Mae L Feaster Charter Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Feaster Charter School
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

Description
Feaster Charter School is a District Partnership charter school that offers students, families, and teachers a unique opportunity to work together to achieve shared goals for student academic and personal success. Our vision is- "Feaster STEAM Academy exists to meet the needs and foster the achievement of the whole child."

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 our students live within walking distance of the school.

Mission:

At Feaster Charter School, we are committed to promoting equity by addressing all students' diverse academic, social-emotional, behavioral, mental health, and physical needs. We place students at the forefront of all decision-making processes. We aim to prepare them for college and career readiness within a global society. We achieve this through an integrated approach combining STEAM education principles and language immersion in our instructional practices.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	114
Grade 2	127
Grade 3	147
Grade 4	136
Grade 5	128
Grade 6	154
Grade 7	101
Grade 8	95
Total Enrollment	1,121

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
American Indian or Alaska Native	0.1%
Asian	0.4%
Black or African American	1.8%
Filipino	1.6%
Hispanic or Latino	91.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1%
White	3.7%
English Learners	57.7%
Foster Youth	0.5%
Homeless	2%
Socioeconomically Disadvantaged	82.4%
Students with Disabilities	7.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.70	85.76	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.69	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	1.69	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.86	14.00	1.01	12115.80	4.41
Unknown	5.30	8.98	106.00	7.66	18854.30	6.86
Total Teaching Positions	59.10	100.00	1383.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	52.30	78.00	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	8.08	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.21	33.90	2.36	11953.10	4.28
Unknown	8.50	12.70	109.80	7.63	15831.90	5.67
Total Teaching Positions	67.00	100.00	1440.10	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	4.30
Misassignments	1.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	5.40

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.10	0.80
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.10	0.80

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	1.2

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

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

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

The Chula Vista Elementary School District follows the state's curriculum cycle to adopt updated, high-quality textbooks, technology accelerators, and related materials. The evaluation and adoption of textbooks and instructional materials are based on committee recommendations of our District's school staff and community members. Feaster Charter follows suit with District adoptions as a Dependent Charter school.

All students have 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. We comply with the William's Act.

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	July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023 and Illustrative Math	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	Banchmark Adelante- Adopted July 2017	Yes	0%

Health	N/A				Yes	0%
Visual and Performing Arts	N/A					N/A

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, 2 in the morning and 3 in the evening. 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 6 to 6 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, the Falcon's Nest. Further, this helps diminish dust and allergens that may affect students with asthma. School modernization was also completed in 2021.

Year and month of the most recent FIT report	12/6/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			600 All Gender RR: * Ceramic Floor cleaning recommended * Floor need cleaning (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and recodition with sealed with Scotchgard (2 coats) and burnishing in between coats. CR 1306: Exterior vent is damage (bent) does not close correctly CR 402: Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) CR 604: Exit doors shall be always readily distinguishable and recognizable. Doors are provided for egress purposes in numbers greater than required by Code SHALL meet the requirements of this code. Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials. CFC, Sections 1010.1 & 1031.6 // Ceiling clearance -Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 CR 808: Cracked stucco on the exterior on top of door //Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CR 902: Caulking around the toilet // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. //Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea

			Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc //CFC Section 604.3 // Damage tackboard on wall by the back door CR 903: Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums. MPR: Tackboard stain and dirty by one of the exit doors (bottom) RM 121 Office: Satined Ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Back Stage: PC Cart Storage // Means of Egress only/Obstructed Exits Obstructions shall not be placed in the required width of the means of egress. Remove all items from the means of egress. Backstage exit routes are obstructed. Clear path of egress. Exits, Aisles, Ramps, Corridors and Passageways a) No person shall install, place, or permit the installation or placement of anything whatsoever, in any manner that would block or obstruct the required width of an exit. b) placement of any combustible material or equipment in or exposed to any exit c) Any storage material of any kind in any exit regardless of the required width of such exit CCR, Title 19, Div. 1, Section 3.11 (a) through (d). 1- Remove items blocking access to exit door 2- Ensure all exits doors are self-closing. CFC Section 1003.6; CFC Section 1031.1 CR 1501: Two rooms inside used as chaging lockers for boys and girls - equipment and other items through out the room
Electrical	X		CR 1002: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CR 1104: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels.

			2. Remove all combustible items from Electrical room. CFC Section 604.3
			CR 1105: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Provide Clearance for Electrical Panel
			A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.
			1. Maintain 36" clearance around electrical panels.
			2. Remove all combustible items from Electrical room. CFC Section 604.3
			CR 1405: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc //
			* Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) //Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor.
			CR 805: Broken ceiling tile (corner) // Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor.
			Kitchen: Power Strip Usage: Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. This shall be enforced throughout the campus. Extension cords through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		1500 All Gender #1: * Floor need cleaning (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and recodition with sealed with Scotchgard (2 coats) and burnishing in between coats. 1500 All Gender #2: * Floor need cleaning (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and recodition with sealed with Scotchgard (2 coats) and burnishing in between coats. 1500 Boys RR: * Floor need cleaning (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey)

			and recondition with sealed with Scotchgard (2 coats) and burnishing in between coats. 1500 Girls RR: * Floor need cleaning (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and recondition with sealed with Scotchgard (2 coats) and burnishing in between coats.
Safety: Fire Safety, Hazardous Materials		X	Back Stage: PC Cart Storage // Means of Egress only/Obstructed Exits Obstructions shall not be placed in the required width of the means of egress. Remove all items from the means of egress. Backstage exit routes are obstructed. Clear path of egress. Exits, Aisles, Ramps, Corridors and Passageways a) No person shall install, place, or permit the installation or placement of anything whatsoever, in any manner that would block or obstruct the required width of an exit. b) placement of any combustible material or equipment in or exposed to any exit c) Any storage material of any kind in any exit regardless of the required width of such exit CCR, Title 19, Div. 1, Section 3.11 (a) through (d). 1- Remove items blocking access to exit door 2- Ensure all exits doors are self-closing. CFC Section 1003.6; CFC Section 1031.1 CR 1001: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc //CFC Section 604.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. / CR 1002: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CR 1003: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Ripped tackboard by AC vent CR 1004: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. / CR 1005: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Provide Clearance for Electrical Panel - A clear and unobstructed means of access

School Facility Conditions and Planned Improvements

with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. / CR 1007: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. / CR 1106: Decorative Material - In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 1202: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CR 1204: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1.   Maintain 36" clearance around electrical panels. 2.   Remove all combustible items from Electrical room. CFC Section 604.3 CR 1301: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CR 1303: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.   All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.   Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of

				the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 1402: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 1404: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CR 1405: Unapproved Dev
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kitchen: Power Strip Usage: Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. This shall be enforced throughout the campus. Extension cords through

School Facility Conditions and Planned Improvements

			walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 RM 520 Electrical: Door needs adjust to close completely// Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	37	54	53	47	46
Mathematics (grades 3-8 and 11)	24	23	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	764	749	98.04	1.96	36.85
Female	363	358	98.62	1.38	40.50
Male	401	391	97.51	2.49	33.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	11	84.62	15.38	54.55
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	702	689	98.15	1.85	35.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	34.48
English Learners	369	354	95.93	4.07	12.43

Foster Youth	--	--	--	--	--
Homeless	17	11	64.71	35.29	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	632	618	97.78	2.22	34.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	53	100.00	0.00	3.77

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	763	761	99.74	0.26	22.60
Female	362	361	99.72	0.28	20.22
Male	401	400	99.75	0.25	24.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	30.77
Filipino	13	13	100.00	0.00	30.77
Hispanic or Latino	701	699	99.71	0.29	21.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	24.14
English Learners	368	366	99.46	0.54	6.83
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	6.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	631	629	99.68	0.32	20.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	53	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.62	20.54	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	224	100.00	0.00	20.54
Female	112	112	100.00	0.00	18.75
Male	112	112	100.00	0.00	22.32
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	207	100.00	0.00	21.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	99	99	100.00	0.00	3.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	179	179	100.00	0.00	17.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.85%	93.85%	94.62%	93.08%	93.85%
Grade 7	86.14%	86.14%	86.14%	87.13%	86.14%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Contact person: Karena Haro (Community School Coordinator)
Mrs. Irazu Noguez: Parent Engagement Specialist
Contact Person Phone Number: (619) 422-8397

Feaster Charter School recognizes that improving instruction, curricula, or materials is insufficient. Success depends on support from parents, businesses, and community organizations. Thus, the Administration and teacher leaders identify critical support staff to provide access to all parents. One such person is the Community School Coordinator, who elicits parents to become school volunteers and partners in learning. Through our Community School program, our parent community is also provided with access to needed resources in the community, such as ESL, parenting, bullying prevention, etc. classes. Vehicles for parent and community participation include the Feaster Charter Board, English Learners Advisory Committee, and Parent Teacher Organization. An integral part of our governance model is our Charter Board, which has Parents as members, 3 of 7. This group is further augmented by local business and civic community leaders who oversee the charter. This group meets regularly with the Executive Director. 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 Local Control Accountability Plan, reviews and monitors the school budget, implements the charter, and supports the administration and the school.

English Learners Advisory Committee
Feaster has an active English Learners Advisory Committee (ELAC). The ELAC aims to develop a school plan for the Dual Immersion and ELD programs, conduct a school needs assessment, and inform other parents 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 participating in fundraisers, identifying chaperons for field trips, volunteering in classrooms and school festivals, supporting our ASB, and much more.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1226	1194	330	27.6
Female	595	582	161	27.7
Male	631	612	169	27.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	31	26	9	34.6
Filipino	20	18	2	11.1
Hispanic or Latino	1108	1083	297	27.4
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	12	12	8	66.7
White	46	46	11	23.9
English Learners	701	689	186	27.0
Foster Youth	6	6	3	50.0
Homeless	55	45	24	53.3
Socioeconomically Disadvantaged	1022	998	291	29.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	100	99	33	33.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.97	1.88	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0
Female	0.84	0
Male	2.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.08	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2	0
Foster Youth	0	0
Homeless	7.27	0
Socioeconomically Disadvantaged	2.15	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2	0

2023-24 School Safety Plan

The CSSP plan includes emergency fire, lockdown, shelter-in-place, earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, gang prevention and awareness, and anti-bullying programs that promote student safety and well-being. We have programs designed as an intervention for at-risk students with attendance and tardy problems, including the Student Accountability Attendance Team (SART). We also focus on social-emotional education; this year's program will include lessons from Sanford Harmony, a Social and Emotional Learning curriculum. The Castle Core Competencies have also been adopted and are being implemented across the school. The FCS Board approved the Comprehensive School Safety Plan on September 13, 2023, and revised it on 12/6/2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	7	
1	25	1	4	1
2	31		4	2
3	29		4	2
4	25		4	
5	25	2	4	
6	35		3	2

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	3	0	3
1	28	3	0	3
2	28	0	4	2
3	32	0	4	2
4	23	1	5	0
5	21	2	4	0
6	35	1	3	2
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	361.61

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.1

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,987	3,582	10,405	97,879
District	N/A	N/A	10,405	$87,887
Percent Difference - School Site and District	N/A	N/A	0.0	13.5
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	44.8	11.5

Fiscal Year 2022-23 Types of Services Funded

Feaster Charter School provides services to students and supports to teachers over and above what can usually 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 kindergarten to eighth grade through our Mindlabs STEAM program.

We have two literacy teacher coaches and one new teacher induction coach who provides staff development and coaching to our classroom teachers. Three impact teachers are also contracted to help close the achievement gap for our students with the greatest academic needs. Classroom instructional assistants, one per grade level, provide support to teachers and students in the classroom, working with small groups of students and providing one-on-one support throughout the school day. Additionally, our school has a counseling center with three full-time credentialed school counselors who work one-on-one and in small groups with students.

Also, with the ELOP grant, enrichment opportunities in academics and social and emotional learning are offered during our intersessions and with our after-school programs. These programs are prioritized for our unduplicated pupils but are open to all students interested in attending.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,003	$54,215
Mid-Range Teacher Salary	$81,474	$86,843
Highest Teacher Salary	$108,524	$111,440
Average Principal Salary (Elementary)	$147,193	$140,851
Average Principal Salary (Middle)	$0	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$270,400	$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

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 Professional Development Plan. Staff development topics for 2022-2023 and 2023-2024 included:

Ongoing Benchmark Curriculum 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 and support to their respective teams during collaboration through curriculum demonstrations and lesson development conducted throughout the year. Additional staff development was provided on the Workshop model to improve student literacy, in PBIS to provide structures of expected positive behaviors around social-emotional learning through Sanford Harmony, and character development through the Castle Core Competencies. Staff also have opportunities to attend learning conferences to enhance their teaching skills.

Professional Development

Throughout the year, we offer several professional development opportunities. The training includes 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 with 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:
AVID strategies
Workshop Model
Vocabulary and Phonics
Classroom Management
Designated ELD
Small Group Instruction
Learning Intentions & Success Criteria
Writing & Writers' Workshop
Character Strengths/SEL
Trauma-informed Practices
Equity and Social Justice

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18