

Fuente Nueva Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Fuente Nueva Charter School
Street	1730 Janes Rd
City, State, Zip	Arcata, CA 95521-5474
Phone Number	(707) 822-3348
Principal	Beth Ann Wylie
Email Address	bwylie@fuentenueva.org
School Website	http://apps.humboldt.k12.ca.us/sites/fuentenueva/
County-District-School (CDS) Code	12626790109975

2022-23 District Contact Information

District Name	Fuente Nueva Charter School
Phone Number	(707) 822-0351
Superintendent	Luke Biesecker
Email Address	lbieseckert@arcatasd.org
District Website Address	www.humboldt.k12.ca.us/arcata_sd/

2022-23 School Overview

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 “3 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 144 students, the campus feels warm and caring.

Our Mission and Values:

The Fuente Nueva Charter School Mission is to empower transitional kindergarten through fifth 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 Transitional 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

2022-23 School Overview

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.

Expanded Learning 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	24
Grade 3	24
Grade 4	24
Grade 5	24
Total Enrollment	144

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.0
Asian	0.7
Black or African American	2.1
Filipino	0.0
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	16.7
White	51.4
English Learners	1.4
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	46.5
Students with Disabilities	7.6



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)	3.00	50.00	49.00	75.12	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	50.00	7.70	11.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.90	7.63	12115.80	4.41
Unknown	0.00	0.00	3.50	5.36	18854.30	6.86
Total Teaching Positions	6.00	100.00	65.20	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)	3.00	42.86	55.00	74.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.80	5.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.90	2.65	11953.10	4.28
Unknown	4.00	57.14	11.90	16.27	15831.90	5.67
Total Teaching Positions	7.00	100.00	73.50	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	0.00

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 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)	66.60	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

9/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent Quality and Current	No	0
Mathematics	Excellent Quality and Current	No	0

Science	Excellent Quality and Current	No	0
History-Social Science	Excellent Quality and Current	No	0
Foreign Language	Excellent Quality and Current	No	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	9/2022
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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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	19	N/A	39	N/A	33

2021-22 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	71	71	100.00	0.00	47.89
Female	41	41	100.00	0.00	63.41
Male	30	30	100.00	0.00	26.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	14	100.00	0.00	35.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	16	100.00	0.00	62.50
White	40	40	100.00	0.00	47.50
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	28	28	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	11	100.00	0.00	36.36

2021-22 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	71	71	100.00	0.00	18.57
Female	41	41	100.00	0.00	22.50
Male	30	30	100.00	0.00	13.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	14	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	16	100.00	0.00	31.25
White	40	40	100.00	0.00	15.38
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	28	28	100.00	0.00	11.11
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	11	100.00	0.00	30.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	29.17	42.45	29.91	28.5	29.47

2021-22 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	24	24	100	0	29.17
Female	11	11	100	0	27.27
Male	13	13	100	0	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100	0	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100	100	100	100	100

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.

2022-23 Opportunities for Parental Involvement

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, Día de los Muertos Celebration, Back to School Night, family LCAP feedback meetings and other school events. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	147	146	19	13.0
Female	74	74	9	12.2
Male	73	72	10	13.9
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	45	44	7	15.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	2	8.3
White	74	74	10	13.5
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	70	70	13	18.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	19	1	5.3

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.49	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.68	0.00	3.99	0.20	3.17
Expulsions	0.00	0.00	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0.00
Female	0.00	0.00
Male	1.37	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.26	0.00

2022-23 School Safety Plan

Fuente Nueva works with the community to ensure that there is a comprehensive, up to date safety plan in place. The Comprehensive Safety Plan is in compliance with state law and address all the necessary components and more. The teaching staff are trained in Community CPR and First Aid. 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 the Comprehensive Safety Plan. The Comprehensive Safety Plan was last reviewed by the Fuente Nueva Charter Council in September 2022. A Safety Committee meets monthly to make continual improvements in disaster preparedness and campus safety. Each year at Back to School Night and Open House we had a safety table where parents were able to view supplies, maps and the Comprehensive Safety Plan itself. The plan is also made available to parents in the main office.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	24		1	
2	24		1	
3	24		1	
4	23		1	
5	14	1		
6				

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	12	2		
1	24		1	
2	23		1	
3	24		1	
4	24		1	
5	22		1	
6				

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	8	3		
1	12	1	1	
2	12	1	1	
3	12	1	1	
4	24	1		1
5	23	1		1
6				

2021-22 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	144

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$10,063	\$2,024	\$8,039	\$55,870
District	N/A	N/A	\$7,817	\$62,652
Percent Difference - School Site and District	N/A	N/A	2.8	-11.4
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	19.7	-28.0

2021-22 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. Weekly meetings of the MTSS leadership team helps to ensure that services are matching student need. 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. There is a full time school counselor available for all students with services principally directed to those most in need.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$41,363	\$46,844
Mid-Range Teacher Salary	\$64,929	\$73,398
Highest Teacher Salary	\$78,435	\$93,345
Average Principal Salary (Elementary)	\$97,294	\$116,457
Average Principal Salary (Middle)	\$97,294	\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$115,588	\$136,296
Percent of Budget for Teacher Salaries	25%	30%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The staff at Fuente Nueva is committed to continual improvement as we are all life long learners. Weekly early dismissal days provide quality time for staff development and collaboration. In addition, we have five duty days before school opens, one duty day after school ends and four release days throughout the year. These days 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. Staff are supported to attend training both during and outside of their working hours. Staff access professional development that is offered both locally, nationally and internationally. Through a partnership with the Humboldt County Office of Education, Fuente Nueva recently joined a three year site development team for Compassionate Systems Awareness.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	11