

# Freshwater Charter Middle School School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

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

Entity	Contact Information
<b>School Name</b>	Freshwater Charter Middle School
<b>Street</b>	75 Greenwood Heights Dr.
<b>City, State, Zip</b>	Eureka, CA 95503-9569
<b>Phone Number</b>	707-442-2969
<b>Principal</b>	Si Talty
<b>Email Address</b>	stalty@freshwatersd.org
<b>Website</b>	www.freshwatersd.org
<b>County-District-School (CDS) Code</b>	12628286116289

Entity	Contact Information
District Name	Freshwater Elementary
Phone Number	(707) 442-2969
Superintendent	Si Talty
Email Address	stalty@freshwatersd.org
Website	www.freshwatersd.org

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

The vision of the Freshwater Charter Middle School (FCMS) is to offer a small, caring school environment, high academic standards, innovative curriculum, access to and integration of technology, and meaningful participation by students, parents, staff, and community.

The guiding philosophy of FCMS is based on the following principles:

- Every student has the right to feel safe and secure.
- Every student deserves the best the school has to offer.
- Every student can achieve academic excellence through a challenging curriculum accompanied by appropriate support.
- Every student can be a responsible, productive citizen, willing to give his/her talents to the community.

Therefore, Freshwater Charter Middle School will:

- Provide a positive, safe, caring environment, which nurtures the intellectual, physical, emotional, and moral capacities of each child, so each child can lead a fulfilling life as a productive worker, citizen, and individual.
- Develop, implement and continue to update student-centered, integrated curriculum which addresses the modalities, strengths, and social development of each student.
- Provide a successful educational program for each student which considers his/her unique needs, abilities, and/or cultural background.
- Provide and encourage families with opportunities to participate and share in the intellectual growth of their children.
- Enable students to become self-motivated, competent, and life-long learners.

The school community strives to create an environment where the "whole child" is considered first and foremost, and student learning and education are the primary concern. The environment produces consistently improving test scores because students learn and understand the process of learning.

The staff and administration strive to involve parents in the learning process, and parents are a vital part in creating and maintaining the educational program. The staff and community demonstrate their dedication to the needs of all students in many ways; from the school-community goal setting process to the variety of support and extracurricular activities made available to every child. All students have access to a balanced, comprehensive, standards-aligned curriculum. Those needing extra support to access curriculum receive it in a variety of ways, especially via research-based instructional practices. Students needing extra support are identified by staff or parents, and then the whole teaching staff collaborates on creating a structure for that support.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	28
Grade 8	24
Total Enrollment	52

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	5.8
Asian	1.9
Hispanic or Latino	7.7
White	82.7
Two or More Races	1.9
Socioeconomically Disadvantaged	25
Students with Disabilities	13.5
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

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

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All texts are state-aligned and good quality.	No	0
Mathematics	All texts are state-aligned and good quality.	Yes	0
Science	All texts are state-aligned and good quality.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All texts are state-aligned and good quality.	No	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

In 2000 the Freshwater School District completed the modernization of 10 classrooms, the building of a new girls' restroom, the remodeling of three other restrooms, and the retrofit of the office area. The modernization gave the school a major "facelift", adding high quality carpets, safety glass windows, new electrical systems and data ports, and inside painting to all 10 classrooms. The new student restrooms are beautifully appointed with new fixtures and tile walls and floors. The office area gives additional space for the business functions of the District. The lighting in the classrooms was retrofitted in 2006. The school houses all of its students as well as providing a library, computer lab, meeting room, auditorium/cafeteria, music rooms, and Day Care. In September 2005, the new gymnasium was completed and has been a huge asset for the entire school community.

In 2007/08 we added 196 solar panels that generate up to 70% of the school's electricity needs, and in 2014/2015 we added student lockers. Most recently we repaved and restriped our parking lot to improve student safety. In addition we have begun replacing our old fluorescent lights with energy efficient LEDs, and will soon begin work installing a new 32k Solar Array to further increase the District's energy savings.

In June of 2018, The District passed Measure C, a \$2.1 million dollar General Obligation Bond to modernize and renovate our aging schools. This bond measure allowed us to improve our outdated plumbing systems, replace our roofs, and upgrading and upgrade our hardscape and landscape areas in the summer of 2019.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Modular building in last years of usable lifespan. Gutters need replacing, bathrooms need updating.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	71	61	66	50	50
Mathematics (grades 3-8 and 11)	72	63	56	50	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100.00	0.00	70.59
Male	21	21	100.00	0.00	57.14
Female	30	30	100.00	0.00	80.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	42	42	100.00	0.00	76.19
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	53.85
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100.00	0.00	62.75
Male	21	21	100.00	0.00	57.14
Female	30	30	100.00	0.00	66.67
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	42	42	100.00	0.00	69.05
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	13	13	100.00	0.00	46.15
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

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

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

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

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
<b>7</b>	14.3	39.3	35.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement makes FCMS one of the most outstanding schools in Humboldt County. Family members can become involved in a variety of ways, including helping in the classroom, serving on one of the four parent groups associated with the school, volunteering at special events, and gathering materials and supplies for the school. For example, families volunteer to help with the Garden of the Dolphins, art projects, field trips, electives, class socials, Family Movie Nights, Lego and Game Nights, and School Science Fair. Parents are also encouraged to attend quarterly charter meetings, and to participate in fundraising efforts for the annual 8th grade trip to San Francisco.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	3.8	3.4	1.4	1.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

The School Safety Plan was last reviewed by the staff, School Site Council, and the Board of Trustees in March 2019.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
Mathematics												
Social Science												

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8992.60	\$2259.18	\$6733.42	\$51726.83
District	N/A	N/A	\$6733.42	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A		

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

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

### Types of Services Funded (Fiscal Year 2018-19)

The charter school shares funds for a Resource Specialist, a Student Support Provider, an instrumental music teacher, a classroom aide, a PE teacher, a part-time vice principal, and a superintendent/principal. The school also used funds to improve student safety and school climate. Superintendent Salary reflects the combined position of Superintendent/Principal.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,520.92	\$45,252
Mid-Range Teacher Salary	\$54,680.48	\$65,210
Highest Teacher Salary	\$69,092.40	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$94,000	\$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	7%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

Freshwater Charter Middle School is provided with three staff development days each year. In addition, all staff are encouraged to participate in ongoing Professional Development opportunities throughout the year. Teachers are also given release time for collaboration twice per month.