



*Charter Renewal
of the
Fuente Nueva Charter School:
A California Public Charter School*

Whereas the governing board of the Arcata School District received renewal of the charter on May 10, 2010 submitted pursuant to Education Code Section 47605, and

Whereas the governing board of the Arcata School District, after holding a public hearing on June 28, 2010 and review of a valid and charter renewal;

Resolved that the governing board of the Arcata School District hereby approves and grants this charter renewal by a vote of _____ to _____ on _____

Be it further resolved that this charter constitutes a binding contract upon the Arcata School District Charter School.

Witnessed:

Steven Steinberg
President
Arcata School Board
Arcata School District

date

Tim Parisi
Superintendent
Arcata School District

date

Beth Ann Wylie
Charter Director
Fuente Nueva Charter School

date

Contents

A. Educational Program and Mission	4
A.1. Mission and Core Values	4
A.2. Students to be served.....	4
A.3. School Year and Attendance	4
A.4. Educational Philosophy	5
A.5. Program and Curriculum Design.....	7
A.6. Plan for students performing below grade-level expectations.....	11
A.7. Plan for English Language Learners.....	11
A.8. Plan for Special Education Services	12
B. Measurable Pupil Outcomes.....	12
B.1. Core Curricular Areas.....	12
B.2. Spanish Immersion	13
B.3. The Arts	14
B.3.a. Visual Arts	15
B.3.b. Music.....	15
B.3.c. Readers’ Theatre	15
B.4. Life-Long Learning Skills.....	15
B.5. Interpersonal Skills.....	16
C. Methods to Assess Pupil Progress towards Meeting Outcomes.....	17
D. Governance Structure of School.....	17
D.1. Charter Council	18
D.2. Teaching Staff	19
D.3. Parent Teacher Organization.....	19
D.4. Extended Day Program.....	19
E. Employee Qualifications	20
F. Health and Safety Procedures.....	21
G. Means to Achieve Racial/Ethnic Balance Reflective of District.....	22
H. Admission Requirements.....	22
I. Financial and Programmatic Audit.....	24
I.1. Financial Audit.....	24
I.2. Programmatic Audit.....	25
J. Pupil Suspension and Expulsion	26
K. Retirement System	26
L. Attendance Alternatives.....	26
M. Description of Employee Rights	27
N. Procedures for School Closure	27
O. Dispute Resolution Process, Oversight, Reporting, and Renewal.....	27
O.1 Dispute Resolution	27
O.1.a Disputes among Fuente Nueva Charter School Members.....	27

O.1.b Disputes between the School and the Charter-Granting Agency	29
O.2 Oversight, Reporting, Revocation, and Renewal	30
P. Labor Relations	30
Q. Four Conditions	30
R. Optional Miscellaneous Clauses	31
R.1 Term	31
R.2 Amendments	31
R.3 Severability	31
R.3 Impact on the Sponsoring District	31
R.4 Communications	31
Q. Appendix.....	32
Q.1. Assurances.....	32
Q.2. Progress indicators for Spanish language development.....	33
Q.3. Projected Enrollment and Class Configuration for 2010/2011.....	42
Q.3. Sample 2 nd Grade Report Card	42

A. Educational Program and Mission

A.1. Mission and Core 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.

Core Values of the program are:

- 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
- Collaboration and team work among community members

A.2. Students to be served

Fuente Nueva is a small K-6 public charter school that offers a full Spanish immersion program serving children in Arcata and the surrounding communities. Our current enrollment is approximately 90 students with a target full enrollment of 110-125 students.

It is our intention to provide an opportunity for our seventh and eighth grade students to continue their education in the Spanish Language. The details for this programmatic expansion will be submitted to the district for approval as a material revision of our charter the spring prior to fall implementation.

Fuente Nueva does not discriminate based upon race, religion, ethnicity, national origin, gender, gender identity, culture, disability, sexual orientation or any additional legally protected subgroup by federal or state law. Students from diverse ethnic and socioeconomic and geographical backgrounds are encouraged to attend.

Parents interested in enrolling their children at Fuente Nueva are asked to consider making a commitment to continuous enrollment through our entire elementary program in order to gain the best academic results for their child. Immersion research shows that continuing in an immersion program through the highest grade offered in the school gives students the opportunity to gain the optimum results from a program such as ours. It is for this reason that within the terms of this charter we intend to explore an option for expanded Spanish language instruction for our students through the 8th grade.

A.3. School Year and Attendance

Fuente Nueva operates on a traditional calendar year with flexible scheduling from 175 to 180 days per year starting in late August and ending in mid June. The annual calendar is developed

on an annual basis by the governing board of the charter school. Enrollment at Fuente Nueva is on a voluntary basis in a district with ample school choice.

Regular attendance is requested by all students. Fuente Nueva has a comprehensive attendance policy in an effort to support families to give students the best chance at a strong education by attending school on a consistent basis. Independent study contracts are available when students will miss one day or more of school.

A.4. Educational Philosophy

At the core of our values and mission we aim to empower students to become engaged world citizens in an enriching program that meets the needs of the whole child. A culturally and artistically rich Spanish immersion program provides the foundation to this effort. As a program that values academic excellence we provide a balance between Spanish language instruction, core academics, the arts, and character studies. In the primary grades, students study citizenship and progressively build their skills until in the upper grades they participate in the global community in a variety of positive ways. Proficiency in two languages and an understanding of the diverse world cultures provides students a platform for success as a 21st century learner.

Each classroom teacher brings their own talents and strengths to the classroom in order to carry out the mission of our school. The core values are threaded throughout all classroom instruction. State-adopted and teacher created curriculum is used during Language Arts, Math and Science. Social Studies is taught following the state standards using materials from a variety of sources including teacher created curriculum, library and pre-made programs. Teachers also use many resources to provide Spanish language instruction including state adopted curriculum, teacher created materials and a variety of pre-made programs. Arts instruction and physical education are not only their own subjects taught by specialty teachers but are also threaded through the core-curriculum on a daily basis.

While each classroom has its own unique environment teachers work closely to unify our approach across the grades. We are continuously coordinating efforts to ensure a smooth transition from one grade level to the next. Weekly staff meetings and a small teaching staff enable a successful shared leadership for this goal.

Parent feedback and involvement in the educational program is always welcomed and encouraged through a variety of means including committee work, coffee with the director sessions and individual contributions from parents and community members. Collaboration and team work are also an essential part of every students experience at Fuente Nueva. Teachers use ability based grouping to provide an opportunity for students to excel at their own level. It is also equally as common for teachers to incorporate cross-ability tutoring and group work to enable the students involved to strengthen their understanding of a concept by teaching or learning from a peer.

Our students are held to high behavior expectations by instilling a value of respect for oneself, for others and for our school. Students learn to celebrate personal academic success, respect for our environment and random acts of kindness. Students become self-motivated competent learners in the rich and engaging classroom environment. This enables all Fuente Nueva students to develop a life-long love of learning.

As an immersion program we provide an education in which the students acquire the language while being taught core curriculum content. Core content lessons are used as the vehicle for language acquisition in Spanish. Lessons include language objectives in addition to the content objectives. Furthermore, Spanish language development is taught in each grade level and language arts is taught in Spanish in kindergarten and first grade.

Our program presentation is based on the National Standards in Foreign Language Education put forth by the Standards for Language Learning (SLL) in the 21st Century (The U.S. Department of Education and the National Endowment for the Humanities; National Standards in Foreign Language Education Project, 2006). The overriding philosophy of the SLL is that our “nation must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad.” The SLL document envisions a future in which all students develop and maintain proficiency in English and at least one other language. The most outstanding aspect of the aforementioned philosophy is summed-up by the idea of knowing how, when, and why to say what to whom. This concept goes beyond grammar and vocabulary but also includes multicultural awareness of world diversity.

Of the many benefits for the student in a language immersion program the greatest is that the child will emerge from the program with proficiency in two languages. If the student continues their studies beyond Fuente Nueva they are likely to become fully bilingual. The language immersions classroom prepares the 21st century learner by teaching the keys to successful communication by knowing how, when and why to say what to whom. As world citizens we can broaden our experiences and knowledge by acquiring the ability to understand and be understood in multiple languages. Furthermore, research concludes that students who study a second language at an early age have a distinct advantage over students who begin later.

Another benefit to learning a second language is that it improves a child’s understanding of their own language and culture. As the students acquire language structure in their second language they are continuously making comparisons between their native language and the target language. This strengthens students’ critical thinking skills and helps them learn strategies such as paying close attention to cognates, context clues and patterns. Learning to make connections while scaffolding their understanding from what they already know builds essential and valuable learning skills. Immersion students are also known to develop a greater flexibility in thinking and problem solving skills.

Finally, when teaching in the immersion classroom, the teachers use a variety of learning strategies that meet the needs of the diverse learning styles present in any classroom. In this way the students are largely supported to access core content in the immersion classroom, despite the second language. The child-centered environment incorporates strategies such as Total Physical Response, Think Pair Share, KWL charts, realia, and manipulatives. Each of these strategies lowers the students' affective filter and provides direct support in accessing the core instruction.

21st Century learners are given opportunities to develop their relationship with technology through engaging classroom projects and activities throughout their schooling starting in 1st grade. Students are exposed to the basic functions of a computer including keyboarding and mouse use, internet research and resources, communication through the World Wide Web, word processing, presentations and publications. Students will become comfortable with technology, learning how to problem solve as situations arise.

A positive school culture and community experience for all involved is at the heart of Fuente Nueva. There are many ways to promote a cohesive community in which its members are respected as individuals and supported as a whole being. It is the intention of this school to continue to work together as administrator, teachers, staff, charter council, parent teacher organization and parents to provide our students with a well rounded education in character traits and citizenship. Multidirectional approach will be taken to ensure this is an integral part of the program. School-wide behavior expectations, weekly character word lessons, class meetings, a peace table for conflict resolution are just a few examples of what our program currently includes.

Through multiple measures of assessment, the school will continually evaluate the health of the school culture and find ways to improve and evolve to meet the needs of the changing student population. In a cycle of continuous improvement, teachers follow the research based curriculum and add in their own personalized touch to meet the needs of their particular cohort of students. Regular and ongoing assessment allows teachers to measure student performance and adjust instructional planning based on student need.

A.5. Program and Curriculum Design

Fuente Nueva is a site based program offering Kindergarten through sixth grade. Our classroom configurations depend on annual enrollment. Currently we offer classrooms as stated in the chart below. The charter council can approve higher enrollment in any classroom at any time for sound educational and fiscal reasons. Combinations will change due to attrition and the challenges of adding students in the upper grades due to the language instruction.

Fuente Nueva Program Design

Grade	%Spanish: % English Instruction	Classroom Type	Target Enrollment
Kindergarten	80:20	Stand-alone	20-25
First Grade	80:20	Stand-alone	20-25
Second Grade	65:35	Stand-alone	20-25
Third /Fourth Grade	50:50	Combined	25-30
Fifth/Sixth	50:50	Combined	25-30

Fuente Nueva models our immersion program on a One-Way Full Immersion program with a goal of exiting students that are proficient in both English and Spanish. Our kindergarten and first grade students will spend eighty percent or more of their instructional time learning in Spanish. The immersion portion of the day will include Spanish language arts, math, science, and social studies. The English portion of the day will include music and movement, English language arts, citizenship and art. In second grade students will increase the English portion of the day to thirty-five percent. Students will transfer their Spanish reading skills to their native language with more time devoted to English language arts. As they move up grade levels the amount of time learning in Spanish will decrease until they reach an even fifty percent taught in Spanish and English by the Third and Fourth grade.

Fuente Nueva Spanish Immersion Model

Grade	% of Spanish instruction: % of English Instruction	Spanish Subjects	English Subjects
Kindergarten	80:20	Spanish Language arts, math, social studies, science	English language development, special classes
First Grade	80:20	Spanish Language arts, math, social studies, science	English language development, special classes
Second Grade	65:35	Math, social studies, science, Spanish language development	English language arts, special classes
Third /Fourth Grade	50:50	Math, Science, Spanish language development	English language arts, social studies, special classes
Fifth/Sixth	50:50	Math, Science, Spanish language development	English language arts, social studies, special classes

Materials used to teach the core content areas are chosen by the current staff at Fuente Nueva Charter School. The core academic areas of math, language arts and science are supported with state adopted curriculum materials in both English and Spanish. State adopted curriculum is implemented with loyalty to the curriculums guides and a flexible approach to meet the needs of the individual class of students. Social studies curriculum is teacher-designed instructional units based on the state standards. A variety of rich curriculum resources are gathered to support the unit areas of study.

In all curricular areas, hands-on, inquiry based learning activities are a core component of educational pedagogy. Therefore when choosing curriculum materials we look for programs that encourage meaningful learning experiences for our students. It is also essential that programs will meet the needs of the diverse learning population present in our school. Challenging our most advance learner is equally as important as supporting our student who is at risk of not meeting grade level standards.

In Spanish language arts we have adopted Tesoros de lectura, a state adopted language arts program that provides a strong foundation in learning to read and write in Spanish. The students enjoy the ease of learning to read in Spanish as the vowel and letter sounds are consistent and predictable (unlike the English language). Students in Kindergarten and First Grade will utilize this program as their primary language arts study. In second grade and up students will study Spanish language arts with a combination of materials from the Tesoros de lectura program and teacher-created language development units.

English language arts in grades kindergarten through fourth grade use materials from the state adopted curriculum of Houghton Mifflin's Legacy of Reading program. In kindergarten and first grade students use primarily the supplemental materials to assist in their transfer of Spanish reading skills to English. Daily instruction in phonics and phonemic awareness also plays an important role in their early development of English language skills. To further support English language development, we also ask for every parent to ensure that a child reads or is read to for a minimum of twenty minutes daily.

English language arts in grades fifth and sixth includes readers and writers workshop, daily grammar instruction and literature circles. This provides a comprehensive language arts program that supports individual growth and educational needs. Teacher created units of study are linked to the social studies content areas so that students are making connections between curricular areas. Critical thinking and creative writing are emphasized as students sharpen their communication skills in preparation for their later years of education. Involvement with our local and global community provides a platform for students to practice using their skills in real life situations.

Handwriting is supported by the Handwriting without Tears program that is offered in both English and Spanish. In addition teachers have implemented a school-wide system for labeling school work assignments. Internally developed grade level benchmarks for writing are taught

to provide uniformity in writing expectations with regards to labeling assignments, writing conventions and fine motor skills. Portfolios are kept to show student progress towards grade level expectations.

Mathematics in all grade levels is taught in Spanish using the state adopted program created by Houghton Mifflin, Matemáticas. Many immersion programs choose to teach Math in Spanish due to the large number of universal symbols, cognates, and visual instruction that supports the student comprehension. Teachers follow the adopted curriculum and add their own activities to enrich the learning process with hands-on manipulatives and real life math applications. Whole and small group instruction along with peer tutoring also supports the needs of every learner. Across each grade level students spend 10 minutes daily practicing strategies to help them learn their basic math facts. Students build on strategies learned each year so that they can memorize all their math facts in alignment with state expectations by the end of the third grade. Systematic grade level expectations and benchmark assessments support students in gaining the necessary foundational skills in mathematics.

Science curriculum is built around instructional materials developed by Delta Education, the Full Option Science System or F.O.S.S. curriculum. Common vocabulary between the two languages along with hands-on activities makes it an ideal subject to be taught in Spanish. Inquiry based learning emphasize critical thinking skills and discovery learning which provides a broad conceptual understanding of content taught at each grade level. Community resources are utilized to enrich learning at every grade level. Our area has a wealth of scientists and natural resources such as the Redwood forest to be incorporated into the curriculum design.

The ability to create art is a seminal and innate human ability that certainly stands as one of humanities first modes of communication and, without a doubt, human experiences have been captured and suspended in time for us to contemplate through the many mediums of visual art. For many of us, when we were initially exposed to our first “art” implement, we seemed to have a natural want to create art on the walls and surroundings in our homes, much to the dismay of some parents.

With that in mind, in presenting the visual arts to our students and moving away from the walls of our homes, we provide students an opportunity to learn in a studio environment and to express their inner selves through their art work. The art instructor leads students in this process with gentle guidance as they discover the elements of visual art, which include the following: line, color, shape/form, texture, value and space. Our students learn how to use multiple mediums and techniques, skills, processes and tools as they refine their innate artistic talents.

Students in all grade levels participate in a Readers’ Theater performance in both English and Spanish. Performances vary from the traditional presentation of a book read and acted out to a more elaborate theatrical performance. This opportunity builds self confidence and self esteem while giving them an opportunity to work on public speaking and theatrical skills. The

performance is also a chance for Spanish language skills to be showcased in a community format.

A healthy mind needs a healthy body. Our students are engaged in a variety of physical education opportunities under the guidance of their own classroom teacher or a specialty teacher when available. Our curriculum follows state standards and teaches students a variety of traditional sports along with creative cooperative games that promote positive character traits in addition to providing physical exercise. Sportsmanship skills are promoted and physical skills are taught, while students learn about the importance of keeping their bodies healthy.

A.6. Plan for students performing below grade-level expectations

All students learn in different ways on different days. At Fuente Nueva, staff work to meet the diverse needs of students by providing individualized behavioral and educational plans that support the learning experience. Action plans are developed through the Student Success Team process that involves resource staff, classroom teacher, parents and charter director. The team works together to support the child's learning and to meet team developed goals.

Title I intervention services are provided for students who are at risk of falling below grade level standards. These services are provided in both the push-in and pull out model depending on the most conducive learning environment for the area of intervention. Services are provided by staff members who are in close contact with classroom teachers so that the intervention time supports the students work in the regular classroom.

While there is not a lot of conclusive research about the effectiveness of an immersion program for students with special needs it is commonly felt that most students can and will perform well in an immersion program. Students with mild learning disabilities and delays are well supported by the variety of techniques that are common in a language immersion classroom that are also regularly utilized strategies for the struggling learner. Enrollment for students with pre-identified language-processing difficulties should seriously be considered prior to enrollment. Still, it is believed that most children with mild learning disabilities combined with skilled and knowledgeable teachers and supportive parents can and do find successes in a language immersion program, learning content and proficiency in the second language.

A.7. Plan for English Language Learners

Fuente Nueva Charter School will adhere to all guidelines and laws that dictate proper services for students who are identified as English Language Learners. For students who are native Spanish speakers, our program will naturally support the English language development by providing instruction in their native language. It is believed that language skills transfer from native language to the target language best when some instruction is provided in the native language. This naturally occurs for native Spanish speakers in our Spanish Immersion program where no less than 50% of instruction occurs in Spanish.

A.8. Plan for Special Education Services

The following provisions govern the application of special education to the Charter School Students.

- It is understood that all children will have access to the Charter School, and no student shall be denied admission due to disability.
- The charter School agrees to implement a student success team process, a general education function, to monitor and guide educational services prior to application of Section 504 and special education services. For purposes of this section, the parties agree that a student study team is a group of the Charter School staff knowledgeable about a particular student who meet to discuss and explore alternate strategies that may be used with a student to enhance educational benefit when a student is under-performing. Such alternatives should generally be attempted prior to a referral to 504 or special education
- Students with a higher need for services are assessed and given formalized Individual Education Plans with the support of the parents, resource teachers, county staff, classroom teacher and charter director.
- The Charter School and the District will, in a Memorandum of Understanding (MOU), reach a mutually agreeable arrangement that defines the delivery of special education services to students in the charter. This MOU will define a process for the Charter School to be in compliance with all laws and regulations regarding special education and special education related issues.

B. Measurable Pupil Outcomes

Student outcomes are measured through a variety of assessments that are both standardized curriculum assessments and teachers created materials. Specific benchmark skills for each classroom level are under development for the purposes of providing a comprehensive program for students to seamless matriculate through the grades.

B.1. Core Curricular Areas

The California content standards will define for each subject and grade the most important knowledge that students must acquire and the skills they must master. Students will demonstrate appropriate age, developmental, or grade-level mastery of core academic skills which will include, but not be limited to the following:

Language Arts: Students will demonstrate strong reading, writing, listening, speaking and presentation skills in multiple forms of expression with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression including literature from all genres.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within number sense, and operations,

algebra, geometry and measurement and statistics. Additional standard, such as Spanish language math vocabulary are determined by the staff and governing board.

History/Social Studies: Students will understand and apply civic, historical and geographical knowledge and perspectives in order to serve as citizens in today's world of diverse cultures. They will develop the skills of a historian through discovery learning research and the use of primary sources.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which include life sciences, earth sciences, physical sciences and investigation and experimentation. They will apply the scientific process through research and lab opportunities.

B.2. Spanish Immersion

The immersion classroom teaches Spanish in a natural setting by integrating Spanish into the core curriculum, therefore students' ability to follow directions, respond appropriately, and complete given work in the target language will inform the teachers of the students' progress in Spanish language acquisition.

The first three years of instruction focuses more heavily on the receptive language skills, moving gradually to the acquisition of productive language. This manner of learning a language mirrors the way in which children learn their native language. First, children listen to their parents speak, develop phonemic awareness, and then gradually begin to speak in words and sentences.

Student outcomes are directly aligned to the 5 C's of the National Standards of Language Acquisition; communication, cultures, comparisons, connections and communities. These focus areas are woven through the curriculum presentation at every grade level to provide a comprehensive language education for students of the 21st century.

Expanded performance indicators for grades kindergarten through sixth grade can be found in the appendix. While these are useful in the measurement of student success, it is important, however, to recognize the wide range of students' Spanish language skills within each grade due to prior experience with Spanish, home language use, year of entry into the immersion program, and individual linguistic abilities.

Immersion students will demonstrate appropriate age, developmental or grade-level mastery of Spanish language skills which will include, but not be limited to the following Standards for Learning Spanish as listed in the overview of the National Foreign Language Standards:

COMMUNICATION ~ *Communicate in Spanish*

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES ~ *Gain knowledge and Understanding of Spanish Speaking Cultures of the World*

Standard 2.1: Students demonstrate an understanding of the relationship between the *practices and perspectives* of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the *products and perspectives* of the culture studied.

CONNECTIONS ~ *Connect with Other Disciplines and Acquire Information*

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS ~ *Develop insight into the Nature of Language and Culture*

Standard 4.1: Students demonstrate understanding of the nature of language comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES ~ *Participate in Multilingual Communities at Home and Around the World*

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

B.3. The Arts

Artistic expression is also a major pedagogical goal of our curriculum. Imaginative problem solving, group cooperation, cultural awareness, and high self-esteem are all reinforced through a well-balanced art curriculum. In our program we explore the full spectrum of artistic expression through the study of visual arts, theater, movement, and music.

The arts curriculum at Fuente Nueva creates an environment where children’s individual personalities, natural talents, and imagination can be fostered so that all students develop a love for their own unique approach to artistic self-expression and their own ability to contribute to school exhibitions and performances. By the end of sixth grade, students will demonstrate artistic perception, skills, and knowledge in the following visual arts and music programs.

B.3.a. Visual Arts

Students perceive, discuss and utilize the elements of visual art, develop observational skills, explore a wide variety of media and techniques, and most importantly, realize the power of their imaginations. Students keep sketchbooks and participate in art historical / multicultural projects that enable students to understand and discuss the context in which such art is created. Furthermore, students plan and contribute to school and community exhibitions. Teacher observation and portfolios serve as the basis for assessment in art.

B.3.b. Music

Students learn about, practice, and experiment with rhythm, melody, and harmony. Students listen to and practice music from past and present cultures. Students practice song, percussion, and basic musical instruments. In addition, students perform school concerts each year. Teacher observation, portfolios and performances serve as the basis for assessment in music.

B.3.c. Readers’ Theatre

Students in all grade levels participate in a Readers’ Theatre performance in both English and Spanish. Performances vary from the traditional presentation of a book read and acted out to a more elaborate theatrical performance. This opportunity builds self confidence and self esteem while giving them an opportunity to work on public speaking and theatrical skills. The performance is also a chance for Spanish language skills to be showcased in a community format. Parents, staff and community volunteers provide the support needed for these events. Readers’ theatre has grown to be a loved tradition by the students and greater community.

B.4. Life-Long Learning Skills

Students will be encouraged to develop skills that will enable them to become self-motivated, competent, lifelong learners through a mastery of the following skills:

Character Development: The ability to understand and accept the value of integrity and moral courage in all aspects of life and learning.

Communication: The ability to listen, speak, read and write as appropriate to the intended audience in school, at home, or in the community.

Cooperation: The ability to work productively with school peers, family members, and community members in order to complete assigned projects.

Critical Thinking: The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data to be a socially aware citizen.

Caring and Respect: The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.

Citizenship: The ability to be civically responsible by participating in the charter school and community at large.

Conflict Resolution: The ability to resolve differences of opinion in a civil and fair manner.

Responsibility: The ability to maintain the highest personal standards in studies and citizenship.

Study Skills: The ability to utilize note-taking strategies, questioning strategies, library research skills, goal setting, self-assessment, time management, test taking strategies and the ability to reflect on one's own learning. Students will develop skills that will empower and support them in their own path of learning through and beyond their time at Fuente Nueva. Areas that will be explicitly taught and evaluated are:

- Strong work habits and study skills
- Ability to take responsibility for one's own learning through follow through and self reflection.
- An ability to constructively evaluate their own work and the work of others.

B.5. Interpersonal Skills

We believe that everyone has the right to a safe, nurturing, and challenging learning environment. In order for this to occur, we must all have respect for each other and our classroom space. In daily interactions with our students, we model respectful and caring behavior. 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.

Our Guidelines for Success are:

- I care for myself
- I care for others
- I care for my school

Students will demonstrate:

- Developed leadership and citizenship skills
- Ability to engage in meaningful and compassionate peer and adult/student relationships
- Ability to effectively work in collaboration with others towards a common goal

C. Methods to Assess Pupil Progress towards Meeting Outcomes

Fuente Nueva Charter School students will meet the California State standards and partake in the necessary pupil assessments required pursuant to Education Code 60605. Students are assessed in each of the core academic skill areas by a combination of curriculum imbedded assessment, performance based assessment, teacher created formative and summative assessments and ongoing authentic assessments such as, teachers' observational logs, samples of students' work and running logs. Teacher also often incorporate the use of teacher created rubrics for performance based assessments, project or written work.

Students in the second grade and above participate in California State Testing known as STAR testing. Results from the statewide assessment are used to confirm classroom assessments in addition to ensuring that adequate academic progress is being made by all students. While data is disaggregated and analyzed the small, intimate nature of our school allows us to see student needs in the classroom in addition to the study of assessment statistics.

Report cards are given three times a year and parent-teacher conferences are held twice a year. Recorded assessments of the students occur prior to the parent-teacher conferences and these are reviewed, along with samples of students' work, during conferences.

Standards based report cards evaluate each skill by the following criteria: 1= proficient, 2=almost proficient, 3=practicing, 4=needs additional work. In addition, report cards include a comment area. A sample second grade report card is included in the Appendix

In addition, all students participate in annual theatrical performances, which serve as the culmination of the study of a thematic unit in one or more curricular area. Students also participate in annual exhibitions that reflect both the visual arts and science curriculum.

Student progress in Spanish language acquisition is assessed through teacher observation, student work portfolios, teacher created performance based assessments, staff created benchmark reading assessments, and other staff or professionally created tools. Their success in the content areas taught in Spanish are also a strong indicator of the students success in language development.

D. Governance Structure of School

As outlined in Education Code Section 47604 (c): the authority that grants a charter to a charter school that is to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School. The Arcata School District will not be liable for any actions, debts, or obligations taken by the Charter School or any nonprofit public benefit corporation operating the Charter School.

The Fuente Nueva Charter School has constituted itself as a California Non-Profit Benefit Corporation pursuant to California law. As such the school shall operate as per the Fuente Nueva Charter School By-Laws.

The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Sponsored by the Arcata School District, their board has the final legal responsibility for the operation of the Fuente Nueva Charter School. The Arcata School Board, in recognition of the spirit and intent of the charter, does not wish to exert day-to-day control or impose its own vision on the details of the Charter School's operation. It has instead delegated that responsibility to the governing board of directors known as the Fuente Nueva Charter Council (referred to as the FNCC).

The Fuente Nueva Charter School shall also follow all agreements outlined in the mutually agreed upon Memorandum of Understanding (MOU) that exists between the charter school and the sponsoring district. The MOU is reviewed and approved by the Arcata School District board on an annual basis.

D.1. Charter Council

The Fuente Nueva Charter Council (FNCC) board membership shall consist of:

- One teacher designated by the staff (voting)
- The charter director (voting)
- Six parents of currently enrolled students elected by the parent body (voting)
- One PTO Board member elected by the PTO (non-voting)
- One board appointed community business/education advisor member (voting)
- At its option, the Arcata School District Superintendent shall have the ability to appoint one board member to the FNCC. In the event that the Superintendent fails to appoint the District Director, in any year, on the last day of school of any year, then the Board of Directors may appoint an additional director to fill that seat for that year. (non-voting)

Parent FNCC members are nominated and elected for a two year term by active parents of currently enrolled students. Elections are held annually in May with terms beginning and ending at June FNCC meeting. FNCC members may serve for up to two terms. Further information about the structure and process of the charter council can be found in the by-laws of the Fuente Nueva Charter School Corporation and the Operational Handbook of the Charter Council.

The Fuente Nueva Charter Council (FNCC) is the final decision making body within the charter school. The council acts as the primary steward of the vision, mission and values of the school. All decisions made will be consistent with the approved vision, mission and values. The

necessary committees will be formed to facilitate this process such as; Strategic Planning Committee, Budget Committee, Evaluation Committee and other FNCC approved committees.

The FNCC will perpetuate the focus on continuous improvement of the school through analysis of survey data, stakeholder feedback and student achievement. Moreover the FNCC is responsible for the development, implementation and assessment of the annual budget, enrollment and school development, hiring policy, physical resources, and conflict resolution. Finally, the FNCC will approve all development, personnel, financial and policy decisions for the charter school.

D.2. Teaching Staff

The purpose of the school is to meet the educational needs of the child, therefore the teachers are responsible for providing a sound educational experience for students by following curriculum design as outlined in the charter and is in line with the mission, vision and values of the school. The teachers are responsible for assessing students several times each year and utilizing the results of the assessment to perpetuate the cycle of continuous improvement. Furthermore they are responsible for designing and implementing curriculum, and developing assessment tools for each grade prior to its commencement. Some curriculum may be adopted by the teaching staff as approved by the FNCC. Staff development is the responsibility of the staff members with the support of the charter school.

The Teaching Staff will be comprised of the Charter Director and all credentialed teachers. One teaching staff member shall be designated to serve on the FNCC for a term of two years and a maximum of two terms in succession.

D.3. Parent Teacher Organization

Parents are at the heart of the charter school movement and an integral part of Fuente Nueva's structure. The PTO (parent teacher organization) is the organizational body for the parents and teachers. Four parents from the PTO may volunteer to be elected to a one-year term on the Charter Council. The PTO will create committees as needed. These committees will work with the Charter Council to create a strong and representative governance structure.

Possible committees may include, but are not limited to:

- Fundraising Committee
- Public Education and Outreach Committee
- Special Events Committee
- Congeniality/Welcoming Committee
- Garden Committee
- Grounds Committee

D.4. Extended Day Program

The non-profit organization of the school will sponsor and provide program and financial audits of the before and after school program entitled "Fuente Nueva Extended Day Program." All

enrolled students in an Arcata School District school or Charter School are welcome to attend. The program will run from student dismissal until 5:30 PM on all regularly scheduled school days. Summer programs may be provided based on need and staffing. The program will focus on the needs of the whole child. The Extended Day Program will include a wide variety of enrichment activities surrounded by lots of free choice time. Furthermore, it will provide an environment where children have a strong voice and use compassionate communication to create a positive community experience.

E. Employee Qualifications

Fuente Nueva Charter School is non-sectarian in its employment practices and does not discriminate against any teacher on the basis of race, religion, ethnicity, national origin, age, gender, gender identity, sexual orientation, disability or any other legally protected sub-group.

The key staff at Fuente Nueva Charter School shall include but is not limited to:

- Charter Director
- Classroom Teachers
- Resource Teacher
- Paraprofessional instructional aides
- Administrative support staff
- Extended Day Director

The FNCS Charter Director shall hold necessary leadership skills such as but not limited to: effective communication skills, a teaching credential or other related credentials or diplomas, leadership or managerial experience and skills. The charter director is reappointed on an annual basis by the FNCC.

The Fuente Nueva Charter School retains or employs certificated classroom and resource teachers that hold the appropriate California Multiple Subjects Teaching Credentials issued by the California commission on Teacher Credentialing. All first and second year teachers shall participate in the local chapter of the Beginning Teaching Support and Assessment program. Classroom teachers teach the core academic classes of mathematics, language arts, science and social studies. Classroom teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Resource teachers are responsible for overseeing and coordinating school services for students who are identified to qualify for Special Education services or are at risk for not meeting grade level standards.

Fuente Nueva Charter School may also have specials teachers that teach subjects such as visual arts, dance, music, or drama, but do not teach the core curriculum. These teachers are not bound by credential requirements, but must be supervised by a credentialed teacher when classes occur during regularly scheduled school hours. Special subjects teaching staff will, however, possess an appropriate mix of subject matter expertise, professional experience, and

have demonstrated the ability to work successfully in an instructional capacity. Fuente Nueva may also provide special teachers in the enrichment program that will be offered after school hours.

Paraprofessional instructional aides, administrative staff and the Extended Day director at the charter school support the core curriculum staff in both regular and special education. These staff members shall hold the necessary skills, knowledge and experience to perform their duties and shall hold a Certificate of Proficiency from the Humboldt County Office of Education or minimum requirement of two years of college credits.

F. Health and Safety Procedures

Fuente Nueva Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and the Humboldt County Office of Education risk management team. At minimum policies will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunization to the extent required for enrollment in non-charter public schools.
- Procedure for health screenings and administration of medications.
- Policies and procedures for response to natural disasters and emergencies, including fires, earthquakes, and tsunamis.
- Policy requiring that instructional and administrative staff receive training in emergency and first aid response.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state or local Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background checks and furnishes a criminal record summary as required by Education Code Section 44237.
- A requirement that each employee of the school submits record of a TB clearance within the last four years.

These policies will be incorporated as appropriate into the school's handbooks and will be reviewed on an ongoing basis in the school's Teaching Staff and Fuente Nueva Charter Council.

G. Means to Achieve Racial/Ethnic Balance Reflective of District

The Fuente Nueva Charter School will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational materials that appeals to all the various racial and ethnic groups represented in the district with specific emphasis on materials for the Spanish speaking population.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient population.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.

H. Admission Requirements

In all admission processes, Fuente Nueva Charter School does not discriminate based upon race, religion, ethnicity, national origin, gender, culture, disability, or sexual orientation. Students from diverse ethnic and socioeconomic and geographical backgrounds are encouraged to attend through a county-wide recruitment process.

Children must be 5 years or older by December 2 (state law). For First Grade, children must be 6 years or older by June 1. Capacity for the school and individual classrooms is determined by the Fuente Nueva Charter Council. The enrollment process and enrollment timeframe at Fuente Nueva Charter School will occur as follows:

- Open enrollment is available on a continuing basis for grades kindergarten through sixth and open positions shall be filled on a first-come, first-served basis.
- Students enrolling in any grade beyond the 5th school month of the 1st grade year will be required to take an oral language entrance exam in order to assess the student's proficiency in the Spanish language. Results of the assessment shall be presented to the parent/guardian. Only students with grade level proficiency in Spanish are encouraged to enroll. Final enrollment is based upon available space and parent/guardian choice.
- Registration packets are distributed and collected during the open enrollment period. We respectfully request that all packets are complete by the April 15 deadline referred to below.
- Open enrollment for the Kindergarten and upper grades with vacancies for the following school year is from March 1 to April 15. Completed enrollment forms must be received by 4 p.m. on the April 15 deadline. Enrollment forms will be counted and documented. In the event that capacity is not met for the any class, all students applying for enrollment will be enrolled and shall be considered "existing Charter School students" for the purposes of this procedure. In the event that the number of kindergarten

- enrollment applications exceeds capacity at the kindergarten grade level, enrollees will be determined by one and/or all of the following three stages until capacity is met:
- Siblings of existing Charter School Students
 - Children of Charter School Employees
 - All other enrollees
- A random public lottery may be held in order to meet capacity for Kindergarten and upper grade openings for the following fall. The lottery will occur with at minimum the Charter Director and one teacher following the enrollment deadline and will be documented by videotape. Enrollees will be determined by random selection until capacity is met.
 - Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of any and all waiting lists will be determined in the same stages as outlined above.
 - On April 16, enrollment or waiting list confirmations will be mailed.
 - Completed registration information will be required by May 1st for each prospective student. If not received by May 7th, that student's enrollment slot will be forfeited.
 - Waiting lists will be maintained for the current enrollment year only. Waiting lists will not carry over to the following year, and those applicants on the waiting list must re-apply the following year.
 - Any enrollment forms received after the April 15th open-enrollment deadline shall be date- and time-stamped and:
 - (a) placed on the end of the waiting list for the applicable grade in the order they are received; or
 - (b) if for a grade that is at capacity, but that does not have a waiting list, will be first on the waiting list for that grade; or
 - (c) if for a grade that is not yet at capacity, will receive automatic enrollment.
 - Once placed on a waiting list, a student will remain on the list until one of the following occurs:
 - (a) The student is accepted in the school as space becomes available and enrolls.
 - (b) The parent/guardian requests that the student be removed from the list.
 - (c) The school year ends.
 - When a space becomes available in a grade level, the slot will be offered to the first name on the waiting list for that grade level. The Charter School will notify the applicant of the available space. ***It is the responsibility of parents/guardians to update contact information.*** The Charter School shall not be responsible for failure to contact a wait-listed family due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:
 - (a) Accept the available slot. In order to accept the slot a parent must speak directly with the Charter Director or designated individual. For the purposes of this procedure, the Charter School must receive the response within two days of the offer in order for the acceptance to be valid.

(b) Decline the available slot and be removed from the waiting list.

(c) Decline the available slot and be placed at the end of the waiting list.

- If the Charter School does not receive a response within two days (48 hours) of the offer, the Charter School will deem the parent to have declined the available slot and the student will be moved to the bottom of the waiting list.
- If the slot is accepted, the parent/guardian has seven days from the date of acceptance to return a completed registration packet and schedule a family orientation and start date for the student or the slot will be forfeited.
- If the slot is not accepted or a slot is forfeited due to failure to meet all registration deadlines, the slot will be offered to the next student on the list and the above procedure will continue until either the slot is filled or the waiting list is exhausted. Parents who have accepted enrollment but have forfeited their space due to late or missing registration materials will have the opportunity to be placed at the end of the waiting list.

In the event that a situation arises that is not covered by this procedure, the Fuente Nueva Charter Council will determine the fairest method for resolution of the issue. Students will be considered for admission without regard to ethnicity, national origin, gender or disability.

I. Financial and Programmatic Audit

I.1. Financial Audit

The Fuente Nueva Charter School will participate in the annual financial audit of the Arcata School District conducted by the independent auditors selected by the School District in accordance with state law. The audit will verify the accuracy of the school's financial statements, attendance, enrollment and accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Arcata School District and the Fuente Nueva Charter Council (FNCC).

The FNCC will review any audit exceptions or deficiencies and report to the Arcata School District Board with recommendations on how to resolve them and a timeline of expected resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the superintendent of the district and the director of the charter school. In the event that the Arcata School district believes that the dispute relates an issue that could lead to revocation of the charter, this shall be specifically noted in a written dispute statement.

The superintendent and director shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members of their governing bodies who shall jointly meet with the superintendent and the charter school director to attempt to resolve the dispute. If this joint

meeting fails to resolve the dispute, the superintendent and director shall meet to jointly identify a neutral, third party arbitrator. The form for the arbitration session shall be developed jointly by the superintendent and the director and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing board of the district and the Charter School Council jointly agree to bind themselves.

I.2. Programmatic Audit

Reporting of programmatic and operational information shall be provided to the Arcata school District in annual performance reports when requested by the Superintendent of the district. The annual performance process, perhaps combined with a site visit, would serve as the centerpiece of future charter renewal processes, enabling the charter school to monitor its performance throughout its five-year term. Some contents of the annual programmatic performance audit and site visitation might include the following:

- Summary data showing student progress toward the goals and outcomes specified in our measurable pupil outcomes from assessment instruments and techniques listed that outline methods to assess pupil progress.
- An analysis of whether student performance is meeting the goals specified in measurable student outcomes.
- A summary of major decisions and policies established by the school's Charter Council during the year.
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Data regarding level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summer data from an annual parent and student satisfaction survey.
- Information demonstrating whether the school implemented the means listed in to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.
- A copy of the school's Health and Safety Code and/ summary of any changes to those policies during the year.

The charter council and Arcata School District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports.

The school and granting agency will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

J. Pupil Suspension and Expulsion

The Fuente Nueva Charter School has developed student discipline policies. These policies are printed in the Operational Handbook and describe expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to review and agree to the policies prior to enrollment.

Any student who repeatedly violates the school's behavioral expectations will be required to attend a meeting with the charter director, the student's parent or guardian and classroom teacher (optional). Together, the parties will create a written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Students who present an immediate threat to health and safety may be immediately suspended and later expelled by the school's governing board upon recommendation of the staff. Fuente Nueva Charter School's policies provide all students with due process ensuring the students constitutional rights and conform to applicable federal law while also enabling the school to maintain a safe learning environment. The school will notify the district of any expulsions and will maintain suspension/expulsion data.

K. Retirement System

Staff at the Fuente Nueva Charter School will participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS). Fuente Nueva Charter School retains the right to coordinate participation, as appropriate, with other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. The District shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district a reasonable fee for the provision of such services.

L. Attendance Alternatives

All students who reside in the Arcata School District who choose not to attend the Fuente Nueva Charter School may attend other district schools or apply for an inter-district transfer to another school through the Arcata School District School Board.

M. Description of Employee Rights

The Charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

- Hiring supervision/evaluation and termination practices for Fuente Nueva Charter School employees will comply with all federal and state nondiscriminatory laws and statutes and will be governed by generally accepted fair labor practice. All Fuente Nueva Charter School employees will work under an at-will status and will undergo annual evaluations by the Director and a peer teacher. Re-election of the teacher occurs on an annual basis as per the process outlined in the FNCC Operational Handbook. Specific Personnel Rights and Responsibilities are also outlined in the FNCC Operational Handbook.
- Existing Arcata School District employee agreements or laws relating to school districts or school district personnel will not cover charter school employees. Arcata School District employees covered by existing employee agreements who transfer to the Fuente Nueva Charter School staff are no longer covered by these collective bargaining agreements. Employees covered by existing Arcata School District collective bargaining agreements who transfer into charter school programs retain the right to transfer back to appropriate positions in accordance with existing collective bargaining agreements.

N. Procedures for School Closure

In the event that the Fuente Nueva Charter School closes, the assets and liabilities of the school will be disposed of by the school's governing board to another charter school, non-profit, public school or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws. The governing board will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws. There will be an independent final audit conducted to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

O. Dispute Resolution Process, Oversight, Reporting, and Renewal

0.1 Dispute Resolution

In any community, misunderstandings and conflicts inevitably arise. To this end, we have created guidelines to assist in problem solving, communication building, and conflict resolution.

0.1.a Disputes among Fuente Nueva Charter School Members

Parents, staff and community members who have a concern are asked to use the following flow chart to provide resolution to a dispute or concern.

Issues regarding support staff, teacher, or classroom issue

1st – talk to the Teacher

(if not resolved) **2nd** – talk to the Director

(if not resolved) **3rd** – enlist the aid of the FNCC Parent Liaison as a mediator

(if not resolved) **4th** – becomes a closed session item on the FNCC agenda

Questions or concerns regarding the **general school program** (i.e. length of day, length of recess, supervision, lunch program, special classes offered, etc.)

1st – talk to the Director

(if not resolved) **2nd** – enlist the aid of the FNCC Parent Liaison as mediator

(if not resolved) **3rd** – becomes a closed session item on the FNCC agenda

Concerns regarding the **administrative staff**

1st – talk to the administrator involved

(if not resolved) **2nd** – talk to the Director (unless the issue is with the Director)

(if not resolved) **3rd** – enlist the aid of the FNCC Parent Liaison as mediator

(if not resolved) **4th** – becomes a closed session item on the FNCC agenda

Request for the creation of a new policy

1st – enlist the aid of the FNCC Parent Liaison as an advisor

Depending on the issue, the FNCC Parent Liaison will either direct you to a teacher, the director, or will add the issue to the next FNCC agenda

Ideas for a fundraiser or a community event

1st – talk to the PTO

(if not satisfied) **2nd** – talk to the Director

(if not satisfied) **3rd** – enlist the aid of the FNCC Parent Liaison as mediator

(if not satisfied) **4th** – becomes an item for the next FNCC agenda

If the FNCC, working with persons involved in the dispute, are unable to resolve the issue, council may be sought by Charter Council of the ASD District Superintendent, depending on the seriousness and degree of confidentiality required in the matter. Appealing to the District Superintendent is considered a failure of the dispute process and is highly undesirable. Any decision by the District Superintendent is considered final. Any possible appeal is outside the scope of this document.

The above flow chart is designed to build a climate of perpetual mutual respect, collegiality, and trust. When misunderstanding or conflict arises, it is essential to try to resolve the issue by speaking directly to the person(s) involved. It is imperative that the first step be for both parties to agree to meet formally and discuss the problem. If a mediator is desired, identify a willing and mutually acceptable third party. Charter Council members may take on this role but a mediator need not be a Charter Council member.

The following guidelines may be useful at this stage. In dealing with conflict, it is important to work on phrasing words in a way that is not blaming or judgmental. This technique can be used to facilitate positive and non-threatening dialogue. Refrain from using the words “always” and “never”.

e.g.,

“I feel _____ when _____ and I would like you to _____.”

“I feel _____ when _____ and I was hoping we could work together to _____.”

Active listening is essential in communication. Giving good eye contact to the speaker and allowing him or her to finish speaking without interrupting is key. In order to get the best clarity, it helps to repeat back to the person (in your own words) what he or she just said. It is also important to be aware of body language and tone of voice.

If the matter is not satisfactorily resolved by this method, both parties need to document the problem in writing, itemizing in particular, “This is the problem”, “This is what I have done” and “This is what I would like to see happen.” All parties need to submit their account of the situation to a FNCC member who will decide on future action.

If any party requests, the dispute will be put on the next Charter Council agenda as a closed session item. The FNCC representative involved in the issue is responsible for providing all supporting documents to the remaining membership in a timely fashion. The involved FNCC member will lead discussion of the issue. Any persons involved in the dispute must also attend the meeting, and will be called upon to speak as well. If the issue is serious, the FNCC will schedule a meeting more promptly. The goal of the FNCC is to mediate a resolution, or alternatively, prescribe a further course of action.

0.1.b Disputes between the School and the Charter-Granting Agency

For disputes regarding the terms of this charter or any other issue regarding the school and grantor’s relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the staff, Charter Council, and Arcata School District agree to first describe the issue in written format and submit to the Superintendent of the District and the Director of the Charter School. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from each of their respective governing bodies who shall jointly meet with the Superintendent of the District and the Director of the School to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the

Superintendent and Director shall meet to jointly identify a neutral, third party arbitrator. The findings or recommendations of the arbitrator shall be non-binding, unless the Charter Council and grantor jointly agree to find themselves.

O.2 Oversight, Reporting, Revocation, and Renewal

The Arcata School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Arcata School District without the mutual consent of the governing board of the charter school.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify the Charter Council of the School in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective action.

The Arcata School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element I, Financial and Programmatic Audit. Within two months of the receipt of this annual review, the charter-granting agency must notify the Charter Council of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions. If, in its review of the school's annual report, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

P. Labor Relations

The Fuente Nueva Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

Q. Four Conditions

1. Fuente Nueva Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. All teaching regarding culture and religion shall be done in a neutral manner.
2. Fuente Nueva Charter School shall not charge tuition for any and all educational activities. Parents and guardians will be invited to make donations in support of the arts and enrichment programs.
3. Fuente Nueva Charter School shall not discriminate against any pupil on the basis of race, religion, ethnicity, national origin, gender, gender identity, disability or other legally protected sub group by state or federal law.

4. Fuente Nueva Charter School shall admit all students who reside in California who wish to attend up to the school's capacity based upon space, staff or charter school policy. Specific enrollment policy and procedures can be found in section H, Admissions Requirements.

R. Optional Miscellaneous Clauses

R.1 Term

The term of the charter will be from June, 2010-June, 2015

R.2 Amendments

Any amendments to this charter shall be made by the mutual agreement of the governing boards of the charter school and charter-granting agency. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

R.3 Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Arcata School District and the Charter Council. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

R.3 Impact on the Sponsoring District

Fuente Nueva has been in operation as a charter school for five years and a learning center for two years prior to that and therefore, the impact on the district will remain the same as it is in the current day. The enrollment shall continue to consist of residence from Arcata and its many surrounding communities.

Business services may be provided by the district in addition to the required district oversight. The charter school is well run and responsible for its actions. The charter school has established risk management practices and established special education procedures. There is little or no potential liability to the district. The charter school is incorporated as a 501(c) 3 California Non-Profit Corporation and in doing so affords the district yet another level of liability protection.

R.4 Communications

All official communications between the Fuente Nueva Charter School and the Arcata School District will be sent via First Class Mail or other appropriate means to the following addresses:

Fuente Nueva Charter School 1897 S Street, Arcata CA 95521	Arcata School District 1435 Buttermilk Lane, Arcata CA 95521
---	---

Q. Appendix

Q.1. Assurances

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for Fuente Nueva Charter School to be located at 1897 S Street, Arcata, California is true to the best of my knowledge and belief; and further I understand that if awarded a charter, the school:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- ~~Will~~ will not (**circle one**) be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.1 [Ref. California Education Code §47605(b)(5)(O)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code 47605(d)(2)(B)]
- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the Charter School.

Authorized Representative's Signature

Date

Q.2. Progress indicators for Spanish language development

Kindergarten

Communication:

In kindergarten, our primary goal is to build the students' receptive language abilities in Spanish, exposing them to the phonemes of the language and building phonemic awareness in the target language. Language arts will be taught in Spanish using a California State adopted program. By the end of the year, students will be able to:

- Respond naturally to basic greetings and simple commands in Spanish
- Identify school months, and sing songs in Spanish
- Read simple Spanish words and be familiar with the first 25 Spanish High Frequency Words
- Meet grade level expectations as per formal assessments provided by the adopted programs in each curricular area

Cultures:

By the end of the year, students will be able to:

- Understand the relationship between the practices and perspectives of the Spanish-speaking cultures of Central America
- Participate in an end of the year presentation of songs, games, and food from this region's cultures

Comparisons:

By the end of the year, students will be able to:

- Participate in student of the week activities
- Engage in conversations with classmates
- Sing songs in Spanish
- Know the meaning of common songs, chants and rhymes

Connections:

By the end of the year, students will be able to:

- Study and meet grade-level expectations in all content areas in Spanish
- Further their knowledge of the target language and their own language
- Make connections to viewpoints, traditions and culture that are unique to the Spanish speaking regions of Central America

Communities:

By the end of the year, students will be able to:

- Actively participate in a trip to a local market or business to use their Spanish outside of the classroom
- Develop a practice of risk taking to use their new language. Speaking Spanish on the playground and in conversation with staff will be rewarded

First Grade

Communication:

In first grade, students continue to develop phonemic awareness of the language but are also introduced to the orthography of the language. Language arts will be taught in the target language of Spanish using a California State adopted program. By the end of the year, students will be able to:

- Engage in simple conversations using appropriate vocabulary and sentence structure.
- Ask and answer simple routine questions in Spanish
- Read simple Spanish words and know with the first 100 Spanish High Frequency Words
- Meet grade-level standards in Spanish language arts

Cultures:

By the end of the year, students will be able to:

- Understand the relationship between the practices and perspectives of the Spanish Speaking cultures of Mexico
- Participate in the presentation of songs, games, poems, stories and food from this region's cultures

Comparisons:

By the end of the year, students will be able to:

- Participate in student of the week activities
- Engage in conversations with classmates
- Engage in webcam conversations with native Spanish students from Mexico
- Sing songs in Spanish
- Know the meaning of common songs, chants and rhymes

Connections:

By the end of the year, students will be able to:

- Study and meet grade-level expectations in all content areas in Spanish
- Further their knowledge of the target language and their own language
- Make connections to viewpoints, traditions and culture that are unique to Mexico

Communities:

By the end of the year, students will be able to:

- Actively participate in a trip to a local restaurant or business to use their Spanish outside of the classroom
- Participate in presentations by guest speakers who provide opportunities for students to practice speaking Spanish

- Develop a practice of risk taking to use their new language. Speaking Spanish on the playground and in conversation with staff will be rewarded

Second Grade

Communication:

Second grade is the last year in which students' listening skills in Spanish are the focus of the curriculum. State adopted curriculum programs are used to instruct math and science in the target language of Spanish. Students' practice reading and writing through language experience activities, leveled readers and other purchased or teacher created curriculum. Students transfer their reading in Spanish skills to reading in English. By the end of the year, students will be able to:

- Engage in expanded conversations expressing feelings, emotions and facts.
- Ask and answer questions in Spanish that requires critical thinking
- Read grade level text and know the first 150 sight words in Spanish
- Know key vocabulary in the various curricular areas
- Become aware of the past, imperfect, and subjunctive verb tenses in Spanish
- Participate in composing and writing text and simple letters in Spanish
- Participate in a Spanish-speaking or narration part in a reader's theatre production.
- Meet grade-level standards for Spanish language arts

Risk taking in the use of the target language is celebrated as students ease into the use of their second language.

Cultures:

By the end of the year, students will be able to:

- Understand the relationship between the practices and perspectives of the Spanish Speaking cultures of South America
- Participate in the presentation of folk tales, songs, games, poems, stories and food from this region's cultures

Comparisons:

By the end of the year, students will be able to:

- Participate in student of the week activities
- Engage in conversations with classmates
- Engage in webcam conversations with native Spanish students from South America
- Sing songs in Spanish
- Know the meaning of common songs, chants and rhymes
- Keep journals to record questions they have about the Spanish language and connections they see between Spanish and English
- Participate in more complex and involved readers' theatre performances

Connections:

By the end of the year, students will be able to:

- Study and meet grade-level expectations in Spanish in math and science
- Further their knowledge of the target language and their own language
- Make connections to viewpoints, traditions and culture that are unique to Spanish speaking regions of South America

Communities:

By the end of the year, students will be able to:

- Actively participate in a trip to another bilingual classroom to use their Spanish in a new setting
- Participate in presentations by guest speakers who provide opportunities for students to practice speaking Spanish
- Develop a practice of risk taking to use their new language. Speaking Spanish on the playground and in conversation with staff will be rewarded

Third Grade

Communication:

Third grade represents the year in which the immersion curriculum moves from receptive language skills to productive, expressive language skills. State adopted curriculum is used to instruct math and science in the target language of Spanish. Instruction with leveled readers and Read Naturally continues, as does readers' theatre. Daily lessons in Spanish language development provide an opportunity for explicit instruction in the target language. By the end of the year, students will be able to:

- Engage in expanded conversations expressing feelings, emotions and facts.
- Ask and answer questions in Spanish that requires critical thinking
- Read grade level text and know the first 200 sight words in Spanish
- Know key vocabulary in the various curricular areas
- Become aware of the past, imperfect, and subjunctive verb tenses in Spanish
- Participate in composing and writing text and simple letters in Spanish
- Participate in a Spanish-speaking or narration part in a reader's theatre production.
- Meet grade-level standards for reading in Spanish at the 2.5 grade level or above

Risk taking and the use of the target language is celebrated as students abilities allow them to further ease into the use of their second language.

Cultures:

By the end of the year, stents will be able to:

- Understand the relationship between the practices and perspectives of the Spanish Speaking cultures of historical and today's California
- Participate in an end of the year presentation of folk tales, songs, games, poems, stories and food from this region's cultures

Comparisons:

By the end of the year, students will be able to:

- Participate in student of the week activities, engage in conversations with buddies, and have webcam conversations with native Spanish-speaking students from Spanish speaking cultures in California
- Engage in conversations with classmates
- Engage in webcam conversations with native Spanish students from South America
- Sing songs in Spanish
- Know the meaning of common songs, chants and rhymes
- Keep journals to record questions they have about the Spanish language and connections they see between Spanish and English
- Identify cognates and false cognates and begin to identify differences between English and Spanish
- Know formal vs. informal language in Spanish
- Communicate with pen-pals from a bilingual classroom of native Spanish Speakers
- Participate in more complex and involved readers' theatre performances

Connections:

By the end of the year, students will be able to:

- Study and meet grade-level expectations in Spanish in math and science
- Further their knowledge of the target language and their own language
- Make connections to viewpoints, traditions and culture that are unique to Spanish speaking communities of historical and today's California
- Participate in literature circles with leveled readers

Communities:

By the end of the year, students will be able to:

- Actively participate in a trip to a local community of native Spanish speakers
- Actively participate in visits to markets, restaurants and other businesses and communicate entirely in Spanish
- Participate in presentations by guest speakers will come into the classroom to provide opportunities for students to practice the target language
- Develop a practice of risk taking to use their second language. Speaking Spanish on the playground and in conversations with staff will be rewarded

Fourth Grade

Communication

Fourth grade productive and expressive language skills expand as students use their new language for lessons in class and special performances. State adopted curriculum is used to instruct math and science in the target language of Spanish. Students' practice reading and

writing through language experience activities, leveled readers and other purchased or teacher created curriculum. Daily lessons in Spanish language development provide an opportunity for explicit instruction in the target language. Vocabulary development continues through direct instruction as well as the language learning during content lessons. By the end of the year, students will be able to:

- Engage in expanded conversations expressing feelings, emotions and facts with native Spanish speakers
- Ask and answer questions in Spanish that requires critical thinking
- Read grade level text Know key vocabulary in the various curricular areas
- Become aware of the past, imperfect, and subjunctive verb tenses in Spanish
- Participate in composing and writing text in Spanish including friendly letters and poetry
- Participate in a Spanish-speaking or narration part in a reader's theatre production
- Meet grade-level standards for reading in Spanish at the 3.5 grade level or above

Risk taking and the use of the target language is celebrated as students abilities allow them to further ease into the use of their second language.

Cultures:

By the end of the year, students will be able to:

- Understand the relationship between the practices and perspectives of the Spanish Speaking cultures of historical and today's California
- Participate in an end of the year presentation of folk tales, songs, games, poems, stories and food from this region's cultures

Comparisons:

By the end of the year, students will be able to:

- Participate in student of the week activities, engage in conversations with classmates
- Participate in webcam conversations with native Spanish-speaking students from Spanish speaking cultures in California
- Sing songs in Spanish
- Know the meaning of common songs, chants and rhymes
- Keep journals to record questions they have about the Spanish language and connections they see between Spanish and English
- Identify cognates and false cognates and begin to identify differences between English and Spanish
- Know formal vs. informal language in Spanish
- Communicate with pen-pals from a bilingual classroom of Spanish speakers
- Participate in more complex and involved readers' theatre performances

Connections:

By the end of the year, students will be able to:

- Study and meet grade-level expectations in Spanish in math and science

- Further their knowledge of the target language and their own language
- Make connections to viewpoints, traditions and culture that are unique to Spanish speaking communities of historical and today's California
- Participate in literature circles with leveled readers.

Communities:

By the end of the year, students will be able to:

- Actively participate in a trip to a local community of native Spanish speakers
- Actively participate in visits to markets, restaurants and other businesses and communicate entirely in Spanish
- Participate in presentations by guest speakers will come into the classroom to provide opportunities for students to practice the target language
- Develop a practice of risk taking to use their second language. Speaking Spanish on the playground and in conversations with staff will be rewarded

Fifth Grade

Communication:

In fifth grade students begin to use their language skills to express their critical thinking in response to literature and in daily science and math lessons. State adopted curriculum continues to be used to teach both science and math in Spanish. Daily Spanish language development provides an opportunity for students to further their understanding of sentence structure, vocabulary and morphology. By the end of the year, students will be able to:

- Engage in extensive conversations expressing feelings, emotions and facts in both present, past and future tense with native Spanish speakers
- Ask and answer questions in Spanish that requires critical thinking, making inferences and hypothesis
- Read grade level
- Know key vocabulary in the various curricular areas
- Become aware of the past, imperfect, and subjunctive verb tenses in Spanish
- Participate in composing and writing text in Spanish including friendly letters, poetry, narratives and response to literature, narratives, persuasive and expository writing
- Participate in a Spanish-speaking or narration part in a reader's theatre production
- Meet grade-level standards for reading in Spanish at the 4 grade level or above

Cultures:

By the end of the year, students will be able to:

- Understand the relationship between the practices and perspectives of the Spanish Speaking cultures of Spain
- Participate in an end of the year presentation of folk tales, songs, games, poems, stories, clothing and food from this region's cultures

Comparisons:

By the end of the year, students will be able to:

- Participate in student of the week activities and engage in conversations with classmates
- Participate in webcam conversations with native Spanish-speaking students from Spanish speaking cultures in Spain
- Sing songs in Spanish
- Know the meaning of common songs, chants and rhymes
- Keep journals to record questions they have about the Spanish language and connections they see between Spanish and English
- Identify cognates and false cognates and begin to identify differences between English and Spanish
- Know common idioms, jokes, and formal vs. informal language in Spanish
- Communicate with pen-pals from a bilingual classroom of Spanish speakers
- Participate in more complex and involved readers' theatre performances

Connections:

By the end of the year, students will be able to:

- Study and meet grade-level expectations in Spanish in math and science
- Further their knowledge of the target language and their own language
- Make connections to viewpoints, traditions and culture that are unique to Spanish speaking communities of historical and today's California
- Participate in literature circles with relevant literature
- Act as peer tutors in the target language during math and science instruction
- Follow complex sets of instruction and can carry out experiments, data recording and summarization in the target language

Communities:

By the end of the year, students will be able to:

- Actively participate in a trip to a Spanish-speaking country
- Actively participate in visits to markets, restaurants and other businesses using their Spanish to communicate with the local residents and businessmen
- Actively participate in presentations by guest speakers who provide meaningful opportunities for students to practice the target language
- By this point students should be fully comfortable in their new language, but we will continue to reward spontaneous use of the language in communication with peers and staff

Sixth Grade

Communication:

In sixth grade, students expand their practice of critical thinking and expressive language throughout their entire Spanish lesson block. State adopted curriculum continues to be used to teach both science and math in Spanish. Daily Spanish language development provides an

opportunity for students to further their understanding of sentence structure, vocabulary and morphology. Semantics and syntax is studied more in-depth. By the end of the year, students will be able to:

- Engage in extensive conversations expressing feelings, emotions and facts in both present, past and future tense with native Spanish speakers
- Ask and answer questions in Spanish that requires critical thinking, making inferences and hypothesis
- Read grade level
- Know key vocabulary in the various curricular areas
- Become aware of the past, imperfect, and subjunctive verb tenses in Spanish
- Participate in composing and writing text in Spanish including friendly letters, poetry, narratives and response to literature
- Participate in a Spanish-speaking or narration part in a reader's theatre production.
- Meet grade-level standards for reading in Spanish at the 5 grade level or above

Cultures:

By the end of the year, students will be able to:

- Understand the relationship between the practices and perspectives of the Spanish Speaking cultures of Spain
- Participate in an end of the year presentation of folk tales, songs, games, poems, stories, clothing and food from this region's cultures

Comparisons:

By the end of the year, students will be able to:

- Participate in student of the week activities and engage in conversations with classmates
- Participate in webcam conversations with native Spanish-speaking students from Spanish speaking cultures in Spain
- Sing songs in Spanish
- Know the meaning of common songs, chants and rhymes
- Keep journals to record questions they have about the Spanish language and connections they see between Spanish and English
- Identify cognates and false cognates and begin to identify differences between English and Spanish
- Know common idioms, jokes, and formal vs. informal language in Spanish
- Communicate with pen-pals from a bilingual classroom of Spanish speakers

Connections:

By the end of the year, students will be able to:

- Study and meet grade-level expectations in Spanish in math and science
- Further their knowledge of the target language and their own language

- Make connections to viewpoints, traditions and culture that are unique to Spanish speaking communities of historical and today's California
- Participate in literature circles with relevant literature
- Act as peer tutors in the target language during math and science instruction
- Follow complex sets of instruction and can carry-out experiments, data recording and summarization in the target language

Communities:

By the end of the year, students will be able to:

- Actively participate in a trip to a Spanish-speaking country
- Actively participate in visits to markets, restaurants and other businesses using their Spanish to communicate with the local residents and businessmen
- Actively participate in presentations by guest speakers who provide meaningful opportunities for students to practice the target language
- By this point students should be fully comfortable in their new language, but we will continue to reward spontaneous use of the language in communication with peers and staff.

Q.3. Projected Enrollment and Class Configuration for 2010/2011

Grade Levels	Combo or Stand Alone	Total Number of Students
Kindergarten	Stand alone	22
First Grade	Stand alone	22
Second/Third Grade	Combo Class	22 (13 +9)
Third/Fourth Grade	Combo Class	22 (10+12)
Fifth/Sixth Grade	Combo Class	14

Q.3. Sample 2nd Grade Report Card