

South Fortuna Elementary

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	South Fortuna Elementary
Street	2089 Newburg Rd.
City, State, Zip	Fortuna, CA 95540
Phone Number	(707) 725-2519
Principal	Laurie Clendenen
Email Address	lclendenen@fortunaesd.com
Website	http://sfe-fesd-ca.schoolloop.com/
County-District-School (CDS) Code	12768026007876

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)

South Fortuna Elementary School's staff is dedicated to the social, emotional, and academic development of every student. We provide a safe, caring, supportive, engaging and challenging environment that encourages risk-taking and promotes a growth mindset for all students.

- Our mission is for our students to strive for and acquire:
- Positive character traits, including empathy, trustworthiness, kindness, honesty, and respect.
- Acceptance and understanding of diversity and multiculturalism.
- Exceptional skills in reading, writing, mathematics, technology, and communication.
- Creative and collaborative approaches to problem-solving.
- The ability to persevere through challenging academic material.
- A desire to be a positive influence on others and a passion for learning and thinking critically.

We feel students will achieve these goals by providing them exceptional classroom instruction using research-based instructional programs, strategies and materials and a truly caring and safe environment for students to thrive.

School Description:

South Fortuna Elementary School is a Transitional Kindergarten through Grade 4 school in the community of Fortuna. Our enrollment is approximately 300 students. South Fortuna Elementary School has an outstanding staff of 16 classroom teachers, two full-time Resource Specialists, a part-time Speech-Language Pathologist, an ELL teacher, a part-time Music teacher, a part-time librarian, skilled classroom paraprofessionals in grades K, 1, and 2, intervention technicians, school counselor, food service workers, noon supervisors, a secretary, and an administrator totaling 75 employees.

South Fortuna Elementary is located in the Fortuna City limits, serves an area that extends north to Fernbridge and South to Metropolitan Bridge. The student population of our district is about 1100, with an ethnic make-up consisting mainly of Hispanic and Caucasian residents and a few African American, Native American, and Asian residents.

South Fortuna Elementary School has many unique programs to supplement the classroom teacher. These programs include an ELL Program, Speech-Language Program, Resource Specialist Program, Student Study Team, Special Day Class, After-School Program, a Breakfast/Lunch Program, a Tutoring Program to promote Reading, a Library Program, a Family Resource Center, and a Counseling Program. The average class size is 20 schoolwide.

We have 1-to-1 Chromebooks for all students in grades 1-4. Kindergarten classes have iPads to facilitate learning during math and language arts center activities.

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	50
Grade 2	63
Grade 3	58
Grade 4	57
Grade 5	3
Total Enrollment	308

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.6
Asian	0.3
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0.3
White	40.3
Two or More Races	6.5
Socioeconomically Disadvantaged	87.7
English Learners	35.7
Students with Disabilities	17.5
Foster Youth	1.6
Homeless	11.7

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	17	17	17	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	K-2 McGraw Hill Wonders 3-4 National Geographic Reach	Yes	0.0%
Mathematics	"My Math" McGraw Hill (2014)	Yes	0.0%
Science	K-4 Holt	Yes	0.0%
History-Social Science	K-4 Scott Foresman	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

South Fortuna Elementary School provides a safe and clean environment for its students. One full-time custodian and two half-time custodians maintain our facilities. Our school has completed modernization for a small portion of rooms using state funds and has provided handicap accessible restrooms, handicap accessible rampways, energy-efficient lighting, cabinets, tile & carpeted flooring, electrical outlets, modem lines, and projectors and document cameras in those classrooms. Additionally, Chromebooks have been purchased to enhance instruction in all grade levels. All students in first, second, third, and fourth-grade have their own Chromebook. Seven modular buildings have been added to support increased enrollment and additional programs. We have a new heating system and energy-efficient lighting.

Passage of a local bond in November 2018 will allow the district to complete several much-needed modernization projects on the site during the summer of 2020. Projects will likely include reskinning existing classroom wings, replacing windows, interior upgrades in the classrooms, kitchen, and multipurpose room, and enhancing student support and office spaces.

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	
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 roofs will be replaced through bond funds.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Doors, hardware, and windows in 13 classrooms will be replaced through bond funds
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)	29	34	41	43	50	50
Mathematics (grades 3-8 and 11)	22	30	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	114	112	98.25	1.75	33.93
Male	59	57	96.61	3.39	33.33
Female	55	55	100.00	0.00	34.55
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	64	63	98.44	1.56	31.75
Native Hawaiian or Pacific Islander					
White	40	39	97.50	2.50	35.90
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	107	105	98.13	1.87	32.38
English Learners	49	48	97.96	2.04	31.25
Students with Disabilities	25	25	100.00	0.00	8.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	47.83

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	114	113	99.12	0.88	30.09
Male	59	58	98.31	1.69	27.59
Female	55	55	100.00	0.00	32.73
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	64	64	100.00	0.00	23.44
Native Hawaiian or Pacific Islander					
White	40	39	97.50	2.50	41.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	107	106	99.07	0.93	28.30
English Learners	49	49	100.00	0.00	18.37
Students with Disabilities	25	25	100.00	0.00	8.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	43.48

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)

There is a strong partnership between the school and the community. South Fortuna Elementary School prides itself on providing parents with opportunities to become involved in their child's education. Parents are encouraged to work in the classroom, go on field trips, and become involved in the School Site Council, PTO, or the ELL Parent Advisory Council. Parents who are interested in becoming members or attending meetings may contact the principal through the school office for dates and times of the meetings, or refer to the school's webpage or social media outlets for additional information.

The school office can provide names and phone numbers of committee officers to anyone who wishes to become involved. The above groups publish monthly newsletters or minutes, to keep parents informed.

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	3.8	2.3	1.5	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)

South Fortuna Elementary School has a comprehensive safety plan that is evaluated annually by the staff and School Site Council to ensure the safety of our students. This plan covers emergencies such as fires, earthquakes, and disasters and also include policies regarding visitors on campus. Staff and students practice monthly fire drill and earthquake procedures, as well as schoolwide lockdown procedures. Special attention is also given to helping all students feel safe.

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	20	2	3		17	5			25		3	
1	24		2		20	2	1		20	2		
2	24		3		19	3			23	1	2	
3	21		3		24		2		21	1	1	
4	23		2		26		3		21	2	1	
Other**	8	1							10	2		

*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*	308.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
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)

Types of services funded at this school site are general education teachers and aides, special education teachers and aides, a part-time music teacher, school counselor, reading intervention teacher, speech-language pathologist, after school program, librarian, breakfast and lunch program, and social-emotional instruction for all students.

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

Category	District Amount	State Average For Districts In Same Category
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 on positive behavior intervention to ensure the successful implementation of school-wide PBIS practices. Throughout the school year, early-release Wednesdays are used for additional trainings for all staff. The Humboldt County Office of Education is also utilized for local training and staff development opportunities. The School Site Council designates Title I funds each year to be used by teachers and staff for additional trainings to improve student achievement. Throughout the school year, teachers are given opportunities to choose relevant professional development opportunities to enhance and improve their classroom instruction techniques and practices.