

Fortuna Union High 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 Union High School
Street	379 12th St.
City, State, Zip	Fortuna, CA 95540-2398
Phone Number	(707) 725-4461 3014
Principal	Clint Duey
Email Address	cduey@fuhsdistrict.net
Website	http://www.fortunahigh.org
County-District-School (CDS) Code	12628101233402

Entity	Contact Information
District Name	Fortuna Union High School District
Phone Number	(707) 725-4462
Superintendent	Glen Senestraro
Email Address	district@fuhsdistrict.net
Website	http://www.fuhsdistrict.org

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

The mission of Fortuna High School is to create a culture of mutual respect and trust among students, staff, families and community members by empowering them with the skills and abilities necessary to meet the challenges of a global society.

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

Grade Level	Number of Students
Grade 9	259
Grade 10	237
Grade 11	178
Grade 12	183
Total Enrollment	857

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	2.9
Asian	0.6
Filipino	0.2
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	0.1
White	61.7
Two or More Races	7.1
Socioeconomically Disadvantaged	52.5
English Learners	5.6
Students with Disabilities	6
Foster Youth	1.3
Homeless	3.5

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	42	41	42	66
Without Full Credential	0	1	2	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: August 2019

The school just completed its 8th Williams Act Inspection/Audit this year. The school had zero findings and was found to have sufficient materials for all textbooks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher created curriculum. 2002	Yes	0
Mathematics	CPM math all levels/2018	Yes	0
Science	AP Biology/2008-Chemistry/2007-Biology/2002	Yes	0
History-Social Science	American Vision 2006 World Geography 2008 Modern World History 2003 American Government 2019	Yes	0
Foreign Language	Imagina 2015	Yes	0
Health	Health 2009	Yes	0
Visual and Performing Arts	2018	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	2019 Williams Act Inspection	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

We have 11 major buildings, including our gyms and cafeteria. The school was built in multiple phases, and some of the original structures are still in use. Most of the school was constructed following a major fire in 1965, with the most recent structure, the Logan Gym, added in 1972. We are constantly updating our facilities to meet or exceed the industry standard.

Our spacious, inviting library is housed in the Communicative Arts building and is staffed by a full-time library technician. The library is comprehensive and includes a computer lab with internet connections. We have extensive technology available for students to use or check out. The building is open from 8 a.m. to 4:30 p.m.

We currently have five comprehensive computer labs, a multimedia lab and numerous mini-labs located in the 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: August 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	
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)	49	51	50	52	50	50
Mathematics (grades 3-8 and 11)	21	17	25	27	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	156	154	98.72	1.28	51.30
Male	79	79	100.00	0.00	43.04
Female	77	75	97.40	2.60	60.00
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	54.55
Native Hawaiian or Pacific Islander					
White	94	94	100.00	0.00	48.94

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	14	93.33	6.67	50.00
Socioeconomically Disadvantaged	82	81	98.78	1.22	50.62
English Learners	21	21	100.00	0.00	42.86
Students with Disabilities	26	25	96.15	3.85	12.00
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	156	152	97.44	2.56	17.11
Male	79	78	98.73	1.27	16.67
Female	77	74	96.10	3.90	17.57
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	20.45
Native Hawaiian or Pacific Islander					
White	94	92	97.87	2.13	18.48
Two or More Races	15	14	93.33	6.67	0.00
Socioeconomically Disadvantaged	82	80	97.56	2.44	12.50
English Learners	21	20	95.24	4.76	10.00
Students with Disabilities	26	23	88.46	11.54	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

Career Technical Education Programs (School Year 2018-19)

We encourage students to explore career opportunities throughout high school. At Fortuna High School, we offer CTE pathways in automotive, digital design, agriculture, metal and wood shop as well as restaurant occupations. The Transition Partnership Program (TPP) offers career exploration and job-placement services for students with disabilities. In addition, we participate in the annual career fair at the local community college. During the school year, many guest speakers visit our campus to present students with firsthand career information. Our school counselors help students explore their interests and meet their career goals. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year.

Career technical education is important to Fortuna High School and our surrounding community. Many students will learn valuable skills while in high school that can be applied to the world of work once they graduate. We have a large number of students who attend two-year college programs, technical programs or enter the workforce directly following high school. Our Auto, Agriculture, Culinary Arts, Wood/Metals, and Digital Arts Design programs provide these valuable job skills.

Courses offered by the district intended to help students prepare for the world of work includes:

Agriculture and Natural Resources

- Agriculture 1
- Sustainable Ag Biology
- Agriculture Soil Chemistry
- Advanced Agriculture
- Agriculture Mechanics

- Advanced Agriculture Mechanics
- Floral Design

Automotive: Transportation

- Intro to Automotive
- Automotive Service
- Advanced Auto (ASE)

Woodworking: Building and Construction Trades

- Woodworking 1
- Wood 2 / Cabinet Making
- Industry Practicum, Wood

Welding Technology: Manufacturing and Product Development

- Weld/Metals 1
- Weld/Metals 2
- Industry Practicum, Metal

Culinary Arts: Hospitality Tourism and Recreation

- Culinary Arts 1
- Culinary Arts 2
- Culinary Arts 3/4

Information and Communication Technology: Software and Systems Development

- ICT 1: Game Development
- ICT 2: Programming
- ICT 3: Advanced Programming (Coming 2020-21)

If you would like more information about the programs our schools offer in CTE, please contact the adviser and Principal Clint Duey at (707) 725-4461 or cduey@fuhsdistrict.net.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	448
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	32.3

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
9	20.2	26.5	26.5

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)

Parents contribute to the positive climate of FHS by volunteering to assist with many extracurricular activities. They help with dances, homecoming activities, sports and music boosters, and Safe and Sober Graduation. Our school's annual plan and some budget recommendations are made at our district advisory committee meetings as part of the district LCAP, which always includes parent members.

We ask all parents to attend back-to-school days prior to the school year starting. At this event, parents can update emergency contact information, pick up a copy of their child's schedule and have school pictures taken. Parents are also encouraged to attend our back-to-school night in the fall and open house in the spring. Back-to-school days occur every year the Thursday and Friday prior to school starting. At this event, parents can update emergency contact information, pick up a copy of their child's schedule and have school pictures taken. Parents are encouraged to become active in their student's education.

We always need new volunteers! Contact Robin Eckerfield, secretary to the principal, at (707) 725-4461 for parent involvement opportunities.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.7	8.7	12.9	6.3	7.7	23.6	9.7	9.1	9.6
Graduation Rate	95.1	90.7	85.9	91.7	90.8	74.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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	19.0	15.6	14.1	17.9	16.2	12.9	3.6	3.5	3.5
Expulsions	0.7	0.8	0.0	0.6	0.8	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Fortuna High School maintains a safe and secure environment for all students. Each student has the opportunity to excel academically and to feel comfortable expressing opinions without fear. We conduct regular safety inspections and ongoing modernization, which ensure students a clean, pleasant and safe learning environment. Visitors must sign in at the office, and we use a variety of methods to ensure campus security, including cameras, a visible police and police dog presence, and staff supervision. Fortuna High School employs a full-time campus supervisor who works directly with students. He works with students on supervision and campus-safety issues and campus culture.

The district advisory committee annually revises and reviews our school safety plan. We participate in the annual Great California ShakeOut to prepare for earthquakes. We continually prepare and participate in fire, lockdown and evacuation drills, plus other emergency procedures.

One of the major improvements in our campus safety during the 2011-12 school year was our updated and expanded campus video-surveillance system.

The school safety plan was last reviewed, updated and discussed with the school faculty in 01/2019

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	22	17	17	6	20	21	17	3	18	27	15	6
Mathematics	21	17	11	7	22	17	13	4	21	20	13	5
Science	19	13	13	1	17	16	7	1	17	17	8	3
Social Science	19	21	18	8	17	30	17	6	17	31	10	12

*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*	428.5

*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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

*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.

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	8,503	1,476	7,027	68,996
District	N/A	N/A	9,568	\$63,964.00
Percent Difference - School Site and District	N/A	N/A	-30.6	7.6
State	N/A	N/A	\$7,506.64	\$71,842.00
Percent Difference - School Site and State	N/A	N/A	-6.6	-4.0

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)

Report information from the 2017-18 school year

The district advisory committee helps allocate LCAP monies, and our business office manages other state and federal funds that are used for specific purposes. Although this is a difficult time due to state cutbacks, FHS is fortunate to have a solid reserve of funds. LCAP supplemental funds pay for class-size reduction in our ninth-grade English classes and our geometry classes. We run a Global Studies program with close collaboration between 10th grade English and 10th grade world history. These funds are also used to pay for a full-time bilingual Spanish aide. We were able to buy supplemental materials for our English and mathematics classrooms. LCAP also funds some staff development to improve core curricular teaching methods. We have also made efforts to include representatives from the community in the development of our school's Local Control and Accountability Plan (LCAP) and help disperse the supplemental grant monies provided by the Local Control Funding Formula (LCFF).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,567	\$48,044
Mid-Range Teacher Salary	\$58,408	\$67,032
Highest Teacher Salary	\$76,885	\$89,023
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$
Average Principal Salary (High)	\$106,692	\$123,219
Superintendent Salary	\$124,200	\$138,074
Percent of Budget for Teacher Salaries	27%	28%
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/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	4	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All courses	14	16

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2

Members of our faculty improve their teaching skills by attending local, regional and statewide workshops provided by the county office of education, professional subject-area associations, and colleges or universities. Staff-development time during our Fortuna Learning Community (FLC) meetings on Wednesday afternoons is devoted to aligning our curriculum to state standards, learning how to analyze standardized test results, exploring techniques for engaging students of different ability levels, and discussing the latest research in teenage development and its application to high school. Teachers and administrators look at test scores and review the most pressing issues from the previous year to choose specific topics. Wednesday FLC meetings will additionally focus on the implementation of the Common Core State Standards and articulation with local feeder schools.