



Fuente Nueva Charter School

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

Beth Ann Wylie, Principal
bwylie@fuentenueva.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Fuente Nueva Charter School

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

www.humboldt.k12.ca.us/arcata_sd/

District Governing Board

Jeffrey Schwartz

Mary Watson

Carrie Kelly

Brian Hudgens

Anthony Bledsoe

District Administration

Luke Biesecker
Superintendent

Beth Ann Wylie
Charter Director

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 “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 141 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 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	24
Grade 3	24
Grade 4	23
Grade 5	14
Total Enrollment	133

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.8
Asian	0.8
Hispanic or Latino	31.6
White	54.1
Two or More Races	11.3
Socioeconomically Disadvantaged	38.3
English Learners	1.5
Students with Disabilities	8.3
Homeless	3

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 for Fuente Nueva Charter	18-19	19-20	20-21
With Full Credential	6	6	7
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence		0	0

Teacher Credentials for Fuente Nueva Charter	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Fuente Nueva Charter School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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: 9/2020

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: No 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
Health	N/A Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: N/A

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 9/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	61	N/A	59	N/A	50	N/A
Math	51	N/A	47	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	86	N/A	49	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 (School Year 2020-2021)

Fuente Nueva works closely 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. 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 the Comprehensive Safety Plan. The Comprehensive Safety Plan was last reviewed by the Fuente Nueva Charter Council in February 2020. 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	0.0	1.7	1.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	221.7

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		1		24		1		24		1	
1	24		1		22		1		24		1	
2	24		1		24		1		24		1	
3	15	1			23		1		24		1	
4	14	1			16	1			23		1	
5	21		1		15	1			14	1		
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	

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, 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. Fuente Nueva Charter is a part of the TK-12 Equity Partnership with Humboldt State University and Humboldt County Office of Education. Through this partnership all staff participate in ongoing trainings related to racial equity and implicit bias. Continued learning on these topics enables us to maintain a cycle of continuous improvement to address any disproportionality that presents at Fuente Nueva.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,354	\$46,965
Mid-Range Teacher Salary	\$63,345	\$67,638
Highest Teacher Salary	\$76,522	\$88,785
Average Principal Salary (ES)	\$89,556	\$112,524
Average Principal Salary (MS)	\$89,556	\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$110,000	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	25.0	30.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,069	\$1,978	\$9,091	\$49,921
District	N/A	N/A	\$8,992	\$60,918
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.1	-19.8
School Site/ State	15.9	-35.5

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

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 school counselor available for all students with services principally directed to those most in need.

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.