

# Ferndale 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	Ferndale High School
Street	1231 Main St.
City, State, Zip	Ferndale, Ca, 95536
Phone Number	707-786-5900
Principal	Beth Anderson
Email Address	banderson@ferndalek12.org
County-District-School (CDS) Code	12753741232909

Entity	Contact Information
<b>District Name</b>	Ferndale Unified School District
<b>Phone Number</b>	(707) 786-5900
<b>Superintendent</b>	Beth Anderson
<b>Email Address</b>	banderson@ferndalek12.org
<b>Website</b>	http://www.ferndalek12.org

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

Ferndale High School is a comprehensive Necessary Small High School located in the Eel River Valley of Humboldt County, California. With an enrollment of about 150 students, Ferndale High School offers a full program of college preparatory, vocational and elective classes in a safe and caring environment. Ferndale High School is fully accredited by the Western Association of Schools and Colleges.

#### Ferndale Unified School District Vision Statement

Ferndale Unified School District, in partnership with parents and the community, will provide in a structured, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, work places and communities of today and tomorrow. The District will also strive to develop the qualities of good character and responsible citizenship by fostering self-esteem, selfdiscipline, respect for the rights of others and stewardship of our planet.

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

Grade Level	Number of Students
<b>Grade 9</b>	27
<b>Grade 10</b>	49
<b>Grade 11</b>	39
<b>Grade 12</b>	34
<b>Total Enrollment</b>	149

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
<b>American Indian or Alaska Native</b>	4
<b>Asian</b>	0.7
<b>Hispanic or Latino</b>	20.8
<b>White</b>	73.8
<b>Two or More Races</b>	0.7
<b>Socioeconomically Disadvantaged</b>	45.6
<b>English Learners</b>	1.3
<b>Students with Disabilities</b>	15.4
<b>Homeless</b>	1.3

## 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	14	14	14	35
Without Full Credential	0	0	0	1
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: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board approved novels and nonfiction selections	Yes	0.0 %
Mathematics	Big Ideas National Geographic Algebra I Big Ideas National Geographic Geometry McDougal Littell Algebra II Key Curriculum Press Calculus Key Curriculum Press Precalculus with Trigonometry	Yes	0.0 %
Science	Glencoe Science Physics Glencoe Science Biology Chemcom Chemistry in the Community Friedland and Reylea Environmental Science for AP	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Holt Economics Cengage Learning the American Pageant AP Ed Glencoe The American Vision Glencoe World History Glencoe US Government	Yes	0.0 %
<b>Foreign Language</b>	Holt Expresate Spanish 1, 2, and 3	Yes	0.0 %
<b>Health</b>	Glencoe Health	Yes	0.0 %
<b>Visual and Performing Arts</b>	Materials are current and sufficient in number	Yes	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	Materials are current and sufficient in number	Yes	0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The main building of Ferndale High School, built in 1952, contains the school office, 11 classrooms, and school library. The adjacent shop building houses the woodshop and agricultural mechanics shop. The gymnasium, built in 1975 with a seating capacity of 881, contains men's and women's locker rooms, and coaches' offices. The facilities master plan calls for the construction of a classroom/office building to replace a portable building removed in 2004, and for the modernization of the main high school building. Facilities provide adequate space for the instructional program at Ferndale High School.

Ferndale High School used Prop. 39 funding to complete an HVAC project and lighting upgrade project. In addition, the site is also in need of ADA upgrades as well as general facility modernization needs that are consistent with schools that were constructed in the 1950s and have not been renovated to any significant degree. Our school maintenance needs are ongoing and largely the result of the age of our high school. These needs include electrical, plumbing, roofing, windows, flooring, lighting, and other general facility maintenance requirements. The retirement on an underground fuel tank was finalized in 2009.

### 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:** November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	48	46	43	39	50	50
<b>Mathematics (grades 3-8 and 11)</b>	30	22	33	35	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	37	37	100.00	0.00	45.95
Male	21	21	100.00	0.00	33.33
Female	16	16	100.00	0.00	62.50
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	26	26	100.00	0.00	46.15
Two or More Races					
Socioeconomically Disadvantaged	16	16	100.00	0.00	56.25
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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	37	37	100.00	0.00	21.62
Male	21	21	100.00	0.00	19.05
Female	16	16	100.00	0.00	25.00
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	26	26	100.00	0.00	23.08
Two or More Races					
Socioeconomically Disadvantaged	16	16	100.00	0.00	12.50
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

Ferndale High School offers vocational training through CTE Pathways, Building Trades, vocational agriculture, and work experience programs. The majority of Ferndale High School graduates, including those students who will go on to two or four year colleges, have completed courses in vocational education while in high school. Students enrolled in vocational programs receive work preparation skills, and may qualify for certification upon completion.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	136
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	11.1
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	98.66
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	31.25

### 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	42.9	17.9	35.7

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 are encouraged to participate in the education of their children attending District schools. Opportunities to participate include volunteering in classrooms and school programs, membership committees such as School Site Council, Booster Club, and PaSTA. Parents wishing to know how they may become more involved can call the school for information and schedules of committee meetings.

### 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
<b>Dropout Rate</b>	0	0	0	0	0	0	9.7	9.1	9.6
<b>Graduation Rate</b>	100	97.3	94.1	100	97.3	94.1	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
<b>Suspensions</b>	6.9	4.0	2.5	3.8	3.6	2.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The Ferndale Unified School District Comprehensive School Safety Plan was created in October 2010, and has been reviewed and updated annually since that date. The Plan includes District policies covering school rules, discipline procedures, child abuse reporting procedures, and plans for disaster preparedness integrated with the Community Disaster Plan.

Contributing to school safety are the small sizes and the close relationship between faculty members, students, parents and the community. This relationship fosters a safe and caring learning environment for students. Many inter-district transfer students attend Ferndale High School often being attracted to the school because of the intimacy of the school that includes the small class sizes. Student government and Leadership class promote the attributes of student involvement and selfdetermination.

School staff is available to students and parents for providing academic assistance, academic and intervention counseling, and dealing with issues of concern. Abundant opportunities are available for students to actively participate in co-curricular and extra-curricular programs. Seventyfive percent of the students enrolled at Ferndale High School are active in extracurricular and/or cocurricular programs, including athletics, FFA, programs for the arts, and student government.

School discipline focuses on the use of restorative practices and is tailored to honor the unique circumstances accompanying each student issue requiring intervention and promotes student safety and a positive school climate. Our staff utilizes a student-centered case-by-case approach. With this program, interventions may range from conversations about a particular occurrence, verbal and/or written warnings (referrals) about an occurrence, time-outs and/or detentions (teacher initiated and monitored), community service assignments, campus/activity restrictions, and in school and from school suspensions and/or expulsion from school (Grounds for Suspension or Expulsion: Education Code 48900).

School climate and school discipline go hand-in-hand. The Ferndale High School Student Conduct Code is as follows:

- 1) Every attempt will be made to maintain the dignity and self-respect of both student and adult.
- 2) Students will be guided and expected to solve problems they create without creating problems for anyone else.
- 3) Students will be given opportunities to make decisions and live with the natural and/or logical consequences of their decisions be they good or bad.

4) Students will be given the opportunity to share their information or let their concerns be heard at an appropriate time and place.

#### 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	15	9	1		16	8	3		17	7	2	
Mathematics	11	8			13	9	2		13	9		
Science	13	6			15	6			12	6		
Social Science	16	7			16	7			17	5	2	

\*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*	186.3

\*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)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11978.0	\$3076.0	\$8910.00	\$58,582
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

State and Federal categorical funds are used to provide CTE Courses, English Language Learner services, Enhanced FFA Program, School Counseling, Class Size reduction, and Special Education services.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,711	\$43,574
Mid-Range Teacher Salary	\$63,027	\$63,243
Highest Teacher Salary	\$69,574	\$86,896
Average Principal Salary (Elementary)	\$86,000	\$103,506
Average Principal Salary (Middle)	\$N/A	\$108,961
Average Principal Salary (High)	\$N/A	\$108,954
Superintendent Salary	\$110,000	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	3%	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	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	4	16.8

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	5	5	5

On an annual basis, staff and administration will discuss priorities for staff development for the year. Then, as staff requests to attend development activities, they will discuss with administration how it will help them adhere to California State Content Standards. Upon their return, staff members will share their experience with their department, the administration, and other instructional staff to see if anything can be gleaned that would be of use to the school.