

Principal's Message

Fortuna High School (FHS) has a rich tradition of academic excellence. For more than 100 years, we have been sending our students to the colleges and universities of their choice or preparing them for careers and the workforce. We received a six-year accreditation from Western Association of Schools and Colleges (WASC) in 2008 and completed our midterm visit in spring 2011. The WASC team found FHS to be an excellent school, with a strong focus on the future. In 2013-14 Fortuna High is up for a full WASC visit that will provide excellent insight into what we are doing well and provide additional areas for growth.

We provide a strong academic curriculum. We pride ourselves on our ability to offer a wide range of electives that focus on job readiness as well as a strong A-G curriculum of college prep, honors, and Advanced Placement (AP) courses for eligibility to enter the California State University (CSU) or University of California (UC) systems. Our teachers coordinated with other departments to design units and lessons, and staff development is focused on student progress and how best to serve the needs of a variety of learners.

FHS has an excellent athletics program. Our student athletes compete on various teams, including football, baseball, softball, basketball, cross-country, track, wrestling, soccer, golf, tennis, and cheer. Our extracurricular clubs and programs enrich our students' lives, provide community service, and help students stay connected and thrive in high school.

We have a very extensive Career Technical Education (CTE) program at FHS. The Agriculture Department, Wood and Metal Shops, Auto Shop, and Culinary programs have strong enrollment and provide skills students can take past high school into the workforce. We also work in partnership with our county office of education and the Humboldt Regional Occupational Program (HROP). Currently HROP offers support for our Auto Shop and Culinary program. We also offer HROP classes in Public Safety, Digital Arts Design Academy with Adobe certification, and a Music Technology class.

Teachers continue to have a weekly collaborative period to work in our department Fortuna Learning Communities (FLC). We continue working on identifying essential learning topics, developing common assessments, evaluating teaching methodology, ways to provide intervention to struggling learners, and develop new cross-curricular programs to be instituted at FHS.

Clint Duey, Principal

Mission Statement

It is the Mission of the Fortuna Union High School District to provide a supportive and nurturing environment for all students.

Students shall acquire the basic skills of knowledge, along with the thinking skills needed for problem solving and decision making relevant to a changing world.

Fortuna students shall exhibit personal and social maturity through responsible behavior, developed from understanding and respect for the diversity of all life, and a genuine caring for others.

Parental Involvement

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 approvals are made by our School Site Council, 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. Parents are encouraged to become active in their student's education.

We encourage all parents to attend Back-to-School Night in the fall and Open House in the spring. We always need new volunteers! The contact person for parent involvement is Secretary to the Principal Robin Eckerfield. She can be contacted at (707) 725-4461. There are back to school days prior to the school year starting August 22 and 23. 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.

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Fortuna Union High School District

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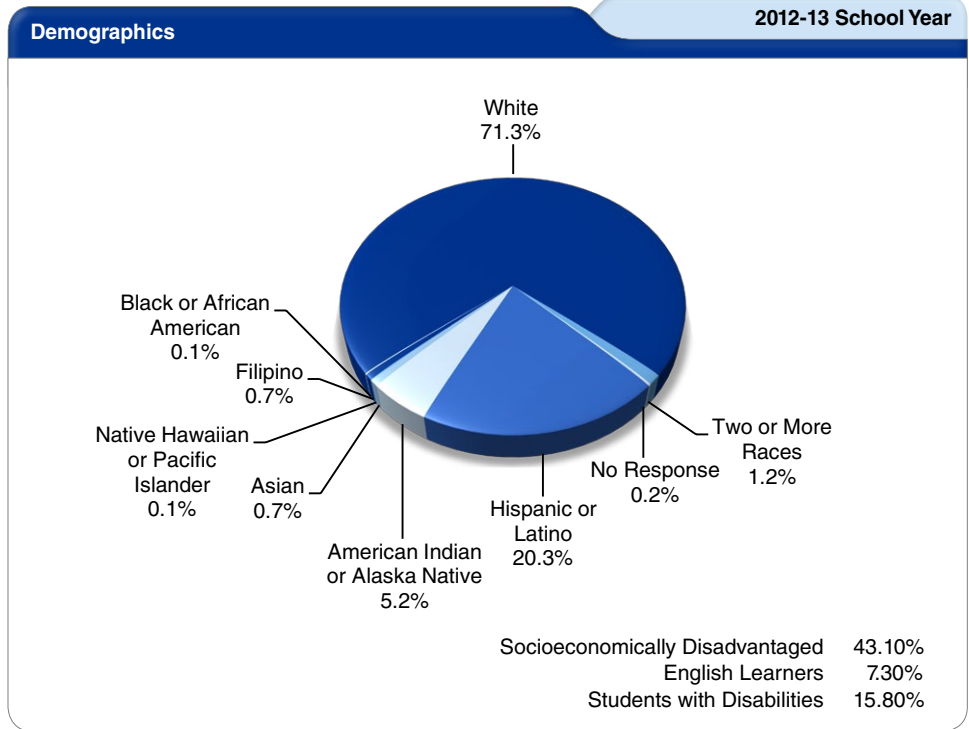
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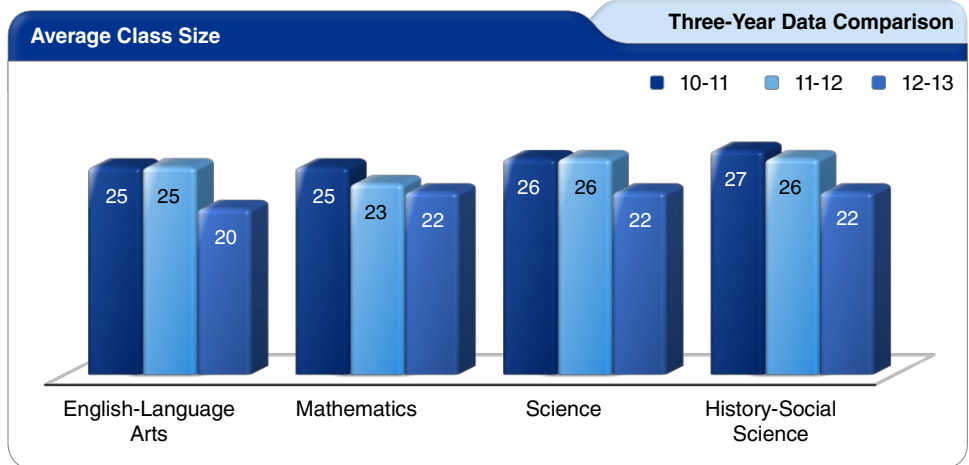
Enrollment by Student Group

The total enrollment at the school was 822 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



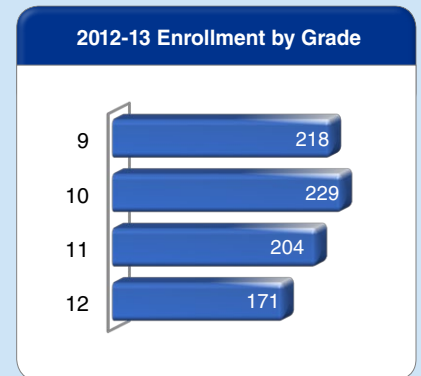
Three-Year Data Comparison

Number of Classrooms by Size

Subject	10-11			11-12			12-13		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	8	17	4	8	17	6	15	16	6
Mathematics	9	15	2	11	20		14	15	5
Science	3	12	1	5	8	6	8	14	2
History-Social Science	5	15	4	6	16	2	13	14	6

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.



Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

Fortuna UHS			
	10-11	11-12	12-13
Suspension Rates	11.4%	15.8%	12.7%
Expulsion Rates	0.0%	0.0%	0.4%
Fortuna UHSD			
	10-11	11-12	12-13
Suspension Rates	12.0%	15.3%	13.3%
Expulsion Rates	0.1%	0.0%	0.0%

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Fortuna UHS			Fortuna UHSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	46%	46%	52%	50%	51%	55%	54%	56%	55%
Mathematics	20%	17%	17%	25%	21%	19%	49%	50%	50%
Science	40%	34%	55%	43%	40%	60%	57%	60%	59%
History-Social Science	47%	48%	52%	47%	45%	53%	48%	49%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	55%	19%	60%	53%
All Students at the School	52%	17%	55%	52%
Male	48%	16%	56%	57%
Female	57%	18%	53%	48%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	48%	11%	❖	50%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	41%	12%	41%	32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	55%	18%	60%	58%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	38%	12%	50%	36%
English Learners	12%	3%	❖	5%
Students with Disabilities	24%	8%	25%	19%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Standardized Testing and Reporting Program

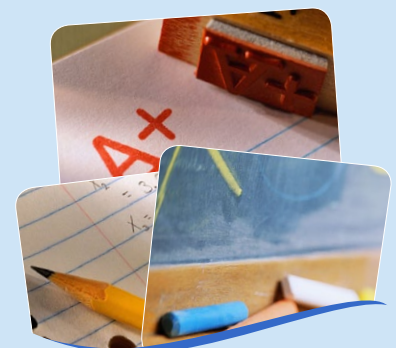
The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	5	3	2
Similar Schools API Rank	3	3	2

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group		2013 Growth API and Three-Year Data Comparison							
Group	2013 Growth API						Fortuna UHS – Actual API Change		
	Fortuna UHS		Fortuna UHSD		California		10-11	11-12	12-13
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	588	735	741	755	4,655,989	790	-8	-17	44
Black or African American	1	❖	3	❖	296,463	708	■	■	■
American Indian or Alaska Native	29	656	42	725	30,394	743	■	■	■
Asian	3	❖	14	817	406,527	906	■	■	■
Filipino	5	❖	7	❖	121,054	867	■	■	■
Hispanic or Latino	127	709	145	726	2,438,951	744	■	16	43
Native Hawaiian or Pacific Islander	0	❖	1	❖	25,351	774	■	■	■
White	416	745	519	761	1,200,127	853	-10	-19	40
Two or More Races	6	❖	9	❖	125,025	824	■	■	■
Socioeconomically Disadvantaged	266	712	326	730	2,774,640	743	■	■	■
English Learners	50	588	56	607	1,482,316	721	■	■	■
Students with Disabilities	101	515	107	514	527,476	615	■	■	122

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	Fortuna UHS	Fortuna UHSD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	Fortuna UHS	Fortuna UHSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		100.00%

Other Measures of Student Achievement

We use a variety of assessment instruments and strategies to evaluate student performance. In addition to the State standardized tests, students take the CAHSEE. Many take college entrance tests such as the PSAT, SAT, ACT, and the Prudential Fitness Exam. The Armed Services Vocational Aptitude Battery (ASVAB) is offered as an option. Students learning English take the California English Language Development Test (CELDT) and learning disabled students take the California Alternative Performance Assessment (CAPA) or the California Modified Assessment (CMA). We also offer AP tests and early assessment tests for the CSU in addition to the Eligibility in the Local Context program from the UC system. Other assessment measures include performance-based projects, oral and visual assessments, role playing, demonstrations, and cooperative projects.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

2012-13 School Year

Grade 9

Four of Six Standards	18.00%
Five of Six Standards	22.40%
Six of Six Standards	45.90%

California High School Exit Exam Grade Ten Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	10-11	11-12	12-13	10-11	11-12	12-13
Fortuna UHS	55%	56%	51%	56%	58%	60%
Fortuna UHSD	60%	56%	58%	61%	61%	66%
California	59%	56%	57%	56%	58%	60%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient, and Not Proficient.

CAHSEE Grade Ten Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit cahsee.cde.ca.gov/.

Students Achieving at Each Performance Levels	2012-13 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	42%	24%	34%	34%	45%	21%
All Students at the School	49%	23%	28%	40%	43%	17%
Male	61%	23%	16%	42%	45%	13%
Female	39%	23%	39%	38%	42%	20%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	54%	29%	17%	43%	48%	10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	47%	21%	32%	40%	40%	21%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	46%	31%	23%	34%	55%	10%
English Learners	80%	20%	0%	❖	❖	❖
Students with Disabilities	94%	6%	0%	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information Web page at admission.universityofcalifornia.edu/.

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors: (1) specific high school courses, (2) grades in specified courses and test scores, and (3) graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

UC/CSU Admission	2011-12 and 2012-13 School Years
	Fortuna UHS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13	61.72%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12	34.67%

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit dq.cde.ca.gov/dataquest.

Career Technical Education Programs

We encourage students to explore career opportunities throughout high school. At Fortuna High School we offer Humboldt Regional Occupational Program (HROP) courses on automotive, digital design, music technology, public safety, and restaurant occupations. The Transition Partnership Program (TPP) and Workability offer 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 first-hand career information. Our counselors and a part-time career counselor from Humboldt County Office of Education help students explore their interests and meet their career goals. Students in the ninth grade set up career exploration accounts through the Kuder Navigator. They can keep an electronic portfolio, complete interest inventories, and compile information relative to colleges of interest. Students are encouraged to utilize the Navigator throughout their high school career.

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 are providing these valuable job skills.

Our district offers courses intended to help students prepare for the world of work.

These CTE courses, formerly known as vocational education, are open to all students:

Agriculture	Culinary Arts	Industrial Arts
Ag. Resources/Rural Recreation	Culinary Arts 1	Auto Shop 1
Ag. Mechanics	Culinary Arts 2	Welding/Metal Fabrication
Ag. Business	HROP	Woodworking 1
Agriculture 1	Auto Service	Advanced Woodworking
Floral Design	Auto Service of Excellence (ASE)	DATA
Ag. Biology	Restaurant	DATA 1 Photoshop Adobe
	Public Safety	DATA 2 Digital Design
		DATA 3 Web Page Design

If you'd like more information about the programs our schools offer in CTE, please call the advisor and our Superintendent Glen Senestraro at (707) 725-4461 or e-mail district@fuhsdistrict.org.



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Fortuna UHS	
2012-13 Participation	
Number of Pupils Participating in CTE	650
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	96%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	75.0%

School Vision:

"Fortuna Union High School is a supportive community of learners encouraging excellence, practicing integrity, and preparing for the future."

Completion of High School Graduation Requirements

This table displays school, District, and California data for the number of students in the most recent graduating class who met all State and local graduation requirements for grade 12 completion, including having passed both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) or received a local waiver or State exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Fortuna UHS	Fortuna UHSD	California
All Students	177	241	418,598
Black or African American	❖	❖	28,078
American Indian or Alaska Native	12	15	3,123
Asian	❖	❖	41,700
Filipino	❖	❖	12,745
Hispanic or Latino	33	44	193,516
Native Hawaiian or Pacific Islander	❖	❖	2,585
White	160	215	127,801
Two or More Races	39	53	6,790
Socioeconomically Disadvantaged	78	107	217,915
English Learners	❖	20	93,297
Students with Disabilities	❖	13	31,683

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsgguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	09-10	10-11	11-12	09-10	10-11	11-12
Fortuna UHS	92.63%	96.30%	96.13%	6.00%	2.50%	2.60%
Fortuna UHSD	85.90%	87.55%	91.58%	8.00%	7.70%	3.70%
California	74.72%	77.14%	78.73%	16.60%	14.70%	13.10%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Major Achievements

- We are very proud of our academic program at Fortuna High School. Our seniors are leaving the high school with the ability to succeed in both the workplace and college. Ninety percent of our 2012 graduates indicate that they intend on continuing their education post high school.
- Both students and teachers are highly involved in activities during the school day and outside of school time. Numerous clubs and organizations on campus participated in community activities, extended travel, and enriching educational activities.
- The Travel Squad Club, a group of nearly 35 students and adults, traveled to Washington, D.C. and New York City in a weeklong trip to see the historical, political, and social aspects of life they usually experience only through textbooks. Mr. Montoya and Ms. Thompson, the new Spanish club leaders, took a group of students to Spain, thus exposing our students to a culture different than their own.
- In 2012-13 the school raised its API over 40 points to its all-time high.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2012-13 School Year	
Percent of Total Enrollment Enrolled in AP Courses	4.80%
Number of AP Courses Offered at the School	16
Number of AP Courses by Subject	
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	4
Mathematics	4
Science	4
Social Science	2

Textbooks and Instructional Materials

We choose our textbooks from lists that have been approved by State education officials.

Textbooks and Instructional Materials List		2013-14 School Year
Subject	Textbook	Adopted
English-Language Arts	Glencoe Literature California Treasures	2010
Mathematics	Algebra Concepts & Applications	2005
Mathematics	Glencoe Geometry	2005
Science	Prentice Hall Biology	2002
Science	McDougal Littell World of Chemistry	2009
Social Studies	Modern World History	2003
US History	American Vision	2010

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2013-14 School Year
Fortuna UHS	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	25%*	
History-Social Science	0%	
Visual and Performing Arts	0%	
Foreign Language	0%	
Health	0%	
Science Laboratory Equipment	0%	

Quality of Textbooks

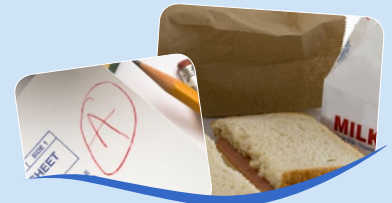
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2013-14 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

* Science Teachers use classroom sets of textbooks and they are available for checkout by students.

Types of Services Funded

The School Site Council oversees federal Title I 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. Title I 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. Some staff development to improve core curricular teaching methods is also funded by Title I.



Focus for Improvement

- We will continue to focus on working in department teams during our Fortuna Learning Communities (FLC) collaboration time. Each week teachers meet in department teams to collaborate, work on instructional design, common assessments, standards alignment, and focus on student learning. We will also continue with our emphasis on improving student performance on State standardized tests.
- In 2013-14 we have a new integrated humanities curriculum that links subjects being taught in English and history for all ninth and 10th graders. We are hoping that this adds context for both subjects and improves ELA and history scores.
- Teachers from all of our feeder schools will be collaborating with like subject matter high school teachers and aligning curriculum to meet new common core standards.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook

2013-14 School Year

Data Collection Date

10/2013

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2013-14 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/15/2013
Date of the Most Recent Completion of the Inspection Form			10/15/2013

School Facilities

Within the last 10 years we completed a \$6.5-million modernization project. The project included bathroom renovations, classroom improvements, and general building maintenance and modernization. This project is the result of a 1997 bond that was approved by 87 percent of voters. We have two gyms, an outdoor sports complex, a library, and a theater. Each department is housed in its own building. We have 11 major buildings, including our gyms and cafeteria. The school was built in multiple phases with some of the original structures 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 also recently received a grant from the State to replace our sidewalks, interior walkways, and asphalt work on the bus maintenance area and staff and bus parking areas. We are in the process of replacing covered walkway roofing systems, painting as needed, and maintaining our grounds. 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 three comprehensive computer labs, a multimedia lab, and numerous minilabs located in the classrooms.

Our school is always kept clean and is a source of local pride for our community. We employ four full-time custodians and two maintenance people all supervised by the principal. The classified staff do a wonderful job at keeping up our campus. Maintenance issues are e-mailed directly to the principal who allocates staffing as needed to keep the campus safe and in good repair.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Safety

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, campus safety issues, and campus culture.

Our school safety plan is revised continually and reviewed annually by the School Site Council. We participate in the annual Great California Shake Out for preparation of earthquakes. We continually prepare and participate in fire drills, lockdown drills, evacuation drills, and other emergencies.

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 February 2013.

Professional Development

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 standards and articulation with local feeder schools.

Professional Development Days

2010-11	0
2011-12	0
2012-13	1

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	Fortuna UHSD	Fortuna UHS		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	49	38	38	38
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Fortuna UHS		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Fortuna UHS	99.28%	0.72%
All Schools in District	99.59%	0.41%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	99.49%	0.51%



"Students shall acquire the basic skills of knowledge, along with the thinking skills needed for problem solving and decision making relevant to a changing world."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	2.0
Ratio of Students Per Academic Counselor	411:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2011-12 Fiscal Year	
	Fortuna UHSD	Similar Sized District
Beginning Teacher Salary	\$37,308	\$41,956
Mid-Range Teacher Salary	\$56,707	\$66,299
Highest Teacher Salary	\$67,219	\$85,517
Average High School Principal Salary	\$86,393	\$118,994
Superintendent Salary	\$95,000	\$156,140
Teacher Salaries — Percent of Budget	33.0%	36.0%
Administrative Salaries — Percent of Budget	3.0%	6.0%

Financial Data Comparison

This table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Fortuna UHS	\$4,715	\$52,411
Fortuna UHSD	\$6,644	\$53,426
California	\$5,537	\$69,602
School and District — Percent Difference	-29.0%	-1.9%
School and California — Percent Difference	-14.8%	-24.7%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$5,045
Expenditures Per Pupil From Restricted Sources	\$330
Expenditures Per Pupil From Unrestricted Sources	\$4,715
Annual Average Teacher Salary	\$52,411



Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.

Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ta/ap. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2013.

School Accountability Report Card

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