

School Accountability Report Card Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Fuente Nueva Charter	District Name	Arcata Elementary
Street	1897 S St.	Phone Number	(707) 822-0351

City, State, Zip	Arcata, CA, 95521-5474	Web Site	www.humboldt.k12.ca.us/arcata_sd/
Phone Number	(707) 822-3348	Superintendent	Pamela Jones
Principal	Ms. Beth Ann Wylie, Director	E-mail Address	pjones@humboldt.k12.ca.us
E-mail Address	bwylie@humboldt.k12.ca.us	CDS Code	12626790109975

School Description and Mission Statement (School Year 2010–11)

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

Located on the edge of the Arcata Bottoms, Fuente Nueva enjoys the benefits of a neighborhood setting with nature just outside our back door. The campus offers spacious classrooms in a small school setting. As a small school with approximately 100 students, the campus feels warm and caring. Through our enrichment programs such as familias, Extended Day, and clubs the children of Fuente Nueva build relationships across grade-levels.

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 four classes a week including visual arts, music and movement, and physical education.

Character Education: "Peace period" is our motto at FNCS. Starting in Kindergarten students build empathy, compassion, and conflict resolution skills through our character studies program. This leads to local and global social justice studies in the upper grades.

Familias: Cross-age groups of students meet weekly as a family and take part in enrichment activities such as Karate, Yoga, Baile Folklorico, sing-a-long folksongs, cooperative games, and arts and crafts.

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.

Lunch Program: A nutritious lunch is available for \$3.50. Free and reduced pricing is available. Students, staff, and parents love the healthy kid-friendly menu.

Opportunities for Parental Involvement (School Year 2010–11)

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, Dancing Under the Stars, and a family spring picnic. 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.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	22	Grade 8	0
Grade 1	22	Ungraded Elementary	0
Grade 2	13	Grade 9	0
Grade 3	16	Grade 10	0
Grade 4	10	Grade 11	0
Grade 5	7	Grade 12	0
Grade 6	6	Ungraded Secondary	0
Grade 7	0	Total Enrollment	96

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	3.1%
Asian	4.2%
Filipino	0.0%
Hispanic or Latino	22.9%
Native Hawaiian or Pacific Islander	0.0%
White	64.6%
Two or More Races	4.2%
Socioeconomically Disadvantaged	1.0%
English Learners	0.0%
Students with Disabilities	0.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									22.0	1	0	0

1									19.0	1	0	0
2									22.0	1	0	0
3												
4												
5									14.0	2	0	0
6												
Other												

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

III. School Climate

School Safety Plan (School Year 2010–11)

Fuente Nueva works closely with all stakeholders to ensure that there is a comprehensive, up to date safety plan in place.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	2.08	4.66	5.37	10.56
Expulsions	0	0	0	0	0.11	0.21

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Fuente Nueva Charter School occupies space that is owned and maintained by the Arcata School District. All necessary repairs are handled in a timely and professional manner.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			

Electrical: 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		Woodchips to be delivered December 2009, other minor repairs are underway
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	5	6	6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Percent of Classes In Core Academic

Percent of Classes In Core Academic

Location of Classes	Subjects Taught by Highly Qualified Teachers	Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.20	
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist	.1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	.1	
Resource Specialist (non-teaching)	.20	
Other		

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Excellent Quality and Current		0
Mathematics	Excellent Quality and Current		0
Science	Excellent Quality and Current		0
History-Social Science	Excellent Quality and Current		0
Foreign Language	Excellent Quality and Current		0
Health	Excellent Quality and Current		0
Visual and Performing Arts	Excellent Quality and Current		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,984	\$292	\$6,692	\$39,180
District				\$57,582
Percent Difference – School Site and District				
State			\$5,455	\$57,071
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Our comprehensive arts program is partially funded by the Arts and Music Block Grant. As a small school we rely heavily on federal Title I funds to provide a comprehensive intervention program for students who are at risk for not meeting grade level standards.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$30,729	\$38,744
Mid-Range Teacher Salary	\$39,180	\$55,509
Highest Teacher Salary	\$45,355	\$70,567
Average Principal Salary (Elementary)	\$46,305	\$92,338
Average Principal Salary (Middle)	N/A	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary		\$109,381
Percent of Budget for Teacher Salaries	35.00%	37.00%
Percent of Budget for Administrative Salaries	6.00%	7.00%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from

achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at

<http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	71%	58%	69%	61%	58%	63%	49%	52%	54%
Mathematics	62%	65%	67%	59%	60%	64%	46%	48%	50%
Science	0%	0%	0%	68%	65%	68%	50%	54%	57%
History-Social Science	0%	0%	0%	70%	73%	65%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	63%	64%	68%	65%
All Students at the School	69%	67%	0%	0%
Male	81%	76%	0%	0%
Female	59%	59%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				

Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	43%	43%	0%	0%
Native Hawaiian or Pacific Islander				
White	83%	76%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	59%	56%	0%	0%
English Learners				
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.30%	14.30%	71.40%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	8	6
Similar Schools	N/A		

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-5	-27	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	48	848	477	845	4,683,676	778
Black or African American	1		19	829	317,856	696

American Indian or Alaska Native	0		30	773	33,774	733
Asian	1		11	935	398,869	898
Filipino	0		2		123,245	859
Hispanic or Latino	14	734	49	792	2,406,749	729
Native Hawaiian or Pacific Islander	0		1		26,953	764
White	29	897	342	860	1,258,831	845
Two or More Races	1		21	803	76,766	836
Socioeconomically Disadvantaged	27	809	242	795	2,731,843	726
English Learners	0		13	651	1,521,844	707
Students with Disabilities	4		87	682	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met API Criteria	N/A	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same

indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		20.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

This section is not applicable to Fuente Nueva Charter School.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 5 release days per year are provided for the purpose of professional development. Teachers and the administrator work together to choose opportunities that are in alignment with the mission of Fuente Nueva and each individuals own personal professional growth plan.