



# Fuente Nueva Charter School

1730 Janes Road • Arcata, CA 95521-5474 • (707) 822-3348 • Grades K-5

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<http://apps.humboldt.k12.ca.us/sites/fuentenueva/>

## 2017-18 School Accountability Report Card Published During the 2018-19 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

Jeffery Schwartz  
Pairie Moore  
Carrie Kelly  
Joe McKinzie  
Suzanne Langford

#### District Administration

Luke Biesecker  
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 engage 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 123 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 24                 |
| Grade 1                                   | 24                 |
| Grade 2                                   | 24                 |
| Grade 3                                   | 15                 |
| Grade 4                                   | 14                 |
| Grade 5                                   | 21                 |
| <b>Total Enrollment</b>                   | <b>122</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 1.6                         |
| American Indian or Alaska Native    | 1.6                         |
| Asian                               | 0.8                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 35.2                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 50.8                        |
| Socioeconomically Disadvantaged     | 36.1                        |
| English Learners                    | 0.0                         |
| Students with Disabilities          | 5.7                         |
| Foster Youth                        | 0.0                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Fuente Nueva Charter School                 | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 6     | 7     | 6     |
| Without Full Credential                     | 1     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     |       |
| Arcata Elementary School District           | 16-17 | 17-18 | 18-19 |
| 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  | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     |       |
| Total Teacher Misassignments                                       | 0     | 0     |       |
| Vacant Teacher Positions   | 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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<br>Year and month in which data were collected: 6/2017 |  |
|--|--|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts  | Excellent Quality and Current<br>The textbooks listed are from most recent adoption: No<br>Percent of students lacking their own assigned textbook: 0  |
| Mathematics  | Excellent Quality and Current<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Science  | Excellent Quality and Current<br>The textbooks listed are from most recent adoption: No<br>Percent of students lacking their own assigned textbook: 0  |
| History-Social Science   | Excellent Quality and Current<br>The textbooks listed are from most recent adoption: No<br>Percent of students lacking their own assigned textbook: 0  |
| Foreign Language   | Excellent Quality and Current<br>The textbooks listed are from most recent adoption: No<br>Percent of students lacking their own assigned textbook: 0  |

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

### 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)<br>Year and month in which data were collected: 10/2017 |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good          |   |
| <b>Interior:</b><br>Interior Surfaces   | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Good          |   |
| <b>Electrical:</b><br>Electrical  | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | Good          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences                                    | Good          |   |
| <b>Overall Rating</b>   | <b>Good</b>   |   |

## 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. 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); 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

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 61.0   | 78.0  | 56.0     | 62.0  | 48.0  | 50.0  |
| Math                                    | 51.0   | 53.0  | 45.0     | 48.0  | 37.0  | 38.0  |

Note: 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.

Note: 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.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

### 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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 5.0   | 40.0   | 25.0   |

\* 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.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 49               | 49            | 100.00         | 77.55                   |
| Male  | 21               | 21            | 100.00         | 52.38                   |
| Female  | 28               | 28            | 100.00         | 96.43                   |
| Asian   | --               | --            | --             | --                      |
| Hispanic or Latino  | 13               | 13            | 100.00         | 69.23                   |
| White   | 31               | 31            | 100.00         | 80.65                   |
| Two or More Races   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged   | 17               | 17            | 100.00         | 88.24                   |
| Students with Disabilities  | --               | --            | --             | --                      |

Note: 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.

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

Note: 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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                          | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| <b>All Students</b>                    | 49               | 49            | 100            | 53.06                   |
| <b>Male</b>                            | 21               | 21            | 100            | 52.38                   |
| <b>Female</b>                          | 28               | 28            | 100            | 53.57                   |
| <b>Asian</b>                           | --               | --            | --             | --                      |
| <b>Hispanic or Latino</b>              | 13               | 13            | 100            | 30.77                   |
| <b>White</b>                           | 31               | 31            | 100            | 58.06                   |
| <b>Two or More Races</b>               | --               | --            | --             | --                      |
| <b>Socioeconomically Disadvantaged</b> | 17               | 17            | 100            | 64.71                   |
| <b>Students with Disabilities</b>      | --               | --            | --             | --                      |

Note: 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.

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

Note: 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 State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2018-19)

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. Thanks to parent input, we are proud to have a strong sense of community at Fuente Nueva Charter School.

#### 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.

#### School Safety Plan

Fuente Nueva works closely with stakeholders to ensure that there is a comprehensive, up to date safety plan in place. The plan follows the model set forth by the Community Emergency Response Team training. The 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 May 2018. At Back to School Night we had a safety table where parents were able to view supplies, maps and the Safety Plan itself.

**Suspensions and Expulsions**

| School           | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.8     | 0.9     | 0.8     |
| Expulsions Rate  | 0.0     | 0.0     | 0.0     |
| District         | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 2.5     | 3.1     | 1.7     |
| Expulsions Rate  | 0.0     | 0.0     | 0.0     |
| State            | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7     | 3.7     | 3.5     |
| 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.

**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)     | .51 |
| Psychologist  | .10 |
| Social Worker                                       |     |
| Nurse   | .10 |
| Speech/Language/Hearing Specialist                  | .20 |
| Resource Specialist (non-teaching)                  | .60 |
| Other   | 4.0 |
| 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+     |         |         |
|       | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K     | 23                 | 24      | 24      |                       |         |         | 1       | 1       | 1       |         |         |         |
| 1     | 18                 | 24      | 24      | 1                     |         |         |         | 1       | 1       |         |         |         |
| 2     | 18                 | 15      | 24      | 1                     | 1       |         |         |         | 1       |         |         |         |
| 3     | 21                 | 16      | 15      |                       | 1       | 1       | 1       |         |         |         |         |         |
| 4     | 19                 | 19      | 14      | 1                     | 1       | 1       |         |         |         |         |         |         |
| 5     | 16                 | 17      | 21      | 1                     | 1       |         |         |         | 1       |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**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 four 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 individual has their own personal professional growth plan.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$39,559        | \$44,375                                     |
| Mid-Range Teacher Salary                       | \$62,097        | \$65,926                                     |
| Highest Teacher Salary                         | \$75,015        | \$82,489                                     |
| Average Principal Salary (ES)                  | \$91,739        | \$106,997                                    |
| Average Principal Salary (MS)                  | \$91,739        | \$109,478                                    |
| Average Principal Salary (HS)                  | \$0             |  |
| Superintendent Salary                          | \$106,641       | \$121,894                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 28.0            | 32.0   |
| Administrative Salaries                        | 7.0             | 7.0  |

\* 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/).

### Types of Services Funded

Fuente Nueva provides a comprehensive intervention program for students who are in need of additional support to succeed at school. The school has a multi-tiered system of support (MTSS) in place that provides services for students' academic, social, emotional, and behavioral needs. Students identified with specific learning disabilities 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. There is a school counselor available for all students with services principally directed to those most in need.

### Career Technical Education Programs

n/a

### 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).

### 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.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$11,293               | \$2,484    | \$8,808      | \$46,351               |
| District   | ◆                      | ◆          | \$8,533      | \$61,455               |
| State  | ◆                      | ◆          | \$7,125      | \$63,218               |
| Percent Difference: School Site/District                           |                        |            | 3.2          | -28.0                  |
| Percent Difference: School Site/State                              |                        |            | 21.1         | -30.8                  |

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.