Norman G. Ambrosini Elementary 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	Norman G. Ambrosini Elementary School
Street	3850 Rohnerville Rd.
City, State, Zip	Fortuna, CA 95540
Phone Number	(707) 725-4688
Principal	Amy Betts
Email Address	abetts@fortunaesd.com
Website	http://ae-fesd-ca.schoolloop.com/
County-District-School (CDS) Code	12768026008130

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)

Ambrosini School is a community of students, families, and staff dedicated to the development of every individual's ability and desire to learn and achieve. Collectively, we provide a safe, supportive environment that fosters curiosity, inquiry, and a life-long passion for learning.

Our mission is for our students to strive for and believe they can develop:

- proficiency in literacy and mathematics
- writing skills for self-expression and effective communication
- a passion for learning
- a variety of technological, critical thinking, and collaborative skills
- a sense of creativity
- positive character traits

We believe we will accomplish this through collaboration, dedication, and the use of research-based instructional strategies and materials. It is vital to the success of our Ambrosini students for their families and the greater community to be active and involved in the educational process.

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	64
Grade 2	67
Grade 3	65
Grade 4	57
Total Enrollment	340

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	5.6
Asian	0.3
Filipino	0.3
Hispanic or Latino	23.8
White	58.5
Two or More Races	10.6
Socioeconomically Disadvantaged	66.2
English Learners	12.1
Students with Disabilities	16.2
Foster Youth	1.5
Homeless	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	19	19	18	68
Without Full Credential	0	0	0	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	McGraw Hill Wonders (TK-2), 2016 National Geographic Learning (3-6), 2016	Yes	0.0%
Mathematics	McGraw Hill, My Math (K-5), 2014	Yes	0.0%
Science	FOSS Science, Harcourt (K-5), 2008	Yes	0.0%
History-Social Science	Pearson Scott Foresman (K-5), 2007	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Ambrosini School meets and exceeds Field Act requirements, and state and federal handicapped access requirements, and is inspected on a regular basis for a wide variety of health and safety items by qualified District and non-District employees including, but not limited to, the state Fire Marshall, insurance, JPA Loss Control and Safety Analyst, Humboldt County Health department and outside private vendors. The District employs a full-time maintenance worker who works at all four sites. Ambrosini School has a full-time custodian and two part-time custodians who establish and maintain high-quality cleanliness and the availability of necessary supplies. The safety and comfort of our students and staff is our highest maintenance priority.

Ambrosini was built in 1959. The school has 15 general education classrooms, 1 mild to moderate special day classroom, a library, a multipurpose room, a computer lab, and a special education classroom. Athletic facilities include a separate playground for kindergarten, a first through fourth grade playground, and a playing field.

Students are kept safe on campus due to a schedule of staff supervision that places staff members in key locations during recess, passing periods, before school, and after school. The school grounds are fully covered by a video surveillance system and an integrated fire alarm system. Our school maintains a Comprehensive School Safety Plan and an Emergency Management Response Plan.

Norman G. Ambrosini Elementary School has a custodial staff of one full-time staff member working from 7:00 a.m. to 3:30 p.m., two part-time custodians who work from 4:00 to 8:00 p.m., plus a maintenance supervisor with district responsibilities who works from 6 a.m. to 2:30 p.m.

The District employs a gardener to maintain the lawns and grounds. Deferred Maintenance Program and safety funds are allocated to keep our site fully operational, functional and safe. Ambrosini School's classroom interiors were completely modernized in 2003. Most recently, the old multipurpose room was remodeled into two new classrooms.

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	Room 3 heater needs to be repaired.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Breezeway roof has dry rot/damage and needs to be replaced. (This is on the list of items to be addressed with bond funds.)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Additional fencing needed for added security.
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)	45	42	41	43	50	50
Mathematics (grades 3-8 and 11)	39	38	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	124	123	99.19	0.81	42.28
Male	61	60	98.36	1.64	36.67
Female	63	63	100.00	0.00	47.62
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	25	25	100.00	0.00	24.00
Native Hawaiian or Pacific Islander					
White	79	78	98.73	1.27	46.15
Two or More Races	12	12	100.00	0.00	41.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	87	86	98.85	1.15	37.21
English Learners	20	20	100.00	0.00	20.00
Students with Disabilities	28	27	96.43	3.57	25.93
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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	124	123	99.19	0.81	38.21
Male	61	60	98.36	1.64	36.67
Female	63	63	100.00	0.00	39.68
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	25	25	100.00	0.00	20.00
Native Hawaiian or Pacific Islander					
White	79	78	98.73	1.27	43.59
Two or More Races	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	87	86	98.85	1.15	31.40
English Learners	20	20	100.00	0.00	30.00
Students with Disabilities	28	27	96.43	3.57	25.93
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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			

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)

Ambrosini School is a dedicated community working toward the primary goal of success for every student. Communication and collaboration are the binding factors along with shared leadership. Our parents are an active and essential part of their children's education. They act as participants in classroom programs, leaders in school advisory and parent groups, as board members, and as supporters and volunteers in school activities. They also support our students by extending their child's learning after the school day.

Parents are urged to contact their child's teacher and/or Susan Burgess, Rohnerville Education Foundation President, at (707) 725-4688 to find out ways they can participate in their child's educational experience.

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	2.5	2.7	1.4	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)

Student safety, health and well-being are essential to enabling learning. Safety training in the classroom, on the playground, and to and from classrooms is practiced and monitored. Regular safety drills are taught and practiced. Each classroom has a safety backpack and emergency binder near its exit. The staff has been trained for disaster response. Most have had current first aid and CPR training. The District safety committee meets regularly and is responsible for updating the school plan and School Crisis Response Kit each year and for coordinating safety training.

The School Safety Plan was most recently reviewed, updated and discussed with school faculty in September 2019. The key elements in the Ambrosini School Safety Plan include procedures, responsibilities, and student and staff training.

Participation in the Regional Emergency Management grant has broadened our safety plans to include regional aspects of emergency response.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		19	2	2		21	2	2	
1	21		3		22		3		21		3	
2	22		3		20	3			22		3	
3	23		3		21	1	2		24		2	
4	23		2		19	1	3		23		3	
Other**									11	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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)	
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)

Classroom teachers are the main service funded to support students. We also have classroom aides, a school counselor, music teacher, English Learner teacher, intervention teacher, and a fully staffed after school program.

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

Category	District Amount	State Average For Districts In Same Category
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

In 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020, there were four days each school year dedicated for professional development. There is one early-release Wednesday each month also dedicated to staff development activities.

The focus has been on providing teacher support for implementing the new Common Core State Standards and implementing a program of data analysis to drive curriculum improvement. Implementation will be supported through grade-level meetings once a month, and by using staff and resources from the Humboldt County Office of Education to provide extra assistance.