

Executive Summary School Accountability Report Card 2014-15

Fortune School



Fortune School

Address: 6829 Stockton Blvd. #380-C
Sacramento, CA 95823
Phone: (916) 287-4470
Principal: Mr. Odisa Nyong
Grade Span: K-5



William Lee College Prep

Address: 3300 Stockton Blvd.
Sacramento, CA 95820
Phone: (916) 273-1030
Principal: Mr. Joseph Gambino
Grade Span: TK-5



Alan Rowe College Prep

Address: 9424 Big Horn Blvd.
Elk Grove, CA 95758
Phone: (916) 287-4470
Principal: Mr. Arnold Allen
Grade Span: TK-5



Ephraim Williams College Prep

Middle School
Address: 4545 9th Ave.
Sacramento, CA 95820
Phone: (916) 273-1030
Principal: Mr. Joseph Gambino
Grade Span: TK-5



Hazel Mahone College Prep

Address: 3750 Rosin Ct.
Sacramento, CA 95834
Phone: (916) 999-8187
Principal: Tamara Williams
Grade Span: TK-2

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Data presented in this report are reported for the 2014-15 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2014-15 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the home office.

About This School

Fortune School is a charter school system located in Sacramento County with authorization to open schools through grade 12. Fortune School has campuses in South Sacramento, Oak Park, Elk Grove and Natomas. Currently serving grades K-7, 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 system 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.

Student Enrollment

Group	Enrollment
Number of students	898
Black or African American	60.91%
American Indian or Alaska Native	0.67%
Asian	3.45%
Filipino	0%

Teachers

Indicator	Teachers
Teachers with full credential	33
Teachers without full credential	8*
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1

Hispanic or Latino	22.72%
Native Hawaiian or Pacific Islander	0.78%
White	1.56%
Two or More Races	9.47%
Socioeconomically Disadvantaged	.82%
English Learners	0.08%
Students with Disabilities	0.09%

Total Teacher Misassignments	0
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*District Intern Credential Holders or Provisional Intern permit.

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	31%
Mathematics	23%
Science	N/A
History-Social Science	N/A

Academic Progress²

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	807
Statewide Rank (from 2012 Base API Report)	N/A
Met All 2013 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	3/3
2012–13 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

The Sacramento County Board of Education conducts regular site visits to Fortune School campuses. At the most recent site visit, which was conducted in September 2015, the Sacramento County Board of Education officials found the school sites to be well maintained, clean and in good repair.

Repairs Needed

Fortune School has facilities and maintenance personnel who keep all campuses safe and in good repair at all times. There are no repairs needed at the time of this report.

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,047

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

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 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/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 <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., 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

Charter Management Organization (CMO) Contact Information (School Year 2014-2015)

District Name	Fortune School of Education
Phone Number	916-924-8633
Superintendent	N/A
E-mail Address	fortune@fortuneschool.us
Web Site	www.fortuneschool.us

School Contact Information – 2014-15

School Name	Fortune School
Street	6829 Stockton Blvd. #380
City, State, Zip	Sacramento, CA 95820
Phone Number	(916) 287-4470
Principal	Mr. Odisa Nyong
E-mail Address	onyong@fortuneschool.us
Web Site	www.fortuneschool.org
County-District-School (CDS) Code	34-10348-0124651

School Name	William Lee College Prep
Street	3300 Stockton Blvd
City, State, Zip	Sacramento, CA 95820
Phone Number	916-273-1030
Principal	Mr. Joseph Gambino
E-mail Address	jgambino@fortuneschool.us
Web Site	www.williamleecollegeprep.org
County-District-School (CDS) Code	34-10348-0124651

School Name	Alan Rowe College Prep
Street	9424 Big horn Blvd.
City, State, Zip	Elk Grove, CA 95758
Phone Number	(916) 684-0100
Principal	Mr. Arnold Allen
E-mail Address	aallen@fortuneschool.us
Web Site	www.alanrowecollegeprep.org
County-District-School (CDS) Code	34-10348-0124651

School Name	Ephraim William College Prep Middle School
Street	4545 9 th Ave.
City, State, Zip	Sacramento, CA 95820
Phone Number	(916) 273-1030
Principal	Mr. Marcus Atkins
E-mail Address	matkins@fortuneschool.us
Web Site	www.ephraimwilliamscollegeprep.org
County-District-School (CDS) Code	34-10348-0124651

New School Opened in August 2015

School Name	Hazel Mahone College Prep
Street	3750 Rosin Ct.
City, State, Zip	Sacramento, CA 95834
Phone Number	(916) 999-8187
Principal	Ms. Tamara Williams
E-mail Address	twilliams@fortuneschool.us
Web Site	www.hazelmahonecollegeprep.org
County-District-School (CDS) Code	34-10348-0124651

School Description and Mission Statement – (School Year 2014-15)

The mission of Fortune School is to graduate high achieving students of good character prepared for college and citizenship in a democratic society. Students will be well-prepared for high school, higher education, employment and productive citizenship.

Fortune School is committed to providing student the skills and training necessary to become contributing members of their school, family and community. The school will be a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics and citizenship. Students will participate in a college preparatory program with a focus on literacy, math and service in the community.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	228
Grade 1	199
Grade 2	163
Grade 3	138
Grade 4	80
Grade 5	52
Grade 6	38
Grade 7	0
Total Enrollment	898

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	60.91%
American Indian or Alaska Native	0.67%
Asian	3.45%
Filipino	0%
Hispanic or Latino	22.72%
Native Hawaiian or Pacific Islander	1.56%
White	1.56%
Two or More Races	9.47%
Socioeconomically Disadvantaged	0.82%
English Learners	0.08%
Students with Disabilities	0.09%
Foster Youth	0%

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 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	N/A	35	-	-
Without Full Credential	N/A	6	-	-
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	-	-

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	N/A	1	-
Total Teacher Misassignments*	N/A	0	-
Vacant Teacher Positions	N/A	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	90.03	9.97
High-Poverty Schools in District	90.03	9.97
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – School Year 2014-15

Year and month in which the data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HSP Excursions	Yes	0%
Mathematics	HSP Math	Yes	0%
Science	HSP Science	Yes	0%
History-Social Science	HSP Reflections	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements – (School Year 2014-15)

Fortune School had five campuses in 2014-15 school year. All facilities are safe, clean and in good repair. Facilities are adequate for the purpose of operating school programs. Fortune school, located in South Sacramento, added a new multi-purpose room for the 2014-15 school year. William Lee College Prep added a playground and the second building on the campus has been renovated to accommodate Ephraim Williams College Prep, our middle school program which began in August, 2014.

School Facility Good Repair Status – School Year 2014-15

Using the most recent 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 in which the data were collected: August 2014

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

Overall Facility Rate – School Year 2014-15

Year and month in which the data were collected: *August 2014*

Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	31%	31%	34%
Mathematics (grades 3-8 and 11)	23%	23%	33%

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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	129	125	96.9%	41%	22%	22%	14%
Male	-	61	-	44	24	23	10
Female	-	64	-	38	21	22	17
Black or African American	-	76	-	47	22	22	7
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	4	-	N/A	N/A	N/A	N/A
Filipino	-	1	-	N/A	N/A	N/A	N/A
Hispanic or Latino	-	30	-	33	23	20	23
Native Hawaiian or Pacific Islander	-	1	-	N/A	N/A	N/A	N/A
White	-	2	-	N/A	N/A	N/A	N/A
Two or More Races	-	10	-	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-	106	-	42	23	21	13
English Learners	-	7	-	N/A	N/A	N/A	N/A
Students with Disabilities	-	14	-	79	21	0	0
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total	Number	Percent	Percent	Percent	Percent	Percent
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	Enrollment	Tested	Tested	Achievement Level 1*	Achievement Level 2*	Achievement Level 3*	Achievement Level 4*
All Students	72	67	93.1	54%	18%	19%	9%
Male	-	25	-	60	20	12	8
Female	-	42	-	50	17	24	10
Black or African American	-	37	-	59	27	11	3
American Indian or Alaska Native	-	N/A	-	N/A	N/A	N/A	N/A
Asian	-	1	-	N/A	N/A	N/A	N/A
Filipino	-	1	-	N/A	N/A	N/A	N/A
Hispanic or Latino	-	17	-	47	6	29	18
Native Hawaiian or Pacific Islander	-	1	-	N/A	N/A	N/A	N/A
White	-	1	-	N/A	N/A	N/A	N/A
Two or More Races	-	8	-	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-	53	-	57	17	19	8
English Learners	-	4	-	N/A	N/A	N/A	N/A
Students with Disabilities	-	5	-	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	-	N/A	-	N/A	N/A	N/A	N/A
Foster Youth	-	N/A	-	N/A	N/A	N/A	N/A

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	42	40	95.20	50	20	25	5
Male	-	16	-	63	25	13	0
Female	-	24	-	42	17	33	8
Black or African American	-	26	-	46	19	31	4
American Indian or Alaska Native	-	1	-	N/A	N/A	N/A	N/A
Asian	-	1	-	N/A	N/A	N/A	N/A
Filipino	-	N/A	-	N/A	N/A	N/A	N/A
Hispanic or Latino	-	8	-	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	-	N/A	-	N/A	N/A	N/A	N/A
White	-	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	-	3	-	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-	33	-	52	24	21	3
English Learners	-	2	-	N/A	N/A	N/A	N/A
Students with Disabilities	-	6	-	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	-	N/A	-	N/A	N/A	N/A	N/A
Foster Youth	-	N/A	-	N/A	N/A	N/A	N/A

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	38	97.4%	55%	24%	13%	8%
Male	-	16	-	75	13	13	0
Female	-	22	-	41	32	14	14
Black or African American	-	24	-	46	25	21	8
American Indian or Alaska Native	-	N/A	-	N/A	N/A	N/A	N/A
Asian	-	N/A	-	N/A	N/A	N/A	N/A
Filipino	-	N/A	-	N/A	N/A	N/A	N/A
Hispanic or Latino	-	4	-	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	-	N/A	-	N/A	N/A	N/A	N/A
White	-	1	-	N/A	N/A	N/A	N/A
Two or More Races	-	3	-	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-	26	-	65	19	12	4
English Learners	-	1	-	N/A	N/A	N/A	N/A
Students with Disabilities	-	8	-	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	-	N/A	-	N/A	N/A	N/A	N/A
Foster Youth	-	N/A	-	N/A	N/A	N/A	N/A

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	129	126	97.7%	30%	38%	23%	7%
Male	-	62	-	34	35	19	11
Female	-	62	-	27	41	27	3
Black or African American	-	N/A	-	N/A	N/A	N/A	N/A
American Indian or Alaska Native	-	N/A	-	N/A	N/A	N/A	N/A
Asian	-	4	-	N/A	N/A	N/A	N/A
Filipino	-	1	-	N/A	N/A	N/A	N/A
Hispanic or Latino	-	30	-	30	33	27	10
Native Hawaiian or Pacific Islander	-	1	-	N/A	N/A	N/A	N/A
White	-	2	-	N/A	N/A	N/A	N/A
Two or More Races	-	10	-	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-	105	-	28	42	21	7
English Learners	-	7	-	N/A	N/A	N/A	N/A
Students with Disabilities	-	14	-	52	27	7	7
Students Receiving Migrant Education Services	-	N/A	-	N/A	N/A	N/A	N/A
Foster Youth	-	N/A	-	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	67	93.1%	36%	46%	10%	7%
Male	-	25	-	44	32	16	8
Female	-	42	-	31	55	7	7
Black or African American	-	37	-	46	41	8	5
American Indian or Alaska Native	-	N/A	-	N/A	N/A	N/A	N/A
Asian	-	1	-	N/A	N/A	N/A	N/A
Filipino	-	1	-	N/A	N/A	N/A	N/A
Hispanic or Latino	-	17	-	24	53	12	12
Native Hawaiian or Pacific Islander	-	1	-	N/A	N/A	N/A	N/A
White	-	1	-	N/A	N/A	N/A	N/A
Two or More Races	-	8	-	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-	53	-	36	47	9	8
English Learners	-	4	-	N/A	N/A	N/A	N/A
Students with Disabilities	-	5	-	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	-	N/A	-	N/A	N/A	N/A	N/A
Foster Youth	-	N/A	-	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	42	41	97.6%	51%	37%	12%	0%
Male	-	16	-	63	31	6	0
Female	-	25	-	44	40	16	0
Black or African American	-	27	-	44	44	11	0
American Indian or Alaska Native	-	1	-	N/A	N/A	N/A	N/A
Asian	-	1	-	N/A	N/A	N/A	N/A
Filipino	-	N/A	-	N/A	N/A	N/A	N/A
Hispanic or Latino	-	8	-	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	-	1	-	N/A	N/A	N/A	N/A
White	-	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	-	3	-	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-	34	-	53	35	12	0
English Learners	-	2	-	N/A	N/A	N/A	N/A
Students with Disabilities	-	6	-	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	-	N/A	-	N/A	N/A	N/A	N/A
Foster Youth	-	N/A	-	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	38	97.4%	61%	29%	11%	0%
Male	-	16	-	69	25	6	0
Female	-	22	-	55	32	14	0
Black or African American	-	24	-	54	33	13	0
American Indian or Alaska Native	-	N/A	-	N/A	N/A	N/A	N/A
Asian	-	N/A	-	N/A	N/A	N/A	N/A
Filipino	-	N/A	-	N/A	N/A	N/A	N/A
Hispanic or Latino	-	4	-	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	-	N/A	-	N/A	N/A	N/A	N/A
White	-	1	-	N/A	N/A	N/A	N/A
Two or More Races	-	3	-	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-	26	-	65	27	8	0
English Learners	-	1	-	N/A	N/A	N/A	N/A
Students with Disabilities	-	8	-	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	-	N/A	-	N/A	N/A	N/A	N/A
Foster Youth	-	N/A	-	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	N/A	35	34	N/A	35	34	62	63	59

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.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	34%
All Students at the School	N/A
Male	33%
Female	35%
Black or African American	38%
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	29%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A
Foster Youth	N/A

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.

Career Technical Education Programs (School Year 2014–15)

At this time Fortune Schools offer education for grades K – 7 grades and do not offer Career Technical Education Programs.

Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

The following sections regarding the California High School Exit Examination are not applicable to Fortune Schools. At this time, Fortune Schools offer education for grades K- 7 and does not operate a high school site.

California High School Exit Examination Results for Grade Ten Students – N/A

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						
Foster Youth						

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.

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	29.3	24.4	31.7
7	N/A*	N/A*	N/A*

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.

*Fortune Schools did not have 7th graders for the school year.

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 – Most Recent Year

Parents are required to sign a commitment to Excellence Contract volunteering 40 hours of service per year, per family to Fortune School. Each campus has a parent liaison responsible for coordinating parent service opportunities. Parent participation is completely voluntary.

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		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A

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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	0	0	0	17.69	14.48	11.21	5.07	4.36	3.80
Expulsions	0	0	0	0	0	0	.13	.10	0.09

School Safety Plan – Most Recent Year

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	-
Met Participation Rate – English Language Arts	Yes	Yes	-
Met Participation Rate – Mathematics	Yes	Yes	-
Met Percent Proficient – English Language Arts	No	No	-
Met Percent Proficient – Mathematics	No	No	-
Met Attendance Rate	Yes	Yes	-
Met Graduation Rate	N/A	N/A	-

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
TK	N/A	-	N/A	-	16	2	-	-	23	-	2	-
K	26	-	6	-	25	-	7	-	26	-	7	-
1	23	-	5	-	25	-	7	-	25	-	8	-
2	23	-	3	-	25	-	5	-	25	-	6	-
2/3	N/A	-	-	-	26	-	1	-	20	1	-	-
3	27	-	2	-	23	1	2	-	26	-	5	-
4	25	-	2	-	27	-	2	-	27	-	3	-
5	N/A	-	-	-	23	-	2	-	26	-	2	-
6	N/A	-	-	-	N/A	-	-	-	19	2	-	-
Other	N/A	-	-	-	N/A	-	-	-	N/A	-	-	-

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* 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.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist (non-teaching)	3	N/A
Other	N/A	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,218	\$1,172	\$7,047	\$44,582
District	N/A	N/A	-	-
Percent Difference – School Site and District	N/A	N/A	-	-
State	N/A	N/A	8,336	71,094
Percent Difference – School Site and State	N/A	N/A	-1.41%	-37.29%

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

Types of Services Funded (Fiscal Year 2014–15)

Fortune School believes in exposing our scholars to the best possible education with the use of resources within the classroom and abroad. During the 2014-15 fiscal year Fortune campuses funded programs and services that support and assist our students in the area of language arts, technology and instructor training. Each of our scholars experience 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..

Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,045	24,575
Mid-Range Teacher Salary	52,000	74,380
Highest Teacher Salary	61,968	124,184
Average Principal Salary (Elementary)	75,000	-
Average Principal Salary (Middle)	75,000	-
Average Principal Salary (High)	N/A	-
Superintendent Salary	N/A	-
Percent of Budget for Teacher Salaries	19.81%	-
Percent of Budget for Administrative Salaries	5.66%	-

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

Advanced Placement Courses (School Year 2014–15)

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

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

* Where there are student course enrollments.

Note: AP means Advanced Placement.

Professional Development – Most Recent Three Years

Fortune provides 33 days of professional development (workshops and conferences) to teachers. School sites have weekly staff development meetings and daily planning time as well as a weekly early release day. The focus of Fortune's professional development is on the Common Core, state adopted instructional materials, data driven instruction, and ratio strategies for student-centered classrooms. A highlight of Fortune's professional development offering is its summer and spring symposiums. These are multi-day events for all staff focusing on Fortune culture and organization-wide initiatives.

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