

Mae L Feaster Charter Elementary School

2021 School Accountability Report Card

Feaster Charter



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

School Name	Mae L Feaster Charter Elementary School
Street	670 Flower Street
City, State, Zip	Chula Vista, CA 91910
Phone Number	(619) 422-8397
Principal	Angelica Sleiman
Email Address	angelica.sleiman@cvesd.org
School Website	https://feaster.cvesd.org/
County-District-School (CDS) Code	37 68023 6037956

2021-22 District Contact Information

District Name	Feaster Charter School
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

Description

Feaster Charter School is a District Partnership charter school, which offers students, families, and teachers a unique opportunity to work together to achieve shared goals for student academic and personal success. Our vision is to enrich our students' lives with a rigorous world-class education with an emphasis on Technology and STEM/ VAPA ideals. Feaster Charter School is one of 46 schools in the Chula Vista Elementary School District.

In 1997 in collaboration with teachers, staff, parents, and students and with the approval of the Chula Vista Elementary School District Board of Education, Feaster became a charter school. Feaster Charter School currently serves approximately 1,150 students in transitional kindergarten through eighth grade. We also have a state preschool program on our campus. Feaster Charter is a neighborhood school; all of our students live within walking distance of the school.

Vision

At Feaster Charter School, students are at the center of all decision making. We prepare our students to become 21st century learners in a multicultural society by infusing Visual & Performing Arts as well as Science, Technology, Social Studies, Engineering & Mathematics into our daily curriculum and literacy instruction. This integration challenges our students to communicate and think critically, creatively and collaboratively. By introducing the Arts and Sciences we are fostering leadership and reasoning skills, as well as increasing self-esteem at a young age to make a life-changing impact. The students who leave Feaster Charter School will be lifelong learners who are on their way to being college and career ready.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	139
Grade 1	144
Grade 2	130
Grade 3	132
Grade 4	138
Grade 5	126
Grade 6	132
Grade 7	90
Grade 8	91
Total Enrollment	1,122

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	2.1
Filipino	2
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.7
White	3.7
English Learners	48.7
Foster Youth	0.1
Homeless	0.6
Socioeconomically Disadvantaged	85.7
Students with Disabilities	7

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.7	85.8	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.7	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	1.7	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	1.9	14.0	1.0	12115.8	4.4
Unknown	5.3	9.0	106.0	7.7	18854.3	6.9
Total Teaching Positions	59.1	100.0	1383.7	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.1
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Chula Vista Elementary School District follows the state’s curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District’s school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District’s vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Year and month in which the data were collected

August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Universe, Achieve 3000, Springboard,	Yes	0%
Mathematics	Eureka Math	Yes	0%
Science	Amplify	Yes	0%

History-Social Science	Harcourt Social Studies: Reflections, Kindergarten – Sixth grade (English & Spanish) Adopted Spring 2007, TCI (7th & 8th)	Yes	0%
Foreign Language	Avenues, K-5 Santillana, 6th grade	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Classroom space at Feaster Charter School is adequate to support our school's current enrollment. The District maintains a planned program that ensures routine maintenance functions are performed on a scheduled basis. Five custodial staff performs basic cleaning operations daily. We have a partnership with the YMCA. They provide before and after school student monitoring activities for a large group of students under their registered program. Our YMCA Program offers after school activities, tutoring, homework club, and a number of other programs for over 200 students. Our campus has had two major dirt areas upgraded to create a park-like feel for teachers, parents and students to use before, during, and after school. Further this helps the diminish dust and allergens that may affect students with asthma. We added a drainage channel to remove the standing water and reduce chances of mosquitos/west nile virus. Feaster was modernized in the summer of 2020.

Year and month of the most recent FIT report

10/5/20

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			School Modernized this year. All inspections are at 100%.
Interior: Interior Surfaces	X			School Modernized this year. All inspections are at 100%.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School Modernized this year. All inspections are at 100%.
Electrical	X			School Modernized this year. All inspections are at 100%.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			School Modernized this year. All inspections are at 100%.
Safety: Fire Safety, Hazardous Materials	X			School Modernized this year. All inspections are at 100%.
Structural: Structural Damage, Roofs	X			School Modernized this year. All inspections are at 100%.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			School Modernized this year. All inspections are at 100%.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in 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.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	720	NT	NT	NT	NT
Female	364	NT	NT	NT	NT
Male	356	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	654	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	312	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	643	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	721	NT	NT	NT	NT
Female	364	NT	NT	NT	NT
Male	357	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	655	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	313	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	643	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	528	490	93	7	36
Female	251	230	92	8	37
Male	277	260	94	6	35
American Indian or Alaska Native	1	1	100	0	0
Asian	12	12	100	0	67

Black or African American	9	8	89	11	33
Filipino	0	0	0	0	0
Hispanic or Latino	485	450	93	7	35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	100
White	19	17	89	11	32
English Learners	279	253	91	9	20
Foster Youth	1	1	100	0	0
Homeless	5	4	80	20	20
Military	4	3	75	25	75
Socioeconomically Disadvantaged	471	439	93	7	35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	30	83	17	6

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	528	456	86	14	15
Female	251	218	87	13	12
Male	277	238	86	14	17
American Indian or Alaska Native	1	1	100	0	0
Asian	12	8	67	33	8
Black or African American	9	8	89	11	11
Filipino	0	0	0	0	0
Hispanic or Latino	485	420	87	13	14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	19	17	89	11	26
English Learners	279	242	87	13	8
Foster Youth	1	1	100	0	0
Homeless	5	5	100	0	0
Military	4	2	50	50	25
Socioeconomically Disadvantaged	471	411	87	13	14
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	36	30	83	17	0
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

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.

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	216	NT	NT	NT	NT
Female	105	NT	NT	NT	NT
Male	111	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	196	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	76	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Contact person: Claudia Acuna (Community Liaison)
Contact Person Phone Number: (619) 422-8397

Feaster Charter School recognizes that it is not enough to improve instruction, curricula, or materials. Success depends on support from parents, businesses, and community organizations. Thus the Principal and Lead Teams identify critical support staff. One such person is the Community Resource Liaison who encourages parents to become school volunteers and partners in learning. Vehicles for parent and community participation include Feaster Charter Board, English Learners Advisory Committee, and Parent Teacher Organization. An integral part of our governance model is our Charter Board which has a majority of Parents as members. This group is further augmented by local business and civic community leaders who oversee the charter. This group meets regularly with the principal. We encourage parents to visit and become active in our school.

Feaster Charter Board

There are seven members on the Feaster Charter Board. This body has a large representation of parents and staff members. The English Learners Advisory Committee is a non-voting advisory committee to the Feaster Charter Board. Council members take an integral part in monitoring school programs and progress. The Council approves the Student Achievement Plan, reviews, monitors the school budget, implements the charter, and supports the principal and the school.

English Learners Advisory Committee

Feaster has an active English Learners Advisory Committee (ELAC). The purpose of the ELAC is to develop a school plan relating to the Dual Immersion and ELD programs, to conduct a school needs assessment, and to make other parents aware of the importance of regular school attendance.

Parent-Teacher Organization

We have a very involved Parent Teacher Organization (PTO). The group has sponsored many projects for the benefit and welfare of our children. These include participation in fundraisers, identifying chaperons for field trips, volunteering in classrooms, school festivals, support of our ASB, and much more.

2021-22 Opportunities for Parental Involvement

Family Curriculum Development Program

During the school year, we offer a number of classes for parents. Classes are offered to parents in our community are geared to support the academic, social, and emotional development of our students beyond the classroom. Grade levels regularly host Family Reading, Writing, and Math Nights, and specials teachers offer classes within their curricular specialty in three-week increments; such as art, science, dance, music, computer technology, and engineering and design (we are currently adapting to COVID protocols to provide safe learning opportunities for all community and family members in person and virtually).

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1207	1180	152	12.9
Female	590	577	62	10.7
Male	617	603	90	14.9
American Indian or Alaska Native	2	2	0	0.0
Asian	7	7	0	0.0
Black or African American	24	24	3	12.5
Filipino	24	24	0	0.0
Hispanic or Latino	1087	1064	141	13.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	8	8	1	12.5
White	51	47	7	14.9
English Learners	662	651	86	13.2
Foster Youth	4	4	2	50.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	1034	1015	135	13.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	93	22	23.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.84	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.90	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, a program directed toward gang suppression, and a Peace & School Safety Patrol. We have programs designed as an intervention for at-risk students with attendance and tardy problems. We also focus on character education, this year's program will also include lessons from Sanford Harmony, a curriculum for Social and Emotional Learning. The School Safety Plan was approved by the FCS Board on November 16, 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	7	
1	22		6	
2	23		6	
3	23		6	
4	27		5	
5	29		5	
6	26		6	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	6	
1	22	3	3	
2	23		6	
3	24		6	
4	26		5	
5	27	1	4	
6	22	1	5	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	4	2	2
1	32		4	2
2	29		4	2
3	29		4	2
4	28	1	2	
5	25	1	4	
6	29	1	3	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	510

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,470	1,463	10,008	95,126
District	N/A	N/A	57,444,858	\$82,315
Percent Difference - School Site and District	N/A	N/A	-199.9	14.4
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	17.0	10.2

2020-21 Types of Services Funded

Feaster Charter School provides services to students and support to teachers over and above what can normally be funded at a regular public school. Our funds are used to hire Art, Music, Dance, Science, Technology, Engineering and PE teachers who impact the entire school from Kinder to Eighth Grade. We have two literacy teacher coaches and one new teacher coach who provide staff development, and coaching to our classroom teachers. Classroom instructional assistants provide support to teachers and students in the classroom working with small groups of students and providing one-on-one tutoring throughout the school day. Additionally, our school has a counseling center with 2 full time credentialed school counselors that work one on one and in in small groups with students.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,655	\$52,060
Mid-Range Teacher Salary	\$77,932	\$84,043
Highest Teacher Salary	\$103,806	\$107,043
Average Principal Salary (Elementary)	\$137,246	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$308,616	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Site Plan. Staff development topics for 2019-2020 and 2020-2021 included:

On going Benchmark and Local Measure data analysis in student assessments, detailed analysis of how individual students performed in identified classrooms, focusing on the standards, and productive group work. Additionally our on site coaches provided training in their respective areas of expertise (Science, ELD, Math, Reading, Writing, Social Studies) through curriculum demonstrations and fairs conducted throughout the year. Additional staff development was provided in the Gradual Release of Responsibility model of instruction, as well as training in Reading Fluency instruction, the ELA standards and focused revision writing strategies.

Throughout the year, we offer several professional development opportunities. The trainings include teachers, instructional aides, and other staff members. The focus of each professional development opportunity varies and is based on a needs assessment. Further, staff has been provided in training in Classroom Management, Trauma Informed Practices and a variety of Social & Emotional Learning topics.

Some topics that we have worked on this school year include:

Classroom Management

Designated ELD

Small Group Instruction

Learning Intentions & Success Criteria

Writing & Writers' Workshop

Character Strengths/SEL

Trauma informed Practices

Equity and Social Justice

Due to the transformation to distance learning, much of our professional development this year has had a focus of taking what we learned in the past and adapting it to the constraints that we are faced with in distance learning.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	18