

# School Accountability Report Card Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

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

## II. About This School

### Contact Information (School Year 2011–12)

| School             |                           | District             |                       |
|--------------------|---------------------------|----------------------|-----------------------|
| <b>School Name</b> | Freshwater Charter Middle | <b>District Name</b> | Freshwater Elementary |
|                    |                           |                      |                       |

|                         |                             |                       |                                      |
|-------------------------|-----------------------------|-----------------------|--------------------------------------|
| <b>Street</b>           | 75 Greenwood Heights Dr.    | <b>Phone Number</b>   | (707) 442-2969                       |
| <b>City, State, Zip</b> | Eureka, CA, 95503-9569      | <b>Web Site</b>       | www.humboldt.k12.ca.us/freshwater_sd |
| <b>Phone Number</b>     | (707) 442-2969              | <b>Superintendent</b> | Thom McMahon                         |
| <b>Principal</b>        | Thom McMahon, Principal     | <b>E-mail Address</b> | tcmcahon@humboldt.k12.ca.us          |
| <b>E-mail Address</b>   | tcmcahon@humboldt.k12.ca.us | <b>CDS Code</b>       | 12-62828-6116289                     |

## School Description and Mission Statement (School Year 2010–11)

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

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

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

Therefore, Freshwater Charter Middle School will:

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

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

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

## Opportunities for Parental Involvement (School Year 2010–11)

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, monthly recycling, art projects, field trips, holiday parties, school Science Fair, annual



|         |  |  |  |  |  |  |  |  |  |  |  |  |
|---------|--|--|--|--|--|--|--|--|--|--|--|--|
| Science |  |  |  |  |  |  |  |  |  |  |  |  |
|---------|--|--|--|--|--|--|--|--|--|--|--|--|

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

### III. School Climate

#### School Safety Plan (School Year 2010–11)

The School Safety Plan was last reviewed by the Board of Trustees in 2009-10. The School Safety Plan was last discussed with Staff on August 24, 2010.

#### Suspensions and Expulsions

| Rate*       | School 2008–09 | School 2009–10 | School 2010–11 | District 2008–09 | District 2009–10 | District 2010–11 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Suspensions | 0              | 1.96           | 1.89           | 0                | 1.56             | 2.1              |
| Expulsions  | 0              | 0              | 0              | 0                | 0                | 0                |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

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 bonus for the entire school community.

In 2007/08 we added 196 solar panels that are expected to generate up to 70% of the school's electricity needs.

#### School Facility Good Repair Status (School Year 2011–12)

| System Inspected  | Repair Status |      |      |      | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
|   | Exemplary     | Good | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                 | X             |      |      |      |   |
| <b>Interior:</b> Interior Surfaces                                | X             |      |      |      |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation | X             |      |      |      |   |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <b>Electrical:</b> Electrical  | X |  |  |  |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains                 | X |  |  |  |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                            | X |  |  |  |  |
| <b>Structural:</b> Structural Damage, Roofs                                | X |  |  |  |  |
| <b>External:</b> Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |  |
| <b>Overall Rating</b>  | X |  |  |  |  |

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

| Teachers  | School<br>2008-09 | School<br>2009-10 | School<br>2010-11 | District<br>2010-11 |
|---|-------------------|-------------------|-------------------|---------------------|
| <b>With Full Credential</b>   | 2                 | 2                 | 2                 |                     |
| <b>Without Full Credential</b>  | 0                 | 2                 | 2                 |                     |
| <b>Teaching Outside Subject Area of Competence<br/>(with full credential)</b> | 0                 | 0                 | 0                 | ---                 |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator   | 2009-10 | 2010-11 | 2011-12 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments*</b>                  | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 0       | 0       | 0       |

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of<br>Classes | Percent of Classes In Core Academic<br>Subjects Taught by Highly Qualified | Percent of Classes In Core Academic<br>Subjects Not Taught by Highly Qualified |
|------------------------|--|--|
|------------------------|--|--|

|   | Teachers | Teachers |
|---|----------|----------|
| <b>This School</b>                      | 100.00%  | 0.00%    |
| <b>All Schools in District</b>          | 100.00%  | 0.00%    |
| <b>High-Poverty Schools in District</b> | 0.00%    | 0.00%    |
| <b>Low-Poverty Schools in District</b>  | 100.00%  | 0.00%    |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

| Title   | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor                                  | 0                                 | 0   |
| Counselor (Social/Behavioral or Career Development) | 0.15                              |   |
| Library Media Teacher (librarian)                   | 0.1                               |   |
| Library Media Services Staff (paraprofessional)     |                                   |   |
| Psychologist  |                                   |   |
| Social Worker                                       |                                   |   |
| Nurse   |                                   |   |
| Speech/Language/Hearing Specialist                  |                                   |   |
| Resource Specialist (non-teaching)                  |                                   |   |
| Other   |                                   |   |

Note: Cells shaded in black do not require data.

\* 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.

