

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.

Margaret Fortune, President and CEO

Principal, Fortune



About Our School

Schools:

Fortune School
6829 Stockton Blvd. #380
Sacramento, CA 95823
Phone: (916) 287-4470
Principal: Kim Howard

William Lee College Prep
3300 Stockton Blvd.
Sacramento, CA 5820
Phone: (916) 273-1030
Principal: Joseph Gambino

Alan Rowe College Prep
9424 Big Horn Blvd.
Elk Grove, CA 95758
Phone: (916) 684-0100
Principal: Ms. Min Owens

Ephraim Williams College Prep Middle School
4545 9th Ave.
Sacramento, CA 95820
Phone : (916) 262-8083
Principal: Marcus Atkins & Melissa Javinar

Hazel Mahone College Prep
3750 Rosin Ct.
Sacramento, CA 95834
(916) 999-8187
Principal: Tamara Williams

Opened August 2017:
Rex and Margaret Fortune Early College High School

9270 Bruceville Road
Elk Grove, CA 95758
(916) 753-1170
Principal: Odisa Nyong

Prior to the 2017-18 school year Fortune School operated under the old CDS code: 34-01348-0124651 which was assigned to Fortune School when they first opened their doors and served K-8 students. August 2017, Fortune School opened up the Rex and Margaret Fortune Early College High School allowing them to enroll student K-12. As a result the current CDS code was issued.

Contact

*Fortune
6829 Stockton Blvd., Ste. 380
Sacramento, CA 95823-2395*

*Phone: 916-924-8633
E-mail: mtaylor@fortuneschool.us*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Sacramento County Office of Education
Phone Number	(916) 228-2500
Superintendent	David Gordon
E-mail Address	dgordon@scoe.net
Web Site	www.scoe.net

School Contact Information (School Year 2017-18)	
School Name	Fortune
Street	6829 Stockton Blvd., Ste. 380
City, State, Zip	Sacramento, Ca, 95823-2395
Phone Number	916-924-8633
Principal	Margaret Fortune, President and CEO
E-mail Address	mtaylor@fortuneschool.us
Web Site	www.fortuneschool.org
County-District-School (CDS) Code	34103480136275

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

Fortune School is a charter school system located in Sacramento County with authorization to open schools Kindergarten through grade 12. Fortune School has campuses in South Sacramento, Oak Park, Elk Grove and Natomas. Currently serving grades K-8, Fortune's model is to expand a grade level a year with its students up to grade 12. Authorized by the Sacramento County Board of Education, the school network was established to address the severe and persistent African American Achievement Gap in the region. The school is open to all students and offers a college preparatory education to students according to an educational model called the Five Pillars.

Five Pillars

These basic principles form the five pillars, responsible for the success of Fortune School.

High Expectations

Fortune School has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior.

Choice and Commitment

Students, their parents, and the staff of Fortune School choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

More Time

Fortune School knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

Focus on Results

Fortune School focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are not exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

Citizenship

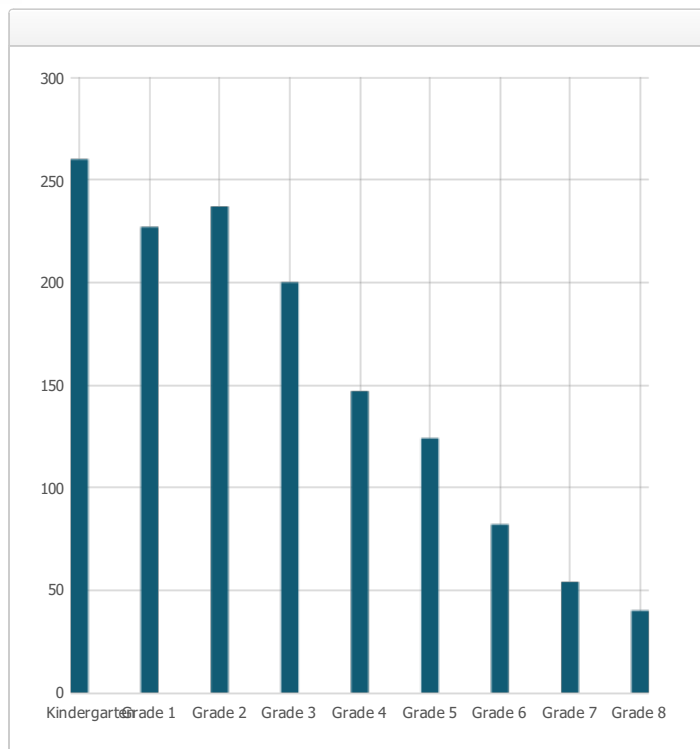
Fortune School trains all students to become leaders and all our staff shall model leadership qualities. Principals are given independent control of staffing and

budget decisions. In addition to principals, staff members who demonstrate necessary leadership potential are given responsibilities extending beyond a single classroom. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom.

Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	260
Grade 1	227
Grade 2	237
Grade 3	200
Grade 4	147
Grade 5	124
Grade 6	82
Grade 7	54
Grade 8	40
Total Enrollment	1371



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	65.0 %
American Indian or Alaska Native	2.1 %
Asian	2.1 %
Filipino	1.2 %
Hispanic or Latino	23.6 %
Native Hawaiian or Pacific Islander	1.1 %
White	1.5 %
Two or More Races	3.3 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.5 %
English Learners	8.6 %
Students with Disabilities	10.1 %
Foster Youth	1.1 %

Last updated: 1/31/2018

A. Conditions of Learning

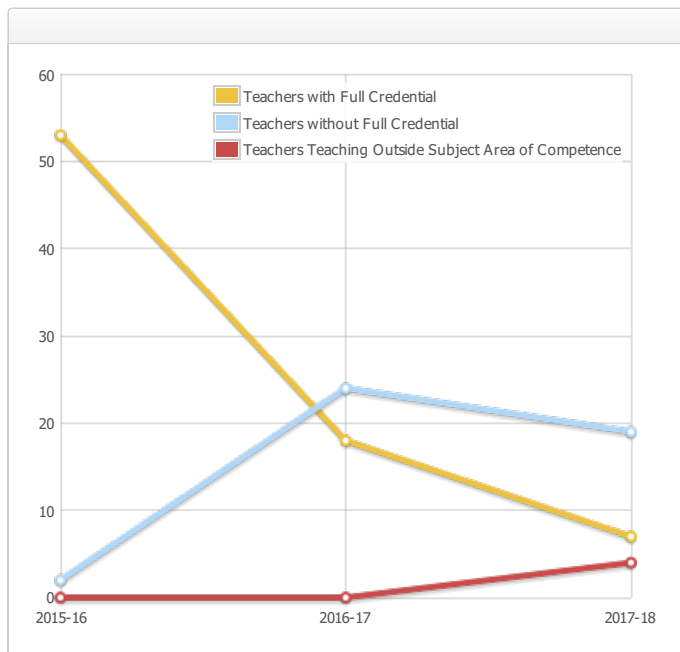
State Priority: Basic

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

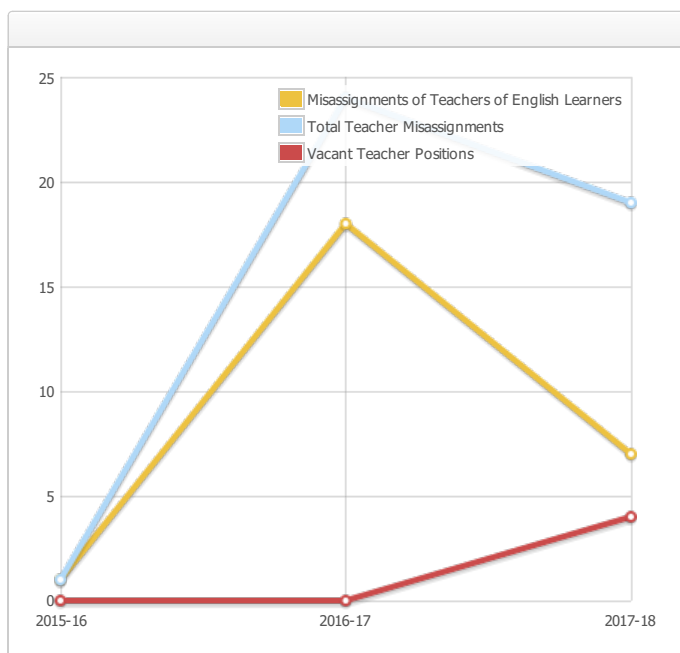
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	53	18	7	
Without Full Credential	2	24	19	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	4	



Last updated: 1/31/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	18	7
Total Teacher Misassignments*	1	24	19
Vacant Teacher Positions	0	0	4



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.

Last updated: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: May 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Journey's Common Core ELA/ELD - Grades K-5</p> <p>Collections for ELA/ELD - Grades 6-8</p> <p>The most recent Reading/ Language Arts curriculum adoption took place June 2017:</p> <ul style="list-style-type: none"> Journey's Common Core ELA/ELD - Grades K-4 Achievement First Middle School Literacy Vocabulary & Writing Open Source - Grades 5-8 	No	0.0 %
Mathematics	<p>Go Math - Grades K-8</p> <p>The most recent mathematics curriculum adoption took place June 2017:</p> <ul style="list-style-type: none"> Go Math - Grades K-1 Achievement First Math Open Source - Grades 2-8 	No	0.0 %
Science	<p>Smithsonian Science kits - Grade K</p> <p>Foss Science Kits - Grades 1-5</p> <p>Sepup Science Kits - Grades 6-8</p>	Yes	0.0 %
History-Social Science	<p>HSP Reflections - Grades K-5</p> <p>Holt History/ Social Studies - Grades 6-8</p>	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

Fortune School had six campuses in during the 2016-17 school year. All facilities are safe, clean and in good repair. Facilities are qdequate for the purpose of operating school programs.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	In accordance to the CA Facilities Inspection Tool, all six campuses were in good repair. No need for repairs or action taken.
Interior: Interior Surfaces	Good	In accordance to the CA Facilities Inspection Tool, all six campuses were in good repair. No need for repairs or action taken. It was noted that the carpet in the MP room at the Ephraim Williams School Site was replaced with tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	In accordance to the CA Facilities Inspection Tool, all six campuses were in good repair. No need for repairs or action taken.
Electrical: Electrical	Good	In accordance to the CA Facilities Inspection Tool, all six campuses were in good repair. No need for repairs or action taken.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	In accordance to the CA Facilities Inspection Tool, all six campuses were in good repair. No need for repairs or action taken.
Safety: Fire Safety, Hazardous Materials	Good	In accordance to the CA Facilities Inspection Tool, all six campuses were in good repair. No need for repairs or action taken.
Structural: Structural Damage, Roofs	Good	In accordance to the CA Facilities Inspection Tool, all six campuses were in good repair. No need for repairs or action taken.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	In accordance to the CA Facilities Inspection Tool, all six campuses were in good repair. No need for repairs or action taken.

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Good
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Last updated: 1/31/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	31%	36%				
Mathematics (grades 3-8 and 11)	25%	27%				

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.

Last updated: 1/31/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	591	585	98.98%	35.45%
Male	275	272	98.91%	31.62%
Female	316	313	99.05%	38.78%
Black or African American	382	378	98.95%	33.42%
American Indian or Alaska Native	16	16	100%	37.5%
Asian	12	12	100%	41.67%
Filipino	--	--	--	--
Hispanic or Latino	144	142	98.61%	40.85%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	14	14	100%	14.29%
Socioeconomically Disadvantaged	499	493	98.8%	33.67%
English Learners	69	69	100%	33.33%
Students with Disabilities	73	71	97.26%	11.43%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 1/31/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	591	584	98.82%	27.32%
Male	275	272	98.91%	27.31%
Female	316	312	98.73%	27.33%
Black or African American	382	378	98.95%	24.47%
American Indian or Alaska Native	16	16	100%	25%
Asian	12	12	100%	25%
Filipino	--	--	--	--
Hispanic or Latino	144	141	97.92%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	14	14	100%	21.43%
Socioeconomically Disadvantaged	499	492	98.6%	27.29%
English Learners	69	68	98.55%	27.94%
Students with Disabilities	72	71	98.61%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 1/31/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2018

Career Technical Education Programs (School Year 2016-17)

Rex and Margaret Fortune Early College High School did not open until the next school year 2017-18. As a result Fortune School did not have any students who were enrolled in the grades required by Ed Code to participate in CTE programs. This section is not applicable during the 2016-17 school year.

Last updated: 1/31/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	21.8%	48.5%	14.9%
7	35.0%	27.5%	27.5%

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.

Last updated: 1/31/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Due to overwhelming evidence, Fortune School believes it is paramount to include parents in the learning process. Upon enrollment, Fortune School parents sign a Commitment to Excellence Contract encouraging them to provide 40 hours of completely voluntary service each year to improve the achievement of their child and the Fortune School community. Fortune School also provides structures to involve parents in their child's learning and coordinate parent communication, workshops, activities, and clubs, to educate, train, and empower parents to better support their child's pursuit of an excellent education.

There is no consequence to families if they fail to complete the completely voluntary parent service hours. Parent volunteerism is, however, an important part of Fortune School's approach to closing the achievement gap and we stand behind it as a part of our culture that calls for parents to accept responsibility for the education of their children.

Parent Involvement Opportunities offered throughout the year include but not limited to:

- Parent Academy
- Parent Convention
- Muffins for Moms – monthly parent meeting
- Doughnuts for Dads – monthly parent meeting
- LCAP Stakeholder Meetings
- School Site Council
- Volunteer in a classroom

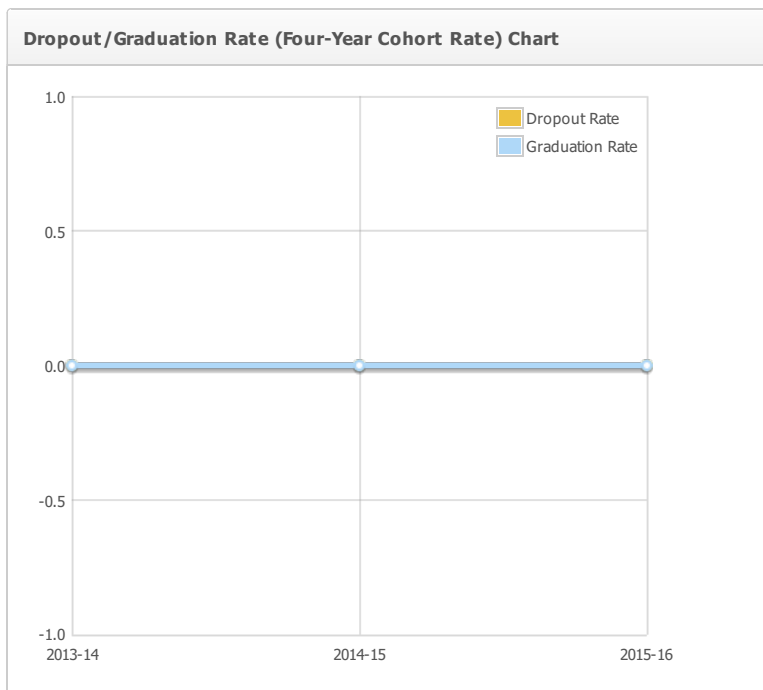
State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	12.8%	15.0%	14.3%	81.0%	82.3%	83.8%



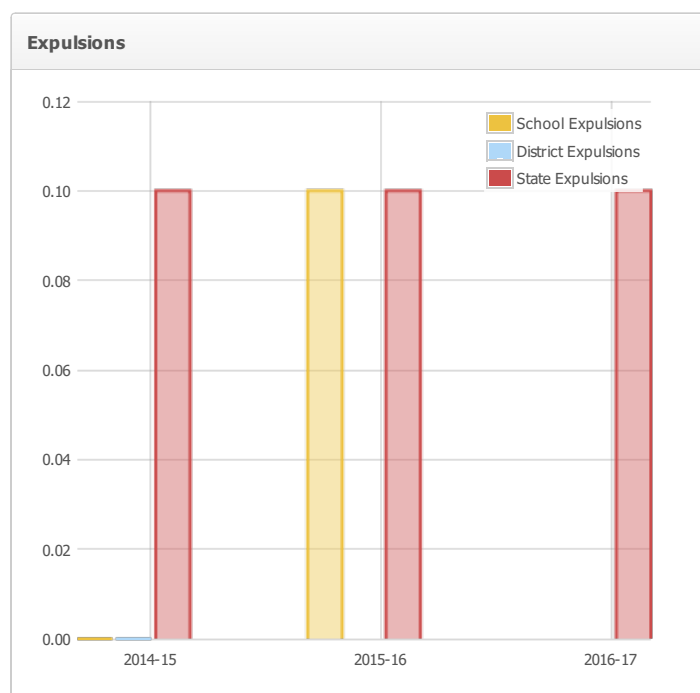
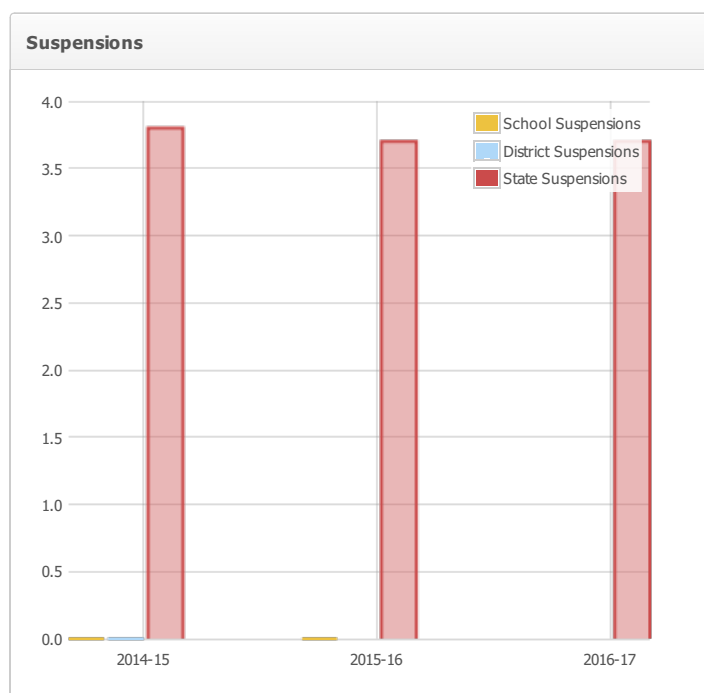
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.1%	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

Campus Safety is a top priority. All schools have safety plans that are customized for their facility. All staff members receive training on safety and emergency procedures from a certified emergency preparedness contractor each year, and are provided a comprehensive resource flip chart detailing the safety and first aid procedures to be followed in case of an emergency, as well as emergency contact telephone numbers for local agencies. Evacuation maps are posted in all rooms. Students participate in staff-led safety drills throughout the school year. In addition to emergency preparedness, safety plans include non-emergency safety policies and procedures as a resource to ensure workplace safety.

Last updated: 1/31/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	0			25.0	1	3	0				
1	25.0	0			21.8	3	7	0				
2	25.0	0			25.6	0	9	0				
3	25.0	5			26.8	0	6	0				
4	26.0	0			24.7	0	6	0				
5	26.0	0			26.7	0	3	0				
6	34.0	1			23.5	0	2	0				
Other		0			22.0	1	1	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	33+
English									
Mathematics									
Science									
Social Science									

* 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.

Last updated: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11751.0	\$1781.0	\$9970.0	\$57794.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	41.1%	200.0%

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

Last updated: 1/31/2018

Types of Services Funded (Fiscal Year 2016-17)

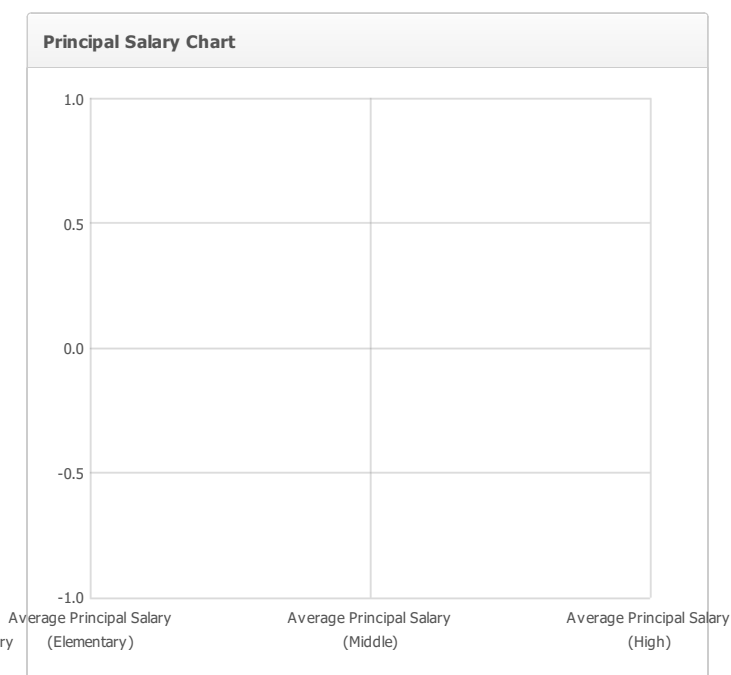
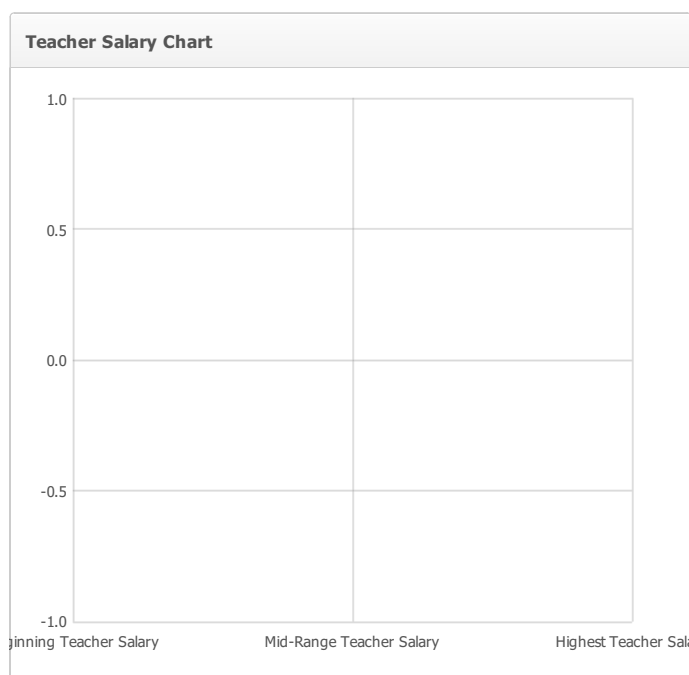
Fortune School believes in exposing our scholars to the best possible education with the use of resources within the classroom and abroad. During the 2016-17 fiscal year, Fortune School funded programs and services that supported and assisted our students in the area of language arts, technology and instructor training. Each of our scholars experienced excursions, tutoring, three meals a day, sports, exemplary science and Spanish programs and technology (usage of Chromebooks). In addition, instructors received extensive training in Common Core State Standards.

Last updated: 1/31/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	\$	--
Average Principal Salary (High)	\$	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	19.8%	--
Percent of Budget for Administrative Salaries	5.7%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2018

Professional Development

All schools operated by Fortune School of Education provides 33 days of professional development (workshops and conferences) to teachers. School site have weekly staff development meetings and daily planning time as well as a weekly early release day. The focus of Fortune's professional development offering is its summer symposium. This is a multi-day events for all staff focusing on Fortune culture and organization-wide initiatives.

In addition to its in-house professional development, Fortune School of Education participated in a national cohort-based programs designed for the top emerging charter management organizations in America. Fortune School of Education is also a member of the Charter School Growth Fund Emerging CMO's Program.

Last updated: 1/4/2018