by modifying the existing Open House/Science Fair and posting student projects on social media outlets.</p> <p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>	<p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>		

<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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Original GOAL 7 from prior year LCAP:	GOAL 7: EXPAND TECHNOLOGY INFRASTRUCTURE Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: SFCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain a stable network school wide.	Actual Annual Measurable Outcomes: Internal Bandwidth at 100Mbps	
<b>LCAP Year: 2015 - 2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.  Develop and maintain a state-of-the-art network infrastructure to provide high quality classroom activities.	Upgrade the bandwidth (network 10 Mbps to 20 Mbps Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office). Portion of internet cost. 5000-5999: Services And Other Operating Expenditures Base \$23,460	From July through January bandwidth remained at 10Mbps.  Site upgraded to DSL 25/5Mbps due to internal wiring Cat 2 cables that need to be replaced with Cat 6.5 before upgrading to DSL 100/50Mbps in February.  An additional wireless router installed in multipurpose room which required Cat 5 wiring from room 5 to the multipurpose room.	Sierra Telephone High Speed DSL 10Mbps July-January 5000-5999: Services And Other Operating Expenditures Base 13,300  Sierra Telephone High Speed DSL Supreme 5000-5999: Services And Other Operating Expenditures Base 650  Cat 5 cabling 5000-5999: Services And Other Operating Expenditures Base 1,000
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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<p>Original GOAL 8 from prior year LCAP:</p>	<p>GOAL 8: IMPROVE FACILITIES</p> <p>Action 1: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
<p>Goal Applies to: Schools: Sierra Foothill Charter School</p> <p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>The Administration, Facilities Committee and Energy Manager will conduct an analysis of facility needs to determine facility maintenance plan and schedule of repairs or modifications per Prop 39 Energy Plan.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Goal #6. SFCS meets or exceeds sustainability goals                  Recycle/composting objective is being met. SFCS still needs to develop methods to measure other two objectives (water conservation and energy reduction). SFCS used \$15,000 of Prop. 39 funds to install both water and energy consumption sensors for the 2014 - 2015 school year. Sensors installed in February, 2015 and Site Sage data reflects energy consumption through June 19th, 2015. Data determined baseline information to be compared to 2015 – 2016 school year and will be measured in Site Sage .                  SFCS conserves fresh water                  Metric: 20% reduction in water usage                  Summary: SFCS measured this metric by MCUSD Facilities staff.                  SFCS limits climate pollution                  Metric: 20% reduction in energy usage                  Summary: Baseline (meter reading) will be monitored throughout the school year. No data available at this time.                  SFCS limits landfill waste                  Metric: 50% of waste composted or recycled                  Summary: SFCS recycles at least 50% of all waste. Students sort kitchen waste in to 3 containers: compostable, recyclable, or garbage daily. Additionally, recycle containers placed on campus capture plastics and tin that is recycled to earn funds for Student Council. There are recycle bins inside every classrooms and the office which are collected twice weekly by students and removed to the recycle bin near the school parking lot.</p>

LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1 A: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Create facility improvement plan &amp; classroom maintenance schedule. Upgrade HVAC, paint, replace windows, and economize classroom energy use through modernization.</p>	<p>SFCS will conduct an analysis of facility needs, Determine what areas of campus need repairs or maintenance., Identify locations of cost effective upgrades. 5800: Professional/Consulting Services And Operating Expenditures Other \$3,000</p> <p>Implement Phase 2 upgrades.</p>	<p>Request For Proposals reviewed and Consultants hired to update HVAC &amp; Lighting, Summer 2016.</p> <p>Student Service Learning projects include the building of an outdoor amphitheater, play areas, and both the learning garden and Native Plant Garden</p>	<p>Prop 39 Grant 7000-7439: Other Outgo Other \$150,000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p> <p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students.</p> <p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000 Other \$20000</p>	<p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000-7439: Other Outgo Other \$20,000</p> <p>Implement Phase 2 upgrades.</p> <p>Portion of Energy Manager fee 5000-5999: Services And Other Operating Expenditures Other \$3,000</p> <p>5000-5999: Services And Other Operating Expenditures Other</p>	<p>Equipment purchased for cafeteria upgrade through an Equipment Grant and Breakfast expansion grant.</p>	<p>Equipment Grant 7000-7439: Other Outgo Other \$20,000</p> <p>Breakfast Grant 7000-7439: Other Outgo Other \$15,000</p>

Portion of Energy Manager fee 5000 Other \$3,000			
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$41,202</u>
<p>SFCS will receive \$41,202 in supplemental grant funds to serve and increase services to unduplicated pupils. FY15/16 Unduplicated count is 41.13%. 3 Year average unduplicated count is 44.96%</p> <p>Description of Services</p> <p>Low income, foster youth, and English Learner pupils were identified and monitored through Individual Learning Plans created by each teacher and the pupil services coordinator and reviewed by the site administrator. ILP's included the participation of each student and discussed with parents through the Student Study Team process, parent conferences, and as requested by the administration. Each teacher (6) received one paid release day to prepare for parent conferences and each teacher spent on average of 15 minutes in discussion with each pupil. A portion of teacher salary, pupil services coordinator salary, principal salary, office manager salary.</p> <p>The SST process (meeting focused on student intervention) focused on expanding student current understanding in all curricular areas, leaning strengths, and areas of concern. SST's and SST follow up meetings were held once weekly and lasted for an average of one hour, for the entire school year. These meetings were attended the pupil's parent(s)/guardian(s) included the following staff: principal, teacher, and pupil services coordinator.</p> <p>Particular attention was given to the low income, foster youth, and English Learner pupils who did not meet the standard, through RTI intervention groups SFCS coins as “Flex” and “Rotations.” One hour rotation groups were leveled in ELA/Math in all grade levels according to pupil's academic levels in order to re-mediate learning deficits and accelerate learning growth. Additionally, needs of the low income, foster youth, and English Learner pupils who nearly met the standard will be addressed in a similar model which focuses on weekly (1 time per week per grade level) small group rotations and grade level proficiency benchmarks. As is the case in ELA flex groups and rotations, mathematics follows the same instructional/intervention model and students above standard were addressed through Individual Learning Plans focused on expanding their current understanding in all curricular areas. Particular attention was given to the students who scored below standard Concepts &amp; Procedures, Problem Solving, and Communicating Reasoning) respectively.</p> <p>The LEA also offset's school bus transportation costs to and from school for unduplicated students. A portion of principal's salary and a portion of regular bus driver salary.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.93	%
------	---

Fiscal Year	Enrollment	Unduplicated Count	Unduplicated Percentage
2013-2014	120	68	56.67% 1 Year Average
2014-2015	143	55	46.77% 2 Year Average
2015-2016	124	51	44.96% 3 Year Average

The unduplicated count represents those students who qualify as Free and Reduced Price Meals (FRPM or Socio Economically Disadvantaged [SED]), English Language Learners (EL), and Foster Youth (FY).

The district plans to meet its minimum proportionality percentage (MPP) and is projecting to spend \$46,419 in 2015-2016 in expenditures for unduplicated students above what was spent on services for all students. This represents a 4.91 % increase above what was spent in 2013-2014. Schedule A: LCFF

The proportionality percentage is met using both qualitative and quantitative for the increase/improved services for unduplicated pupils in the following manner. Foster Youth receive additional counseling and services offered by SFCS. These services are identified, obtained, and made available to foster youth by the Foster Services Coordinator on staff as well as the Pupil Services Coordinator on staff at 10% of annual salary. Low income students receive access to free school supplies, backpacks and the free and/or reduced access to the After School Program. EL students were purchased iPads for home use and provided with the appropriate software, at not cost to each student.

The LEA also offset's school bus transportation costs to and from school for unduplicated students. A portion of principal's salary and a portion of regular bus driver salary.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015 - 2016 Annual Update Budgeted	2015 - 2016 Annual Update Actual	2016-2017	2017 - 2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	2,357,219.00	587,485.00	1,250,622.00	2,723,192.00	1,250,622.00	5,224,436.00
	0.00	0.00	33,600.00	0.00	33,600.00	67,200.00
Base	2,184,085.00	311,485.00	939,822.00	1,289,838.00	939,822.00	3,169,482.00
Other	100,000.00	257,000.00	17,500.00	298,000.00	17,500.00	333,000.00
Supplemental	73,134.00	19,000.00	259,700.00	671,154.00	259,700.00	1,190,554.00
Supplemental & Concentration	0.00	0.00	0.00	464,200.00	0.00	464,200.00

Total Expenditures by Object Type						
Object Type	2015 - 2016 Annual Update Budgeted	2015 - 2016 Annual Update Actual	2016-2017	2017 - 2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	2,357,219.00	587,485.00	1,235,622.00	2,723,192.00	1,235,622.00	5,194,436.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	69,000.00	0.00	69,000.00
1000-1999: Certificated Personnel Salaries	2,008,460.00	249,800.00	941,600.00	2,504,310.00	941,600.00	4,387,510.00
2000-2999: Classified Personnel Salaries	155,706.00	58,735.00	225,322.00	67,572.00	225,322.00	518,216.00
3000-3999: Employee Benefits	7,280.00	0.00	0.00	3,710.00	0.00	3,710.00
4000-4999: Books And Supplies	7,603.00	7,000.00	17,000.00	8,600.00	17,000.00	42,600.00
5000-5999: Services And Other Operating Expenditures	146,670.00	14,950.00	26,200.00	40,200.00	26,200.00	92,600.00
5800: Professional/Consulting Services And Operating Expenditures	11,500.00	0.00	25,500.00	29,800.00	25,500.00	80,800.00
6000-6999: Capital Outlay	0.00	9,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	20,000.00	248,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015 - 2016 Annual Update Budgeted	2015 - 2016 Annual Update Actual	2016-2017	2017 - 2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	2,357,219.00	587,485.00	1,235,622.00	2,723,192.00	1,235,622.00	5,194,436.00
		0		0	0	0	0
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	69,000.00	0.00	69,000.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	33,600.00	0.00	33,600.00	67,200.00
1000-1999: Certificated Personnel Salaries	Base	1,963,983.00	230,800.00	668,000.00	1,233,116.00	668,000.00	2,569,116.00
		0			0		0

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015 - 2016 Annual Update Budgeted	2015 - 2016 Annual Update Actual	2016-2017	2017 - 2018	2018-19	2016-2017- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	214,000.00	0.00	214,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	44,477.00	19,000.00	240,000.00	601,194.00	240,000.00	1,081,194.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	0.00	0.00	0.00	456,000.00	0.00	456,000.00
2000-2999: Classified Personnel Salaries	Base	148,579.00	58,735.00	225,322.00	28,122.00	225,322.00	478,766.00
2000-2999: Classified Personnel Salaries	Supplemental	7,127.00	0.00	0.00	39,450.00	0.00	39,450.00
3000-3999: Employee Benefits	Supplemental	7,280.00	0.00	0.00	3,710.00	0.00	3,710.00
4000-4999: Books And Supplies	Base	5,603.00	7,000.00	15,000.00	5,600.00	15,000.00	35,600.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	2,000.00	0.00	2,000.00	3,000.00	2,000.00	7,000.00
5000-5999: Services And Other Operating Expenditures	Base	58,420.00	14,950.00	16,500.00	16,500.00	16,500.00	49,500.00
5000-5999: Services And Other Operating Expenditures	Other	77,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	11,250.00	0.00	9,700.00	15,500.00	9,700.00	34,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	0.00	0.00	0.00	8,200.00	0.00	8,200.00
5800: Professional/Consulting Services And Operating Expenditures	Base	7,500.00	0.00	0.00	6,500.00	0.00	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00	0.00	17,500.00	15,000.00	17,500.00	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,000.00	0.00	8,000.00	8,300.00	8,000.00	24,300.00
6000-6999: Capital Outlay	Other	0.00	9,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	20,000.00	248,000.00	0.00	0.00	0.00	0.00



**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]



**Appendix F**  
**Articles of Incorporation, Bylaws, Conflict of Interest Code**





JUL 29 2011

**ARTICLES OF INCORPORATION  
OF  
SIERRA FOOTHILL CHARTER SCHOOL**

**(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)**

**I.**

The name of the Corporation shall be SIERRA FOOTHILL CHARTER SCHOOL.

**II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct, and promote the SIERRA FOOTHILL CHARTER SCHOOL. (See attached Bylaws for detail.)

The Corporation is organized and operated exclusively for the educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from the federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Jill Harry  
5585 Bear Creek Drive  
Catheys Valley, CA 95306

**IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for the services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

#### V.

The authorized number and qualifications of members of the corporation, in any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

#### VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public, or charitable purposes and which has established its tax exempt status under Section 501(c)(3), of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 7-28-2011

Ruth A. Smiley, Incorporator

**BYLAWS  
OF  
SIERRA FOOTHILL CHARTER SCHOOL**

**(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Sierra Foothill Charter School.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2660 Highway 140, Suite A, Catheys Valley, CA 95306. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Sierra Foothill Charter School ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercises of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall

not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

#### **ARTICLE IV CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

#### **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under the Internal Revenue Code section 501(c)(3).

#### **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations s the Board of Directors finds appropriate.

#### **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or

committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall the power to:

Appoint and remove, at the pleasure of the Board of Directors, all the corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, and the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

Change the principal office of the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. **DESIGNATED DIRECTORS AND TERMS.** The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors. Pursuant to California Education Code Section 47604(b), one (1) seat shall be reserved for a representative of the granting authority.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered with three (3) seats serving a term which shall end in June of the first school year and two (2) seats serving a term which shall end in June of the following school year. The initial Board of Directors shall be as follows:

<b>NAME</b>	<b>EXPIRATION OF TERM</b>
JILL HARRY	06/30/2013

NAME	EXPIRATION OF TERM
BRETT BAUMANN	06/30/2013
JOHN ELLIOTT	06/30/2012
ANNA CAROLIN FRANK	06/30/2013
NAOKO KADA	06/30/2012

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified. No Board member may serve more than three (3) consecutive terms. After serving three (3) consecutive terms, an individual must take one year off before rerunning for election again.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors, or, if none, the President will appoint a committee to designate qualified candidates for election of the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all the candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death,

resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for the purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies of the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and

provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for the special meetings:

Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by the telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature

of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

All votes taken during a teleconference meeting shall be by roll call;

If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursements of expenses, as the Board of Directors may establish by resolution to be just as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of one or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- Fill vacancies on the Board of Directors or any committee of the Board;
- Fix compensation of the directors for serving on the Board of Directors or on any committee;
- Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of the committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Director's resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Director has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20

of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Chairmans of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that of Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at the Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. VICE-CHAIRMAN OF THE BOARD. The Vice-Chairman shall preside at Board of Directors meetings in the absence of the Chairman of the Board and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 10. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 11. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall all the powers of and be subject to all restriction on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at the Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 13. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into an contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless the following apply:

The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or

transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to an transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Sierra Foothill Charter School Conflict of Interest Policy have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee to obligation of any director or officer without approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonable anticipated to be incurred in the performance of his or her duties in that director or officer would be entitled to reimbursement for such expenses of the corporation.

## **ARTICLE XII**

## **INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgements, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding”, as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses”, as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c) the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

Adequate and correct books and records of account;  
Written minutes of the proceedings of the Board and committees of the Board; and  
Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1. **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents or

every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extractions of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- The principal changes in assets and liabilities, including trust funds;
- The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- The corporation's expenses or disbursement for both general and restricted purpose;
- Any information required under these bylaws; and
- An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As party of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## **ARTICLE XVII BYLAWS AMENDMENTS**

Section 1. BYLAWS AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Sierra Foothill Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and

accommodate any members of the public who wish to attend the meeting at that location.

The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

# SIERRA FOOTHILL CHARTER SCHOOL

## CONFLICT OF INTEREST CODE

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Sierra Foothill Charter School hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Sierra Foothill Charter School (“Charter School”), as specifically required by California Government Code Section 87300. As the Charter School has agreed to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code also conforms with the requirements of Section 1090.

### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter

School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Teaching Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## EXHIBIT A

### Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
  - A. Members of the Governing Board and their alternates (if applicable)
  - B. Candidates for Member of the Governing Board
  - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
  - D. Teaching Principal
  - E. Office Manager
  - F. Consultants<sup>1</sup>
  
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
  - A. Contractor

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<sup>1</sup> The Charter School Teaching Principal may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Teaching Principal’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

## EXHIBIT B

### Disclosure Categories

#### Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

#### Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Teaching Principal. Investments include interests described in Category 1.

#### Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Teaching Principal. Investments include the interests described in Category 1.

**Appendix G**  
**Board and Staff Organizational Chart**





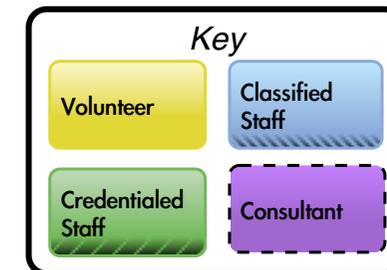
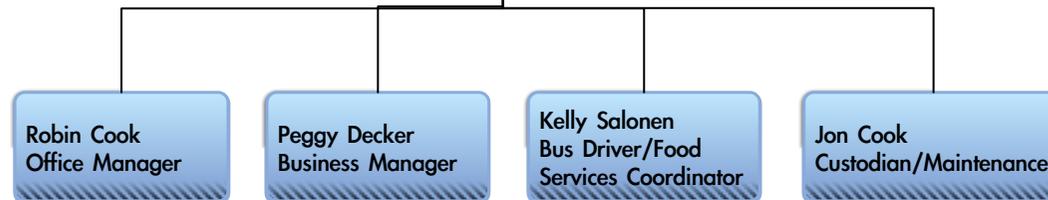
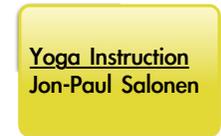
# Sierra Foothill Charter School

## Board and Staff



Board may be between  
5 and 9 members

Special Education services provided by  
Mariposa County Office of Education



As of Sept 29, 2016



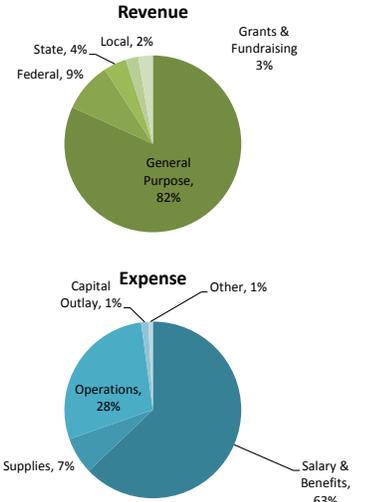
**Appendix H**  
**Five Year Financial Plan**





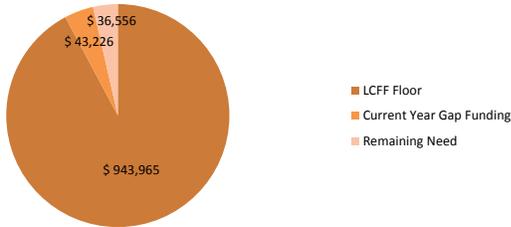
	2015-16	2016-17 Budget Approved	2016-17 Forecast	2017-18	2018-19	2019-20	2020-21
Total Enrollment	119	132	132	137	137	137	137
ADA	117.03	125	125.81	129.55	129.55	129.55	129.55
% Free and Reduced	40%	40%	40%	40%	40%	40%	40%
% English Language Learners	1%	1%	1%	1%	1%	1%	1%
% Unduplicated Low Income, EL, Foster Youth	41%	41%	41%	41%	41%	41%	41%
# of Teachers	-	7	7	7	7	7	7
# of Non Teacher FTEs	-	10	9	8	8	8	8
<b>INCOME</b>							
8011-8096 - Local Control Funding Formula Revenue	883,271	980,789	987,191	1,026,723	1,050,108	1,077,337	1,091,235
8100-8299 - Other Federal Income	116,084	118,221	109,378	59,616	61,182	61,182	61,182
8300-8599 - Other State Income	108,635	53,871	50,427	26,567	26,619	26,619	26,619
8600-8799 - Other Income-Local	12,551	23,668	28,124	25,815	26,073	26,334	26,598
Grants/Fundraising	42,778	30,000	31,863	193,507	30,000	30,000	30,000
8999 - Prior Year Adjustment	(13,099)	-	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>1,150,222</b>	<b>1,206,549</b>	<b>1,206,984</b>	<b>1,332,227</b>	<b>1,193,983</b>	<b>1,221,472</b>	<b>1,235,633</b>
<b>EXPENSE</b>							
1000 - Certificated Salaries	336,739	370,826	370,724	354,234	368,289	382,991	398,373
2000 - Classified Salaries	242,970	238,431	232,455	199,999	203,999	208,079	212,240
3000 - Employee Benefits	131,524	168,964	149,579	151,163	163,711	177,087	187,836
4000 - Supplies	77,435	79,962	80,899	238,640	77,228	79,385	81,607
5000 - Operating Services	307,917	303,155	338,005	319,203	325,991	329,232	336,434
6000 - Capital Outlay	14,555	14,856	15,557	8,085	6,254	5,067	114
7000 - Other Outgo	9,141	9,945	10,009	10,267	10,501	10,773	10,912
<b>TOTAL EXPENSE</b>	<b>1,120,281</b>	<b>1,186,138</b>	<b>1,197,228</b>	<b>1,281,591</b>	<b>1,155,973</b>	<b>1,192,615</b>	<b>1,227,517</b>
<b>NET INCOME</b>	<b>29,940</b>	<b>20,411</b>	<b>9,756</b>	<b>50,636</b>	<b>38,010</b>	<b>28,857</b>	<b>8,116</b>
Ending Cash Balance	313,768	189,992	276,349	342,238	387,023	421,690	430,869
Month with Lowest Ending Cash Balance	Dec: \$169,176	Nov: \$163,427	Dec: \$78,605	Sep: \$116,765	Jul: \$282,166	Jul: \$325,065	Jul: \$357,541
5% Reserve Goal	56,014	59,307	59,861	64,080	57,799	59,631	61,376
Net Income as a Percentage of Expenses	2.7%	1.7%	0.8%	4.0%	3.3%	2.4%	0.7%
Ending Cash as a Percentage of Expenses	28.0%	16.0%	23.1%	26.7%	33.5%	35.4%	35.1%
Ending Debt Balance	-	-	-	-	-	-	-

2016-17 Revenue and Expense By Category



	2015-16	2016-17 Budget Approved	2016-17 Forecast	2017-18	2018-19	2019-20	2020-21
Per Pupil Revenue	9,666	9,141	9,144	9,724	8,715	8,916	9,019
Per Pupil Revenue without Grants/Fundraising	9,306	8,913	8,902	8,312	8,496	8,697	8,800
Per Pupil Expense	9,414	8,986	9,070	9,355	8,438	8,705	8,960

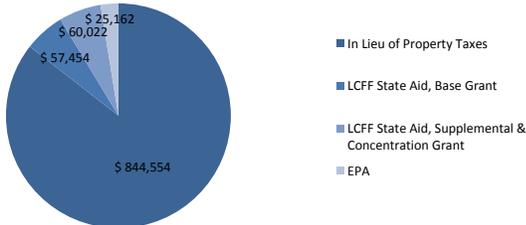
LCFF Target vs. LCFF Actual



	K-3	4-6	7-8	9-12
LCFF Target Rates*	8,447	7,766	7,997	9,507
Current Year Average Rate**	7,847	7,847	7,847	7,847

\* Reflects school's grade level funding rates if LCFF were fully implemented today. Full implementation of LCFF is not anticipated until 2020.  
 \*\* Reflects average rate in the current year across all grade levels served by the school.

LCFF Funding Sources



The Local Control Funding Formula Revenue includes funds from the Education Protection Account created by the passage of Proposition 30 in November 2012. These funds will support instructional program expenditures (e.g. teacher salaries). Funds will not be used to support school administration and other EPA non-allowable expenses.

\* The budget, including yearly cash flows and assumptions, has been provided on a thumb drive as an Excel file for the district's Finance office.

**SIERRA FOOTHILL CHARTER SCHOOL**

Five Year Budget Detail

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	-1	0	0	1	2	3	4
	2015-16	2016-17 Budget Approved	2016-17 Forecast	2017-18	2018-19	2019-20	2020-21
Enrollment	119	132	132	137	137	137	137
ADA	117.03	125	125.81	129.55	129.55	129.55	129.55
<b>Income</b>							
<b>8011-8096 · Local Control Funding Formula Revenue</b>							
8011 Local Control Funding Formula	74,205	117,364	117,475	131,153	154,538	181,767	195,665
8012 Education Protection Account	23,406	24,980	25,162	25,910	25,910	25,910	25,910
8019 Local Control Funding Formula - Prior Year	46	-	-	-	-	-	-
8096 In Lieu of Property Taxes	785,614	838,445	844,554	869,660	869,660	869,660	869,660
<b>Total 8011-8096 · Local Control Funding Formula Revenue</b>	<b>883,271</b>	<b>980,789</b>	<b>987,191</b>	<b>1,026,723</b>	<b>1,050,108</b>	<b>1,077,337</b>	<b>1,091,235</b>
<b>8100-8299 · Other Federal Income</b>							
8181 Federal Special Education (IDEA)	-	-	-	-	-	-	-
8220 Child Nutrition Programs - Federal	17,098	23,173	14,283	18,264	18,264	18,264	18,264
8291 Title I, A Basic Grants Low-Income	21,842	19,856	19,856	21,137	21,938	21,938	21,938
8292 Title II, A Teacher Quality	393	310	357	380	395	395	395
8294 Title III, Limited English Proficiency	-	-	-	-	-	-	-
8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	-
8297 All Other Federal Revenue	76,751	74,882	74,882	19,834	20,585	20,585	20,585
<b>Total 8100-8299 · Other Federal Income</b>	<b>116,084</b>	<b>118,221</b>	<b>109,378</b>	<b>59,616</b>	<b>61,182</b>	<b>61,182</b>	<b>61,182</b>
<b>8300-8599 · Other State Income</b>							
8311 Special Ed - AB602	-	-	-	-	-	-	-
8520 Child Nutrition - State	1,387	1,890	1,012	1,357	1,357	1,357	1,357
8550 Mandate Block Grant	73,555	29,375	26,683	1,761	1,814	1,814	1,814
8560 State Lottery Revenue	22,552	22,607	22,732	23,449	23,449	23,449	23,449
8590 Charter School Categorical Block Grant	-	-	-	-	-	-	-
8599 All Other State Revenues	11,142	-	-	-	-	-	-
<b>Total 8300-8599 · Other State Income</b>	<b>108,635</b>	<b>53,871</b>	<b>50,427</b>	<b>26,567</b>	<b>26,619</b>	<b>26,619</b>	<b>26,619</b>
<b>8600-8799 · Other Income-Local</b>							
8634 Food Service Sales	12,607	13,168	17,153	15,210	15,362	15,516	15,671
8660 Interest / Dividend Income	63	-	66	-	-	-	-
8662 Net Increase (Decrease) in Fair Value of Investments	(13,397)	-	-	-	-	-	-
8670 In Kind Donation	-	-	-	-	-	-	-
8690 All Other Local Revenue	13,278	10,500	10,905	10,605	10,711	10,818	10,926
8698 Grants	5,276	-	-	163,507	-	-	-
8699 Fundraising	37,502	30,000	31,863	30,000	30,000	30,000	30,000
8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	-
<b>Total 8600-8799 · Other Income-Local</b>	<b>55,329</b>	<b>53,668</b>	<b>59,988</b>	<b>219,322</b>	<b>56,073</b>	<b>56,334</b>	<b>56,598</b>
8999 Prior Year Adjustment	(13,099)	-	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>1,150,222</b>	<b>1,206,549</b>	<b>1,206,984</b>	<b>1,332,227</b>	<b>1,193,983</b>	<b>1,221,472</b>	<b>1,235,633</b>
<b>Expense</b>							
<b>1000 · Certificated Salaries</b>							
1110 Teachers' Salaries	220,640	237,396	237,408	249,266	261,729	274,816	288,556
1120 Teachers' Hourly	-	-	-	-	-	-	-
1170 Teacher Salaries - Substitute	740	3,400	3,261	3,468	3,537	3,608	3,680
1175 Teachers' Salaries - Stipend/Extra Duty	1,946	-	-	-	-	-	-
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-
1300 Certificated Supervisor and Administrator Salaries	85,829	100,000	100,000	101,500	103,023	104,568	106,136
1900 Other Certificated Salaries	27,584	30,030	30,056	-	-	-	-
<b>Total 1000 · Certificated Salaries</b>	<b>336,739</b>	<b>370,826</b>	<b>370,724</b>	<b>354,234</b>	<b>368,289</b>	<b>382,991</b>	<b>398,373</b>
<b>2000 · Classified Salaries</b>							
2100 Instructional Aide Salaries	88,094	81,723	81,336	42,172	43,015	43,876	44,753
2200 Classified Support Salaries (Maintenance, Food)	64,835	59,430	56,889	58,604	59,776	60,971	62,191
2300 Classified Supervisor and Administrator Salaries	-	-	-	-	-	-	-
2400 Clerical/Technical/Office Staff Salaries	69,302	74,006	71,273	75,487	76,996	78,536	80,107
2900 Other Classified Salaries (Supervision, After School)	20,740	23,271	22,957	23,737	24,211	24,696	25,190
<b>Total 2000 · Classified Salaries</b>	<b>242,970</b>	<b>238,431</b>	<b>232,455</b>	<b>199,999</b>	<b>203,999</b>	<b>208,079</b>	<b>212,240</b>
<b>3000 · Employee Benefits</b>							
3111 STRS - State Teachers Retirement System	35,571	46,650	46,637	51,116	59,957	69,436	76,089
3311 OASDI - Social Security	15,611	14,783	14,543	12,400	12,648	12,901	13,159
3331 MED - Medicare	8,414	8,834	8,765	8,036	8,298	8,571	8,854
3401 H&W - Health & Welfare	66,338	86,821	67,922	68,046	70,573	73,227	76,013
3501 SUI - State Unemployment Insurance	290	305	277	277	286	296	305
3601 Workers' Compensation	8,149	8,492	8,492	8,068	8,665	9,307	9,999
3901 403B	-	3,079	2,630	3,219	3,284	3,349	3,416
3902 Other Benefits	(2,849)	-	313	-	-	-	-
<b>Total 3000 · Employee Benefits</b>	<b>131,524</b>	<b>168,964</b>	<b>149,579</b>	<b>151,163</b>	<b>163,711</b>	<b>177,087</b>	<b>187,836</b>

**SIERRA FOOTHILL CHARTER SCHOOL**

*Five Year Budget Detail*

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	-1	0	0	1	2	3	4
	2015-16	2016-17 Budget Approved	2016-17 Forecast	2017-18	2018-19	2019-20	2020-21
<b>4000 • Supplies</b>							
4110 Approved Textbooks and Core Curriculum Materials	758	-	-	-	-	-	-
4210 Books and Other Reference Materials	2,129	500	659	515	530	546	563
4310 Student Materials	13,295	11,201	18,971	11,574	11,762	11,956	12,155
4350 Office Supplies	5,229	5,675	5,675	5,845	6,020	6,201	6,387
4370 Custodial Supplies	7,724	8,464	8,464	8,718	8,979	9,249	9,526
4390 Other Supplies	18,054	13,192	13,192	13,587	13,995	14,415	14,847
4400 Non Capitalized Equipment	5,958	5,768	5,768	169,448	6,119	6,303	6,492
4700 Food and Food Supplies	24,290	35,163	28,170	28,953	29,821	30,716	31,637
<b>Total 4000 • Supplies</b>	<b>77,435</b>	<b>79,962</b>	<b>80,899</b>	<b>238,640</b>	<b>77,228</b>	<b>79,385</b>	<b>81,607</b>
<b>5000 • Operating Services</b>							
5200 Travel and Conferences	2,877	6,575	6,575	2,060	2,122	2,185	2,251
5300 Dues and Memberships	1,548	1,910	2,210	2,282	2,329	2,379	2,430
5450 General Insurance	16,088	16,662	16,655	19,803	20,397	21,009	21,639
5500 Operation and Housekeeping Services	25,749	20,520	20,520	21,136	21,770	22,423	23,095
5610 Rent - Facilities / Buildings / Space	75,000	75,000	75,000	75,000	75,000	75,000	75,000
5620 Equipment Lease	17,211	17,494	17,494	4,629	4,768	4,911	5,058
5630 Vendor Repairs	9,686	13,183	13,183	13,579	13,986	14,406	14,838
5812 Field Trips/Pupil Transportation	706	1,110	17,421	1,143	1,178	1,213	1,249
5820 Legal / Audit Fees	17,819	14,900	14,900	15,140	15,594	16,062	16,544
5830 Advertisement / Recruitment	1,270	1,350	1,350	1,391	1,432	1,475	1,519
5850 Non Instructional Consultants	11,123	7,430	7,430	11,403	11,632	8,119	8,363
5851 Instructional Consultants	400	1,200	1,200	1,236	1,273	1,311	1,351
5853 ExED	44,531	44,013	44,013	45,333	46,693	48,094	49,537
5890 Other Fees / Bank Charges /Credit Card Fees	7,724	6,964	6,964	6,993	7,023	7,053	7,085
5896 Special Ed Encroachment	55,960	56,523	74,304	79,432	81,815	84,269	86,797
5897 Fundraising Cost	4,583	7,500	7,966	7,500	7,500	7,500	7,500
5900 Communications	15,641	10,820	10,820	11,145	11,479	11,823	12,178
<b>Total 5000 • Operating Services</b>	<b>307,917</b>	<b>303,155</b>	<b>338,005</b>	<b>319,203</b>	<b>325,991</b>	<b>329,232</b>	<b>336,434</b>
<b>6000 • Capital Outlay</b>							
6900 Depreciation Expense	14,555	14,856	15,557	8,085	6,254	5,067	114
<b>Total 6000 • Capital Outlay</b>	<b>14,555</b>	<b>14,856</b>	<b>15,557</b>	<b>8,085</b>	<b>6,254</b>	<b>5,067</b>	<b>114</b>
<b>7000 • Other Outgo</b>							
7221 Transfers to District							
7299 District Oversight Fee	8,832	9,808	9,872	10,267	10,501	10,773	10,912
7311 Indirect Costs	-	-	-	-	-	-	-
7438 Debt Service - Interest	309	137	137	-	-	-	-
<b>Total 7000 • Other Outgo</b>	<b>9,141</b>	<b>9,945</b>	<b>10,009</b>	<b>10,267</b>	<b>10,501</b>	<b>10,773</b>	<b>10,912</b>
<b>TOTAL EXPENSE</b>	<b>1,120,281</b>	<b>1,186,138</b>	<b>1,197,228</b>	<b>1,281,591</b>	<b>1,155,973</b>	<b>1,192,615</b>	<b>1,227,517</b>
<b>NET INCOME</b>	<b>29,940</b>	<b>20,411</b>	<b>9,756</b>	<b>50,636</b>	<b>38,010</b>	<b>28,857</b>	<b>8,116</b>
<b>Beginning Cash Balance</b>	182,965	307,829	313,768	276,349	342,238	387,023	421,690
<b>Cash Flow from Operating Activities</b>							
Net Income	29,940	20,411	9,756	50,636	38,010	28,857	8,116
Change in Accounts Receivable							
Prior Year Accounts Receivable	188,819	63,250	64,019	64,087	47,067	49,163	51,147
Current Year Accounts Receivable	(64,019)	(64,262)	(64,087)	(47,067)	(49,163)	(51,147)	(52,864)
Change in Due from	-	-	-	-	-	-	-
Change in Accounts Payable	(6,661)	(17,947)	(119)	(9,536)	-	-	-
Change in Due to	8,251	(84,145)	(1,422)	(317)	2,617	2,727	2,667
Change in Accrued Vacation	(3,997)	-	-	-	-	-	-
Change in Payroll Liabilities	1,191	-	(15,189)	-	-	-	-
Change in Prepaid Expenditures	5,532	-	11,867	-	-	-	-
Change in Deposits	-	-	-	-	-	-	-
Change in Deferred Revenue	(2,027)	-	-	-	-	-	-
Depreciation Expense	14,555	14,856	15,557	8,085	6,254	5,067	114
<b>Cash Flow from Investing Activities</b>							
Capital Expenditures	9,220	-	(7,800)	-	-	-	-
<b>Cash Flow from Financing Activities</b>							
Source - Loans	-	-	-	-	-	-	-
Use - Loans	(50,000)	(50,000)	(50,000)	-	-	-	-
<b>Ending Cash Balance</b>	<b>313,768</b>	<b>189,992</b>	<b>276,349</b>	<b>342,238</b>	<b>387,023</b>	<b>421,690</b>	<b>430,869</b>

**SIERRA FOOTHILL CHARTER SCHOOL**

**Balance Sheet**

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Balance Sheet	6/30/2016	6/30/2017	6/30/2018	6/30/2019	6/30/2020	6/30/2021
<b>Assets</b>						
Cash	313,768	276,349	342,238	387,023	421,690	430,869
Accounts Receivable	64,019	64,087	47,067	49,163	51,147	52,864
Due From Others	-	-	-	-	-	-
Deposits	-	-	-	-	-	-
Prepays	12,590	724	724	724	724	724
Net Fixed Assets	27,277	19,521	11,435	5,181	114	-
<b>Total Assets</b>	<b>417,655</b>	<b>360,681</b>	<b>401,464</b>	<b>442,091</b>	<b>473,674</b>	<b>484,458</b>
<b>Liabilities</b>						
Accounts Payable	9,655	9,536	-	-	-	-
Payroll Liabilities	17,674	2,485	2,485	2,485	2,485	2,485
Accrued Vacation	3,639	3,639	3,639	3,639	3,639	3,639
Due to Others	91,438	90,016	89,699	92,316	95,042	97,710
Sale of Future Receivables	-	-	-	-	-	-
Current Loans	50,000	-	-	-	-	-
Deferred Revenue	3,238	3,238	3,238	3,238	3,238	3,238
Long Term Debt	-	-	-	-	-	-
<b>Total Liabilities</b>	<b>175,643</b>	<b>108,913</b>	<b>99,061</b>	<b>101,678</b>	<b>104,404</b>	<b>107,071</b>
<b>Equity</b>						
Beginning Fund Balance	212,071	242,011	251,767	302,403	340,413	369,270
Net Income/(Loss)	29,940	9,756	50,636	38,010	28,857	8,116
<b>Total Equity</b>	<b>242,011</b>	<b>251,767</b>	<b>302,403</b>	<b>340,413</b>	<b>369,270</b>	<b>377,386</b>
<b>Total Liabilities &amp; Equity</b>	<b>417,655</b>	<b>360,681</b>	<b>401,464</b>	<b>442,091</b>	<b>473,674</b>	<b>484,458</b>