

# Freshwater Charter Middle

## 2020–21 School Accountability Report Card

### Reported Using Data from the 2020–21 School Year

#### California Department of Education

**Address:** 75 Greenwood Heights Dr.  
Eureka, CA , 95503-9569

**Principal:** Si Talty, Principal

**Phone:** (707) 442-2969

**Grade Span:** 7-8

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

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

## DataQuest

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

## California School Dashboard

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

## Internet Access

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

workstation, and the ability to print documents.

---

# About This School

## Si Talty, Principal

📍 Principal, Freshwater Charter Middle

## About Our School

---

## Contact

---

Freshwater Charter Middle  
75 Greenwood Heights Dr.  
Eureka, CA 95503-9569

Phone: [\(707\) 442-2969](tel:7074422969)

Email: [stalty@freshwatersd.org](mailto:stalty@freshwatersd.org)

## Contact Information (School Year 2021–22)

### District Contact Information (School Year 2021–22)

<b>District Name</b>	Freshwater Elementary
<b>Phone Number</b>	(707) 442-2969
<b>Superintendent</b>	Talty, Si
<b>Email Address</b>	<a href="mailto:stalty@freshwatersd.org">stalty@freshwatersd.org</a>
<b>Website</b>	<a href="http://www.freshwatersd.org">www.freshwatersd.org</a>

### School Contact Information (School Year 2021–22)

<b>School Name</b>	Freshwater Charter Middle
<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, Principal
<b>Email Address</b>	<a href="mailto:stalty@freshwatersd.org">stalty@freshwatersd.org</a>
<b>Website</b>	<a href="http://www.freshwatersd.org">http://www.freshwatersd.org</a>
<b>County-District-School (CDS) Code</b>	12628286116289

*Last updated:*

## School Description and Mission Statement (School Year 2021–22)

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.

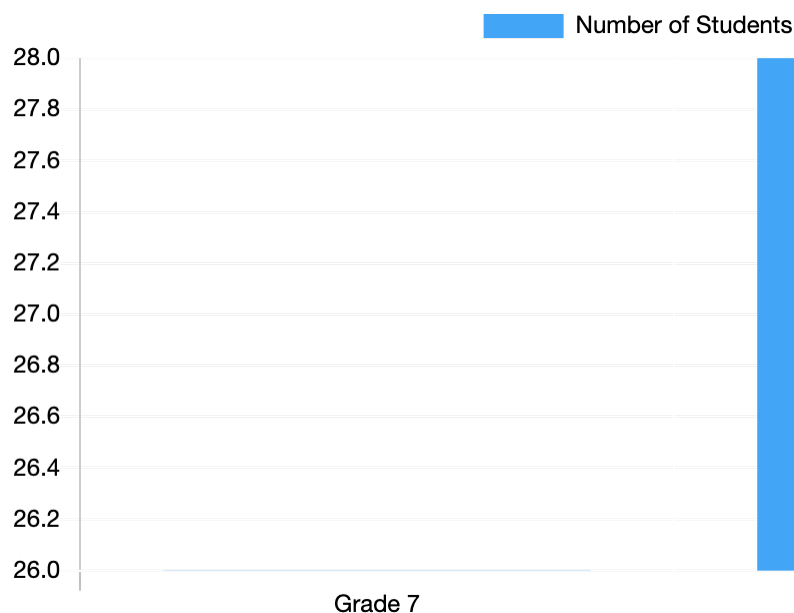
Therefore, Freshwater Charter Middle School will:

- 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.

*Last updated: 1/6/22*

## Student Enrollment by Grade Level (School Year 2020–21)

Grade Level	Number of Students
Grade 7	26
Grade 8	28
Total Enrollment	54



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/5/22*

## Student Enrollment by Student Group (School Year 2020–21)

Student Group	Percent of Total Enrollment
Female	51.90%
Male	48.10%
Non-Binary	0.00%
American Indian or Alaska Native	5.60%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	13.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	11.10%
White	70.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	27.80%
Students with Disabilities	16.70%

# 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

*Last updated: 6/23/22*

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019–20 Number	2020–21 Number
Permits and Waivers	0	

<b>Authorization/Assignment</b>	<b>2019–20 Number</b>	<b>2020–21 Number</b>
Misassignments	0.2	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0.2	

*Last updated: 6/30/22*



## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019–20 Number	2020–21 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

*Last updated: 6/30/22*

## Class Assignments

Indicator	2019–20 Percent	2020–21 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

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

*Last updated: 6/30/22*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–22)

Year and month in which the data were collected: October 2020

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.	Yes	0%
Mathematics	All texts are state-aligned and good quality.	Yes	0%
Science	All texts are state-aligned and good quality.	Yes	0%
History-Social Science	All texts are state-aligned and good quality.	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/5/22*

## School Facility Conditions and Planned Improvements

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 the summer of 2017 Prop 39 allowed us to make further energy saving facility improvements. The District was able to utilize Prop 39 funds to install new LED lights in the classrooms and remove a failing, 61-year-old water heater and replace it with a new tankless on-demand water heater in the Kitchen.

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.

*Last updated: 1/6/22*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Modular building in last years of usable lifespan. Gutters need replacing, bathrooms need updating. Back of Bus Barn Roof showing significant wear.
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Fair
----------------	------

*Last updated: 1/6/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

**Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019–20</b>	<b>School 2020–21</b>	<b>District 2019–20</b>	<b>District 2020–21</b>	<b>State 2019–20</b>	<b>State 2020–21</b>
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/7/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven  
(School Year 2020–21)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	49	43	87.76	12.24	58.14
Female	23	19	82.61	17.39	73.68
Male	26	24	92.31	7.69	45.83
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	30	88.24	11.76	63.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

*Last updated: 1/7/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020–21)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	49	39	79.59	20.41	38.46
Female	23	19	82.61	17.39	47.37
Male	26	20	76.92	23.08	30.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	25	73.53	26.47	36.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

*Last updated: 1/7/22*



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

<b>Subject</b>	<b>School 2019–20</b>	<b>School 2020–21</b>	<b>District 2019–20</b>	<b>District 2020–21</b>	<b>State 2019–20</b>	<b>State 2020–21</b>
Science (grades 5, 8, and high school)		15.00		42.22		28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated:*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020–21)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	27	20	74.07	25.93	15.00
Female	12	9	75.00	25.00	--
Male	15	11	73.33	26.67	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	11	61.11	38.89	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

*Last updated: 1/7/22*

## **State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2021–22)

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: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group  
(School Year 2020–21)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	55	54	1	1.9
Female	28	28	0	0.0
Male	27	26	1	3.8
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	7	7	1	14.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	6	0	0.0
White	38	38	0	0.0
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	19	19	1	5.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	9	1	11.1

*Last updated: 1/7/22*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2019–20	School 2020–21	District 2019–20	District 2020–21	State 2019–20	State 2020–21
Suspensions	0.00%	0.00%	0.28%	0.00%	2.45%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.00%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 1/7/22*

**Suspensions and Expulsions by Student Group  
(School Year 2020–21)**

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

*Last updated: 1/7/22*

**School Safety Plan (School Year 2021–22)**

The School Safety Plan was last reviewed by the staff, School Site Council, and Board of Trustees in March, 2021.

*Last updated: 1/6/22*



## **D. Other SARC information**

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

**Ratio of Pupils to Academic Counselor (School Year 2020–21)**

Title	Ratio
Pupils to Academic Counselor*	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.

*Last updated: 12/31/99*

**Student Support Services Staff (School Year 2020–21)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	1.00
Other	0.00

\* 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.

*Last updated: 12/31/99*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–20)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9666.00	\$508.00	\$9159.00	\$69273.00
District	N/A	N/A	\$8474.00	\$61176.00
Percent Difference – School Site and District	N/A	N/A	7.77%	12.41%
State	N/A	N/A	\$8443.83	\$72352.00
Percent Difference – School Site and State	N/A	N/A	8.14%	-4.35%

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

*Last updated: 1/7/22*

## Types of Services Funded (Fiscal Year 2020–21)

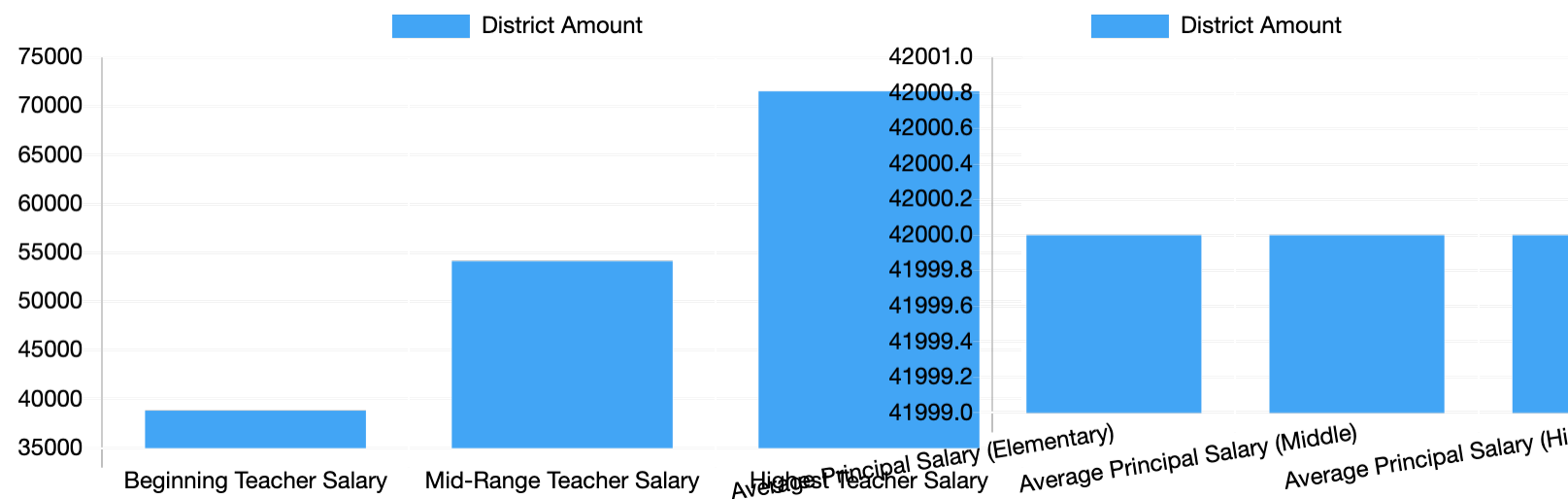
The charter school shares funds for a Resource Specialist, a Student Support Provider, an instrumental music teacher, a classroom aide, a PE teacher, a part-time vice principal, and a superintendent/principal. The school also used funds to improve student safety and school climate. Superintendent Salary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

Last updated: 1/5/22

## Teacher and Administrative Salaries (Fiscal Year 2019–20)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38844.00	\$47265.00
Mid-Range Teacher Salary	\$54143.00	\$69813.00
Highest Teacher Salary	\$71528.00	\$91237.00
Average Principal Salary (Elementary)	\$42000.00	\$113466.00
Average Principal Salary (Middle)	\$42000.00	\$115186.00
Average Principal Salary (High)	\$42000.00	\$0.00
Superintendent Salary	\$110000.00	\$131359.00
Percent of Budget for Teacher Salaries	38.81%	30.00%
Percent of Budget for Administrative Salaries	4.59%	7.00%

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



Last updated: 1/7/22

## Professional Development

Measure	2019–20	2020–21	2021–22
Number of school days dedicated to Staff Development and	3	3	3

Measure	2019-20	2020-21	2021-22
Continuous Improvement			

*Last updated: 1/6/22*



## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020–21)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
LEAwide	149	140	93.96	6.04	51.43
Female	83	80	96.39	3.61	47.50
Male	66	60	90.91	9.09	56.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	26	89.66	10.34	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	105	102	97.14	2.86	50.98
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	31	88.57	11.43	51.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	50.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

*Last updated: 1/7/22*



**LEA-Level CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020–21)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
LEAwide	149	139	93.29	6.71	32.61
Female	83	79	95.18	4.82	24.36
Male	66	60	90.91	9.09	43.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	26	89.66	10.34	28.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	105	101	96.19	3.81	32.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	30	85.71	14.29	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	14.29

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

*Last updated: 1/7/22*