



Fuente Nueva Charter School

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

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Arcata Elementary School District

1435 Buttermilk Ln

Arcata, CA 95521

(707) 822-0351

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

District Governing Board

Jeffery Schwartz

Pairie Moore

Carrie Kelly

Joe McKinzie

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 transitional 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	22
Grade 2	24
Grade 3	23
Grade 4	16
Grade 5	15
Total Enrollment	124

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.8
Asian	0.8
Hispanic or Latino	33.1
White	51.6
Two or More Races	9.7
Socioeconomically Disadvantaged	38.7
Students with Disabilities	8.1
Homeless	3.2

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	17-18	18-19	19-20
With Full Credential	7	6	6
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0		0

Teacher Credentials for Arcata Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Fuente Nueva Charter School

Indicator	17-18	18-19	19-20
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 2019-20)

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: 9/2019

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)

Year and month in which data were collected: 9/2019

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		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	78	61	62	59	50	50
Math	53	51	48	47	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.3	35.7	35.7

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	51	98.08	60.78
Male	25	24	96.00	58.33
Female	27	27	100.00	62.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	18	18	100.00	50.00
White	28	27	96.43	74.07
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	50.00
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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
All Students	52	51	98.08	50.98
Male	25	24	96.00	54.17
Female	27	27	100.00	48.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	18	18	100.00	38.89
White	28	27	96.43	62.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	40.00
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 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 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.8	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	248.0

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.2

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		1		24		1		24		1	
1	24		1		24		1		22		1	
2	15	1			24		1		24		1	
3	16	1			15	1			23		1	
4	19	1			14	1			16	1		
5	17	1			21		1		15	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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	27%	31%
Administrative Salaries	7%	7%

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

FY 2017-18 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	\$61,468
State	N/A	N/A	\$7,507	\$64,941

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.1	-20.7
School Site/ State	19.1	-26.2

Note: Cells with N/A values 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.

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).

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.