



# Fuente Nueva Charter School

1730 Janes Road • Arcata, CA 95521-5474 • (707) 822-3348 • Grades K-6

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Arcata Elementary School District

1435 Buttermilk Lane  
Arcata, CA 95521  
(707) 822-0351

[www.humboldt.k12.ca.us/arcata\\_sd/](http://www.humboldt.k12.ca.us/arcata_sd/)

#### District Governing Board

Stacy Atkins-Salazar  
Rob Seltzner  
Katherine Salinas  
Jeffrey Schwartz

#### District Administration

Barbara Short  
Superintendent

### School Description

Students at Fuente Nueva Charter School learn in a dynamic and supportive environment that recognizes the unique needs and talents of the whole child. Students acquire Spanish as a second language in a one-way full immersion program following the “5 c’s” of the National Foreign Language standards; communication, culture, comparison, connections and community. Through the study of Spanish students are given windows into another place and culture. This exploration prepares students to integrate into the global community with strong critical thinking and creative problem-solving skills.

Located on the edge of the Arcata Bottoms, Fuente Nueva enjoys the benefits of a neighborhood setting with nature just out our back door. The campus offers spacious classrooms in a small school setting. As a small school with approximately 115 students, the campus feels warm and caring.

### Our Mission and Values:

The Fuente Nueva Charter School Mission is to empower kindergarten through sixth grade students to become engaged world citizens through a challenging and creative Spanish Immersion program that emphasizes academic excellence, the arts, community involvement, and social responsibility.

### We Value:

- A supportive and stimulating academic environment that nurtures the whole child,
- multilingual communication abilities and appreciation,
- empathy, compassion, and respect for cultural and ecological diversity,
- a lifelong love of learning, and
- collaboration and team work among community members.

### Student Programs:

**Arts and Physical Education:** Students receive classes a week including visual arts, music and movement, and physical education. After school activity clubs include Cross Country, Track and Field, Yoga and Music.

**Character Education:** Starting in Kindergarten students build empathy, compassion, and conflict resolution skills through weekly character lessons. Mindfulness and self-regulation skills are the foundation for students to learn how to navigate today’s complicated world.

**Familias:** Cross-age groups of students meet with each teacher at Fuente Nueva for four weeks at a time to study a different area of the Spanish Speaking world. With passports in hand students visit each classroom to learn the unique culture and traditions through hands-on enrichment activities such as cooking, crafts and more.

**Extended Day Program:** FNCS is proud to offer an enriching child-centered before and after school program on-site. Subsidized care is available through Changing Tides.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	23
Grade 1	19
Grade 2	17
Grade 3	21
Grade 4	19
Grade 5	16
<b>Total Enrollment</b>	<b>115</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.7
Asian	1.7
Filipino	0
Hispanic or Latino	21.7
Native Hawaiian or Pacific Islander	0
White	61.7
Two or More Races	5.2
Socioeconomically Disadvantaged	31.3
English Learners	0.9
Students with Disabilities	6.1
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Fuente Nueva Charter School	14-15	15-16	16-17
With Full Credential	7	7	6
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Arcata Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Fuente Nueva Charter School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.9	1.2
High-Poverty Schools	98.5	1.5
Low-Poverty Schools	100.0	0.0

\* 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 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

As a charter school we maximize the benefits having the flexibility to choose our own textbooks and instructional materials. The classroom are resource rich with grade level materials that include text books, trade books, STEAM materials, manipulatives and realia. Annually teachers are given the opportunity to choose materials to add to their collection. In addition, we have adopted curriculum that meets the learning targets of the Common Core State Standards. All students have proper access to instructional materials in order to reach or exceed grade level expectations.

Textbooks and Instructional Materials Year and month in which data were collected: 6/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Excellent Quality and Current The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Excellent Quality and Current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Excellent Quality and Current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Excellent Quality and Current The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Foreign Language	Excellent Quality and Current The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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

Fuente Nueva Charter School is located on the campus of St. Mary's Parish in Arcata. The campus is clean and well cared for both in the classroom and the school grounds. In collaboration with St. Mary's Parish, all necessary repairs are handled in a timely and professional manner.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	52	65	50	58	44	48
Math	26	40	44	46	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	38	59	62	56	66	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.8	47.1	29.4

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	17	17	100.0	58.8
Female	13	13	100.0	53.9
White	13	13	100.0	76.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	20	20	100.0	68.4
	4	19	19	100.0	52.6
	5	17	17	100.0	76.5
Female	3	14	14	100.0	71.4
	5	13	13	100.0	76.9

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	12	12	100.0	75.0
	4	15	15	100.0	53.3
	5	13	13	100.0	84.6

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	20	20	100.0	55.6
	4	19	19	100.0	33.3
	5	17	17	100.0	29.4
Female	3	14	14	100.0	53.9
	5	13	13	100.0	30.8
White	3	12	12	100.0	66.7
	4	15	15	100.0	28.6
	5	13	13	100.0	30.8

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 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

There are many ways for parents to join the Fuente Nueva community and support their child's education at the same time. Parents contribute their unique talents through a variety of volunteer activities. From classroom support to serving on the governing board of directors, there is sure to be a way for every parent to engage. Working together builds relationships among parents and staff. Connections are reinforced through annual community gatherings including Readers' Theatre performances, Dia de los Muertos Celebration, Back to School Night, Science Night and Dancing Under the Stars. Each family is asked to give four hours of volunteer time a month. Many families go above and beyond this request which greatly strengthens our school community.

### State Priority: School Climate

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

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

### School Safety Plan

Fuente Nueva works closely with stakeholders to ensure that there is a comprehensive, up to date safety plan in place. Our plan follows the model set forth by the Community Emergency Response Team training. Our teaching staff are trained in Community CPR and First Aid. Working closely with the Risk Manager at the Humboldt County Office of Education, best practices trainings and workshops are attended regularly by the appropriate Fuente Nueva staff member. Prior to the start of every school year, the entire staff reviews emergency response procedures as a team. The Safety Plan was last reviewed by the Fuente Nueva Charter Council in September 2016. At Back to School Night we had a safety table where parents were able to view supplies, maps and the Safety Plan itself. The plan includes descriptions of the following: Command Center, Communication Center, First Aid Station, Search and Rescue, Rescue Team, Student Retention Center, Student Reunification Center, and the Morgue.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.9	0.8	0.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.6	3.1	2.5
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	40.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.10
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	.20
Resource Specialist	.50
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	21	21				1	1	1			
1	22	19	19		1	1	1					
2	19	23	23	1				1	1			
3	18	20	20	1	1	1						
5	22	30	30				1	1	1			

### Professional Development provided for Teachers

The staff at Fuente Nueva is committed to continual professional development. Weekly early dismissal days provide quality time for staff development and collaboration. In addition 4 release days per year are provided for the purpose of professional and program development. Teachers and the administrator work together to choose opportunities that are in alignment with the mission of Fuente Nueva and each individuals own personal professional growth plan.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,837	\$41,085
Mid-Range Teacher Salary	\$59,394	\$59,415
Highest Teacher Salary	\$71,750	\$75,998
Average Principal Salary (ES)	\$85,453	\$100,438
Average Principal Salary (MS)	\$85,543	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$108,317	\$116,069
Percent of District Budget		
Teacher Salaries	30%	33%
Administrative Salaries	8%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8227	\$714	\$7513	\$45,588
District	♦	♦	\$5,733	\$58,215
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			31.0	-21.7
Percent Difference: School Site/ State			32.3	-25.2

\* Cells with ♦ do not require data.

### Types of Services Funded

Fuente Nueva provides a comprehensive intervention program for students who are at risk for not meeting grade level standards. Students identified with specific learning disability are provided special education/speech services. These services are funded through local SELPA funds, state LCFF grant and other state and local funding. In addition to services for at-risk students, after school tutoring is provided for any student who needs extra support at any given time throughout the school year.

### 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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