

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	South Fortuna Elementary School	District Name	Fortuna Union Elementary School District
Street	2089 Newburg Road	Phone Number	707-725-2293
City, State, Zip	Fortuna , CA 95540	Web Site	www.humboldt.k12.ca.us/fortuna_un
Phone Number	707-725-2519	Superintendent	Dr. Patti M. Hafner
Principal	Jeff Northern	E-mail Address	phafner@humboldt.k12.ca.us
E-mail Address	jnorthern@humboldt.k12.ca.us	CDS Code	12- 62802- 6007876

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Vision Statement:

The Fortuna Union Elementary School District will provide an environment that creates an atmosphere of academic excellence.

Mission Statement:

The Mission of the Fortuna Union Elementary School District is to create and deliver an effective, high quality educational program.

Our schools will be a center around which the student, teacher, parent and community join together to provide a safe, nurturing educational environment.

All school programs will be designed to challenge and inspire social/moral development, critical thinking, artistic appreciation, self worth, and physical fitness.

The district will continually work to improve and expand learning opportunities that will successfully prepare our students.

School Description:

South Fortuna Elementary School is a Kindergarten through Grade 5 school in the community of Fortuna. Our enrollment is 449 students. South Fortuna Elementary School has an outstanding staff of 19 classroom teachers, one full-time and one part-time Resource Specialist, a part-time Speech Language Specialist, a .8 ELL teacher, a part-time Music teacher, a part-time librarian, skilled classroom paraprofessionals in grade K, intervention technicians, social skills paraprofessional, 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 760, with an ethnic make-up consisting of a majority of White residents and a few African American, Native American, and Asian residents. The Hispanic population has been slowly increasing and is now about 35%.

South Fortuna Elementary School has many unique programs to supplement the classroom teacher. These programs include: an ELL Program, Speech Program, Resource Specialist Program, Student Study Team, Primary Intervention Program, Special Day Class, After-school Program, a Breakfast Program, a Tutor Program to promote Reading, a Library Program, a Parent Education Program, a Counseling Program, Learn to Earn Program (student savings accounts), and a very active PTA. The average class size is 24 in K-3 and 28 in Grade 4.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

There is a strong partnership between the school and the community. South Fortuna Elementary School prides itself in 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 P.T.A., School Site Council, 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.

The school office can provide names and phone numbers of officers to anyone who wishes to become involved. The above groups publish monthly newsletters or minutes, to keep parents informed. The PTA conducts an annual survey at the beginning of the school year asking parents how they would like to serve our school and support their child education.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	82
Grade 1	79
Grade 2	61
Grade 3	78
Grade 4	73
Grade 5	76
Total Enrollment	449

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.02	White	51
American Indian or Alaska Native	0.06	Two or More Races	0
Asian	0.01	Socioeconomically Disadvantaged	74
Filipino	0	English Learners	25
Hispanic or Latino	40	Students with Disabilities	17
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.5	4	0	0	19.5	4	0	0	23.51	0	3	0
1	18.6	5	0	0	19.0	2	0	0	23.61	0	2	0
2	18.4	5	0	0	20.0	4	0	0	24.62	0	2	0
3	20.0	5	0	0	19.2	5	0	0	23.66	0	3	0
4	29.7	0	3	0	27.3	0	3	0	26.69	0	2	0
5	0.0	0	0	0	0.0	0	0	0	26.79	0	3	0
K-3	0.0	0	0	0	19.0	2	0	0	23.80	0	12	0
3-4	28.0	0	1	0	0.0	0	0	0	26.81	0	1	0
4-8	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	23.71	0	2	0

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

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. Special attention is also given to helping all students feel safe. South Fortuna Elementary School cosponsors a Disaster Preparedness Fair with the Fortuna Police Department annually to promote safety in our community. We have adopted the Community of Caring Model where the core values of respect, responsibility, caring, trust, and family are promoted. Our Social Skills Program provides students with the skills to resolve conflict and promote responsibility for one's actions.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	10.1	5.4	3.6	11.5	5.8	8.3
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

South Fortuna Elementary School provides a safe and clean environment for its students. Two full-time custodians, and one half-time custodian maintain our facilities. Our school has completed modernization using state funds, and has improved the heating and plumbing systems, provided handicap accessible restrooms, handicap accessible rampways, energy efficient lighting, a new telephone/intercom system, cabinets, tile flooring, electrical outlets, modem lines, and TV-DVD/VHS VCRs in each classroom. Additionally, computers have been added to all classrooms. Seven modular buildings have been added to support increased enrollment and additional programs. We have also updated and modernized our computer lab with After School state funding to help support our students in the after-school program as well as community needs.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	[]	
Interior: Interior Surfaces	[]	[]	[X]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	
Electrical: Electrical	[]	[]	[X]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	
Overall Rating	[]	[]	[X]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	27	23	23	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 (teachers assigned without proper legal authorization) 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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	n/a	n/a

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.88	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	0	---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students have their own textbook

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	K - 5 Houghton-Mifflin Hampton Brown for ELL	0	Yes
Mathematics	K - 5 Houghton-Mifflin	0	Yes
Science	K-5 Holt	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
History-Social Science	K-5 Scott Foresman	0	Yes
Foreign Language			
Health			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	10,603	n/a	n/a	57,803
District	---	---	n/a	57,196
Percent Difference: School Site and District	---	---	n/a	0.0
State	---	---	5,681	57,352
Percent Difference: School Site and State	---	---	n/a	0.0

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

South Fortuna Elementary School offers a variety of special programs and services including: special education, Title 1 intervention and literacy technician support in Reading, part-time counseling and nursing services, after-school 21st century and ASES grants, part-time speech and language services, ELL Services, a G.A.T.E. Program, a computer lab, a music program, a primary intervention program, discovery lab, and a part-time librarian.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34,990	38,905
Mid-Range Teacher Salary	56,347	56,504
Highest Teacher Salary	64,346	71,750
Average Principal Salary (Elementary)	78,184	92,053
Average Principal Salary (Middle)	78,184	95,666
Average Principal Salary (High)	n/a	94,401
Superintendent Salary	97,500	111,055
Percent of Budget for Teacher Salaries	42.2	37.9
Percent of Budget for Administrative Salaries	4.9	6.8

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	45	43	43	51	47	47	46	50	52
Mathematics	51	51	51	45	45	45	43	46	48
Science	0	44	44	49	51	51	46	50	54
History-Social Science	0	0	0	38	40	40	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	38	51	47	
Female	48	51	42	
Black or African American	*	*	*	
American Indian or Alaska Native	8	25	*	
Asian	*	*	*	
Filipino				
Hispanic or Latino	31	43	34	
Native Hawaiian/Pacific Islander	*	*	*	
White	52	59	62	
Two or More Races	*	*	*	
Socioeconomically Disadvantaged	37	45	37	
English Learners	17	29	12	
Students with Disabilities	30	35	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	3	5	2
Similar Schools	1	8	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	53	-42	41
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	55	-60	45
Native Hawaiian/Pacific Islander			
White	71	-33	44
Two or More Races			
Socioeconomically Disadvantaged	63	-49	43
English Learners			32
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	761	770	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	709	722	715
Native Hawaiian/Pacific Islander			753
White	811	799	838
Two or More Races			808
Socioeconomically Disadvantaged	728	730	712
English Learners	638	667	692
Students with Disabilities	645	645	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

On average, four days per year are dedicated to staff development.