

Fortuna Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Fortuna Middle School
Street	843 L St.
City, State, Zip	Fortuna, CA 95540-1921
Phone Number	(707) 725-3415
Principal	Julie Johansen
Email Address	jjohansen@fortunaesd.com
Website	www.humboldt.k12.ca.us/fortuna_un
County-District-School (CDS) Code	12768026007868

Entity	Contact Information
District Name	Fortuna Elementary School District
Phone Number	707.725.2293
Superintendent	Jeff Northern
Email Address	jnorthern@fortunaesd.com
Website	www.humboldt.k12.ca.us/fortuna_sd/

School Description and Mission Statement (School Year 2019-20)

Vision Statement

Fortuna Middle School and the Fortuna Elementary Board of Trustees desire to prepare students for responsible citizenship by fostering self-discipline and personal responsibility.

Mission Statement

It is our mission at Fortuna Middle School to develop respectful and responsible students who are well prepared for high school and beyond by building positive relations and connections with them and their parents in our community. We offer a challenging and supportive program of academics, athletics, and the arts by setting high expectations that focus on individual success through cooperation within a safe and caring environment. We treat students with consistency while recognizing their individuality, and work to develop all students into confident, skilled, and successful lifelong learners.

School Description

Fortuna Middle School is known for its exceptional academic, athletic, and enrichment opportunities. FMS serves roughly 240 middle school students, who leave in the Fortuna City Limits extending north to Ferndale and south to Metropolitan Bridge. It is one of four schools in the Fortuna Elementary School District, and one of two middle schools serving 5th-8th grade students. Fortuna Middle serves children of families who work in a variety of occupations in Humboldt County.

The Fortuna Middle School buildings were built in 2011 with bond money thanks to our local community. Fortuna Middle School is made up of general education classrooms, two resource classrooms, one GATE classroom, one special day classroom, and one County Therapeutic Learning classroom. There are 13 certificated teachers on staff, over 20 classified staff members, and numerous shared employees of the Fortuna Elementary School District that help differentiate our programs for all student's individual needs.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 5	57
Grade 6	36
Grade 7	72
Grade 8	61
Total Enrollment	226

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.2
Asian	0.9
Hispanic or Latino	55.3
White	36.7
Two or More Races	4.9
Socioeconomically Disadvantaged	82.7
English Learners	25.2
Students with Disabilities	22.6
Foster Youth	2.2
Homeless	11.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	14	13	68
Without Full Credential	0	1	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 5 - National Geographic 2016 Grade 6 - National Geographic 2016 and Springboard 2016 Grade 7 - Springboard 2016 Grade 8 - Springboard 2016	Yes	0
Mathematics	Math: Grade 5: Mathematics: My Math (2014) Math: Grade 6: Mathematics: CPM (2014) Math: Grade 7: Pre-Algebra: CPM (2014) Math: Grade 8: Algebra Readiness & Algebra: CPM (2014)	Yes	0
Science	Grades 5-8 - FOSS "Next Gen" Common Core, 2018 Grade 5: Macmillan/McGraw -Hill (2008) Grade 6: Holt Science and Technology: Earth Science: 2008 Grade 7: Holt Science and Technology: Life Science: 2008 Grade 8: Holt Science and Technology: Physical Science: 2008 Pearson/Prentice Hall: Science Grade 6: CA Earth Science: 2008 Grade 7: CA Life Science: 2008 Grade 8: CA Physical Science: 2008	No	0
History-Social Science	Grade 5: CA IMPACT Grade 5: US History: Making a New Nation (2017) Grade 6: National Geographic: World History Ancient Civilizations (2017) Grade 7: National Geographic: World History Medieval and Early Modern Times (2017) Grade 8: National Geographic: U.S. History American Stories Beginnings to World War I (2017); Center for Civic Education, We The People, Elementary and Middle School Sets, 2018	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Fortuna Middle School as it currently stands was opened October 3, 2011. It is a beautiful well-kept facility that includes classrooms, a cafeteria, an administrative building, and a large gymnasium. It replaced the old facility which was over eighty-years old and very run-down. Since 2011, upgrades have been made to the exterior of the campus and include a grant-funded garden and seating area, a fenced-gate that allows the campus to be locked down when needed, new cement tables for student use, and ongoing technology upgrades.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: September 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	33	41	43	50	50
Mathematics (grades 3-8 and 11)	19	16	29	30	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	210	99.06	0.94	32.86
Male	101	101	100.00	0.00	28.71
Female	111	109	98.20	1.80	36.70
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	114	113	99.12	0.88	28.32
Native Hawaiian or Pacific Islander					
White	83	82	98.80	1.20	34.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	178	176	98.88	1.12	32.39
English Learners	87	86	98.85	1.15	25.58
Students with Disabilities	50	50	100.00	0.00	8.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	30	29	96.67	3.33	31.03

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	210	98.59	1.41	16.19
Male	102	101	99.02	0.98	19.80
Female	111	109	98.20	1.80	12.84
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	115	113	98.26	1.74	11.50
Native Hawaiian or Pacific Islander					
White	83	82	98.80	1.20	20.73
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	179	176	98.32	1.68	13.64
English Learners	88	86	97.73	2.27	8.14
Students with Disabilities	50	50	100.00	0.00	4.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	13.79

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.8	17.5	21.1
7	16.7	26.4	27.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

At Fortuna Middle School we believe that parent/guardian involvement is essential to a student's success at school. We encourage parents/guardians to contact the teacher immediately by email or phone when they are unsure of assignments, have questions, or need to share concerns. The school website, teacher webpages, Facebook page, marquee, and Black Board Connect system are all utilized to keep parents/guardians informed.

All grades are online in Aeries and parents are given a "parent portal login" where they can access their child's grades, behavior, and attendance. Progress reports are sent home at least once a month and require a parent/guardian signature. Mid-trimester report cards are sent home once a trimester, and also available online. Trimester report cards are mailed home to parents each trimester.

Parents are invited to attend numerous activities on our campus including Music Concerts, Trimester Awards Nights, Art and Literacy Night, FMS Athletics, Open House, and Back to School Night. Parents are also encourage to join the Fortuna Elementary Parent Teacher Organization which meets monthly. In addition, monthly School Site Council, English Learner Advisory Committee Meetings, and LCAP Stakeholder meetings are held. A translator is available at these meetings and all documents and agendas are available in English and Spanish.

Parents/Guardians/Community members are encouraged to participate in LCAP Stakeholder Meetings and provide input during School Site Council Meetings. Parents of 8th grade students are encouraged to join the "8th Grade Parent and Student Committee" which is essential in planning and fund raiser for the class trip and graduation activities. The principal also sends trip and eligibility letters home each trimester based on a student's grades, behavior, and attendance. During the third trimester, students not earning enough credits for graduation also receive a letter about summer school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.6	10.3	4.1	6.3	5.0	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Fortuna Middle School has a Comprehensive Safety Plan that is continually being revised and improved upon. Staff members and students practice drills throughout the school year. Staff meetings are often used to address safety issues on campus in order to improve the system for students' wellbeing. All classrooms have been refitted with door locks that can be locked from the inside and emergency backpacks are in every classroom.

In addition to making the facilities safe and improving disaster procedures, special attention is given to help all students feel safe on campus. Every morning, “Words of Wisdom” are said over the loud speaker by the site principal for all to hear. Time is built into the schedule first thing each day for homeroom teachers to teach lessons from “Second Step” or do mindfulness or circles.

The administrative building is used daily for outside agencies like County Mental Health, the Family Resource Center, and Changing Tides provides counseling services to students and their families. In addition, the District Translator/Interpreter is on campus three days a week with open office hours for Spanish speaking families to get their needs met and to ask questions. We have a Spanish-speaking secretary onsite who is able to translate for Spanish-speaking parents who have concerns. All materials sent or posted for families are available in both English and Spanish and an interpreter is available by phone and for meetings.

We also have a school counselor is on site twice a week to lead friendship circles and meet with individual students requiring counseling.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	18	11	4		23	3	7		15	7	3	
Mathematics					23	1	4		19	5	2	
Science	19	4	3		23	1	4		17	4	3	
Social Science	19	3	4		27		4		19	4	2	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11409.0	\$4009.0	\$7400.0	\$61529.0
District	N/A	N/A	\$7762.0	\$61,529.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Funds are used mostly to hire classroom teachers in order to ensure low class sizes for our students. In addition, our school has a .25 FTE English Language Development Teacher, two .5 FTE ELD Aides, three special education teachers, and three special education aides. Expenditures are aligned with LCAP goals as well as School Plan for Student Achievement Goals. The EXCEL after school program also provides support to FMS students after school until 6 p.m. each day.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,680	\$49,378
Mid-Range Teacher Salary	\$60,678	\$77,190
Highest Teacher Salary	\$69,292	\$96,607
Average Principal Salary (Elementary)	\$89,071	\$122,074
Average Principal Salary (Middle)	\$91,141	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$112,870	\$189,346
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

All classified and certificated staff members are provided mandated reporter training, trauma-informed practices training, and suicide prevention training. All staff receives ongoing training positive behavior intervention to ensure the successful implementation of school-wide PBIS. Throughout the school year, early-release Wednesdays are used for additional trainings for all staff. The County Office is also utilized for local training. The School Site Council designates Title I funds each year to be used by teachers and staff for additional trainings to improve student achievement.