

FORTUNE SCHOOL OF EDUCATION COUNTYWIDE CHARTER ANNUAL REPORT

This report summarizes the Fortune School of Education (Fortune) 2021-2022 school year activities and includes an update on the start of the 2022-2023 school year. There are adjustments to this report given the limited historical California Department of Education assessment and dashboard data.

The Memorandum of Understanding (MOU) with Fortune (2021-2026) outlines the following reporting requirements divided into the following five categories for the Annual Report:

- I. Progress Toward Meeting Charter Goals/Local Control and Accountability Plan (LCAP) Goals
 - Past state assessment data (aggregate/disaggregate/significant groups)
 - Fortune local assessment data
 - Other key statistics identified in 2021-2024 LCAP goals
 - Report on expulsions and suspensions (LCAP goal)
 - Summary data from annual student/parent satisfaction survey (LCAP goal)
- II. Evidence Fortune is Financially Sound
- III. Key Demographic Data
 - Required elements per the MOU:
 - Overview of the admissions practices and the public random lottery, including the number of students participating in the lottery by school and number of students on waiting lists
 - Number of students enrolled and demographics
 - Summary of annual enrollment gains/losses
- IV. General Information
 - Professional development activities
 - Information on Fortune dissemination of best practices
 - Summary of major board decisions and policies
 - Data on parental involvement in governance and operation of the schools
 - Highlights of the 2021-2024 LCAP
- V. Fortune Team to Provide Information to the Board on Additional Items
 - Plans to address areas identified as needing improvement by Fortune School
 - How the Sacramento County Board of Education can support the success of the charter

OVERVIEW

In 2021-2022, Fortune operated eight schools serving the following grade levels:

School Site	Date Opened*	2021-2022 Grade Levels
Fortune School (FS)	2011-2012	TK-5
William Lee College Prep (WLCP)	2012-2013	TK-5
Alan Rowe College Prep (ARCP)	2013-2014	TK-5
Ephraim Williams College Prep (EWCP)	2014-2015	6-8
Hazel Mahone College Prep (HMCP)	2015-2016	TK-8
Rex & Margaret Fortune Early College HS (FECHS)	2017-2018	9-12
Tecoy Porter College Prep (TPCP)	2020-2021	TK-4
Fortune Middle School (FMS)	2020-2021	6-8
Stephon A. Clark College Prep (SCCP)	2022-2023	6

*SOURCE: FORTUNE SCHOOLS

FORTUNE CHARTER SCHOOL ENROLLMENT GROWTH OVER TIME

School Year	Enrollment Growth
2011-2012	171
2012-2013	439
2013-2014	707
2014-2015	898
2015-2016	1,195
2016-2017	1,371
2017-2018	1,356
2018-2019	1,235
2019-2020	1,463
2020-2021	1,890
2021-2022	1,817
2022-2023	1,866

SOURCE: FORTUNE SCHOOLS

Fortune schools increased enrollment by 49 students from 2021-2022 to 2022-2023.

PART 1 – PROGRESS TOWARD MEETING CHARTER GOALS/LCAP GOALS – SUMMARY CHART ON PAGES 21-23

LCAP GOALS

Instruction

Maintain classrooms that close the achievement gap. This is a broad goal that includes four dashboard indicators: ELA, Math, College and Career, and English Learner Progress. It also includes a locally designed metric of the percent of seniors who graduate with their associate degree. Eight (8) measurable outcomes are in place to measure progress toward this goal.

Culture

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, 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. Ten (10) measurable outcomes are in place to measure progress toward this goal.

Engagement and Support

Nurture communities of engagement and support. This is a broad goal that includes engagement with scholars and their families both inside and outside of school. Eight (8) measurable outcomes are in place to measure progress toward this goal.

A summary table of the status of LCAP goals and measurable outcomes is on pages 21-23 of the report.

LCAP Goal: Instruction

Pursuant to the MOU, the Annual Report will include a report of state assessment data. California Assessment of Student Performance and Progress (CAASPP) results for English Language Arts (ELA) and Math are shown in the report. Since the pandemic interrupted the statewide data collection, assessment, and accountability systems, the 2022 Dashboard is a restart of California's accountability system and only current year performance (Status) is being reported on the 2022 Dashboard. The colorful "gauges" of the Dashboard will return in 2023.

LCAP Expected Annual Measurable Outcome:

Earn yellow or green on the California Dashboard for both ELA and Math, as well as have 21% of students meet the state standard in Science.

Actual Annual Measurable Outcome: The California Department of Education is not releasing typical colors on the California Dashboard until winter 2023. On that dashboard, academic performance from spring 2022 will be the prior year while spring 2023 will be the current year. If Fortune increases by 3 scale score points in spring 2023, they will earn Yellow (medium performance) in both ELA and Math. Growth of 11 scale score points would earn Green (high performance) in Math. For context, Fortune increased by more than 11 scale score points in Math from 2017 to 2018 and from 2018 to 2019.

In Science, Fortune had 11.32% of test-takers meet the state standard in spring 2022. The goal for this school year 21% of students meeting the state standard by spring 2023.

Actual Annual Measurable Outcome:

FORTUNE ENGLISH LANGUAGE ARTS (ELA) AND MATH TEST RESULTS FROM 2014-2015 (BASELINE) TO 2021-2022

1.1 FORTUNE HISTORICAL CAASPP ELA RESULTS

School Year	Meeting or Exceeding Standards	Percentage Point Growth
2014-2015	31%	0.00%
2015-2016	31%	0.00%
2016-2017	35.45%	4.45%
2017-2018	38.78%	3.33%
2018-2019	45.18%	6.40%
2019-2020	No state testing	N/A
2020-2021	30.38% 28.91	-14.80% -16.27%
2021-2022	28.94%	-1.44% 0.03%

There was no state testing in 2019-20 due to COVID-19 related school closures. Fortune declined ~~14.8%~~ **16.27%** from 2018-2019 to 2020-2021 in ELA. This decline is significantly less than the 26% statewide decline during the same period (based on schools that had at least 90% of students test in spring 2021). Statewide data for English language arts show a decline of -1.95% for meeting or exceeding the standard from 2020-2021 to 2021-2022.

1.2 FORTUNE HISTORICAL CAASPP MATH RESULTS

School Year	Meeting or Exceeding Standards	Percentage Point Growth
2014-2015	22%	0.00%
2015-2016	25%	3.00%
2016-2017	27.32%	2.32%
2017-2018	37.26%	9.94%
2018-2019	45.90%	8.64%
2019-2020	No state testing	N/A
2020-2021	21.37% 20.67%	-24.53% -25.23%
2021-2022	28.94% 21.25%	+7.57 +0.58%

SOURCE: FORTUNE/SACRAMENTO COUNTY OFFICE OF EDUCATION

Fortune declined ~~24.53%~~ **25.23%** from 2018-2019 to 2020-2021 in mathematics. ~~This decline is nearly identical to the 24% statewide decline during the same period (based on schools that had at least 90% of students test in spring 2021).~~ Statewide data for mathematics show a decline of -0.38% for meeting or exceeding the standard from 2020-2021 to 2021-2022.

1.3 FORTUNE STUDENTS TESTED BY GRADE FOR CAASPP ELA

School Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	Total	% Participated
2016-2017	175	136	110	80	48	35	N/A	584	99%
2017-2018	149	135	103	104	47	37	N/A	575	99%
2018-2019	125	106	113	79	70	36	N/A	529	99%
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	159 188	138 151	131 142	139 133	120 125	88 94	25 25	775 858	92% 91%
2021-2022	153	144	117	108	101	124	27 27	747 774	99% 98%

1.4 FORTUNE CAASPP ELA RESULTS (STANDARD MET)

School Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	Total
2016-2017	36.00%	41.18%	31.18%	31.25%	25.00%	25.71%	N/A	35.45%
2017-2018	34.57%	46.67%	39.81%	34.62%	46.81%	21.62%	N/A	38.78%
2018-2019	48.80%	44.34%	51.32%	21.52%	51.43%	55.56%	N/A	45.18%
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	23.90%	25.36%	44.27%	23.87%	37.50%	23.86%	48.00%	28.91%
2021-2022	15.03%	33.34%	33.33%	25.93%	32.37%	28.22%	66.66%	28.94%
Change from Prior Year	- 8.87%	+7.98%	-10.94%	+2.06%	-5.13%	+4.36%	+18.66%	+8.12% +0.03

SOURCE: FORTUNE/SACRAMENTO COUNTY OFFICE OF EDUCATION

Fortune ELA scores show both increases and decreases in percent of students meeting the grade level standards. Noticeable decreases are at grades 3 and 5 and noticeable increases are at grades 4 and 11.

1.5 MATH CAASPP RESULTS (NUMBERS TESTED WITH SCORES)

School Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	Total	% Participated
2016-2017	174	136	109	80	48	35	N/A	582	99%
2017-2018	147	133	101	104	47	37	N/A	569	98%
2018-2019	125	102	113	79	70	36	N/A	525	99%
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	191	152	142	131	129	92	25	862	92%
2021-2022	153	145	116	109	97	121	26	767	98%

SOURCE: FORTUNE/SACRAMENTO COUNTY OFFICE OF EDUCATION

1.6 FORTUNE CAASPP MATH RESULTS (STANDARD MET)

School Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	Total
2016-2017	37.36%	32.35%	22.02%	21.25%	8.33%	14.29%	N/A	27.32%
2017-2018	40.14%	57.89%	24.75%	27.88%	31.91%	18.92%	N/A	37.26%
2018-2019	61.60%	46.08%	57.52%	25.32%	30.00%	30.55%	N/A	45.90%
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	21.58%	13.82%	26.76%	15.27%	30.23%	15.22%	20.00%	20.67%
2021-2022	21.75%	26.20%	9.48%	22.94%	19.58%	24.79%	26.93%	21.25%
Change from Prior Year	+0.17%	+12.38%	-17.28%	+7.67%	-10.65%	+9.57%	+6.93%	+0.58%

SOURCE: CALIFORNIA DEPARTMENT OF EDUCATION

Fortune Math scores show both increases and decreases in percent of students meeting the grade level standards. Noticeable decreases are at grades 5 and 7 and noticeable increases at grades 4 and 8.

1.7 CAASPP RESULTS BY STUDENT GROUP 2021-2022

Student Group	Subject	% Met or Above Standard at Fortune	% Met or Above Standard in Sacramento
African American	ELA	26.81%	25.92%
Latino	ELA	33.33%	34.99%
Two or More Races	ELA	25.92%	50.05%
Students with Disabilities	ELA	9.47%	14.67%
Low Income	ELA	27.17%	32.18%
English Learner	ELA	7.69%	13.86%
African American	Math	17.86%	13.46%
Latino	Math	30.11%	21.45%
Two or More Races	Math	11.32%	36.68%
Students with Disabilities	Math	5.38%	11.03%
Low Income	Math	19.61%	20.35%
English Learner	Math	20.76%	10.90%

SOURCE: CALIFORNIA DEPARTMENT OF EDUCATION

Expected Annual Measurable Outcome:

42% of EL students will demonstrate progress toward English proficiency.

Actual Annual Measurable Outcome:

~~54%~~ **47%** of EL students demonstrated progress toward English proficiency.

1.8 FORTUNE PERFORMANCE OF ENGLISH LEARNERS ON ELPAC

Developed English Skills Level	2018-2019	2019-2020	2020-2021	2021-2022
Level 4: Well Developed	13%	N/A	14%	17%
Level 3: Moderately Developed	34%	N/A	48%	37%
Level 2: Somewhat Developed	36%	N/A	32%	31%
Level 1: Minimally Developed	18%	N/A	6%	15%

SOURCE: FORTUNE SCHOOLS

Fortune identified 6.5% of the total population (118 of 1,816 students) as English Learners in 2021-2022, with 22 students identified as Reclassified Fluent English Proficient (RFEP).

1.9 FORTUNE ENGLISH LEARNER TRENDS FROM 2014-2015 to 2021-2022

School Year	Enrollment All Students	English Learners	English Learners %	Students Newly RFEP	Students Newly RFEP %
2014-2015	898	72	8.02%	19	33.30% 26.39%
2015-2016	1,195	91	7.62%	34	47.20% 37.36%
2016-2017	1,371	118	8.61%	0	0.00%
2017-2018	1,356	98	7.23%	21	17.80% 21.43%
2018-2019	1,235	100	8.10%	1	1.00%
2019-2020	1,463	102	7.00%	19	19.00% 18.63%
2020-2021	1,890	103	5.45%	1 16	1.00% 15.53%
2021-2022	1,816 1,817	118 123	6.50%	22	18.64% 17.89%

SOURCE: FORTUNE/SACRAMENTO COUNTY OFFICE OF EDUCATION

LOCAL ASSESSMENTS

1.10 PERCENT OF SCHOLARS SCORING 60th PERCENTILE OR HIGHER ON NWEA MAP

ELA				Math		
Grade	Winter 2021-2022	Fall 2022-2023	Difference	Winter 2021-2022	Fall 2022-2023	Difference
2	23.72%	32.19%	8.47%	20.28%	27.19%	6.91%
3	17.84%	21.26%	3.42%	15.79%	21.80%	6.01%
4	23.89%	12.31%	-11.58%	17.58%	16.08%	-1.50%
5	29.20%	29.38%	0.18%	14.18%	24.14%	9.96%
6	23.02%	21.77%	-1.25%	18.75%	5.80%	-12.95%
7	21.43%	27.10%	5.67%	19.20%	28.32%	9.12%
8	20.83%	21.51%	0.68%	25.40%	20.91%	-4.49%

SOURCE: FORTUNE

ATTENDANCE

Expected Annual Measurable Outcome: 94% attendance rate at all schools.

Actual Annual Measurable Outcome: Attendance rate was 86% in 2021-2022.

1.11 FORTUNE ANNUAL ADA 2021-2022

Fortune Schools	Days of ADA Possible	Days of Actual Instruction	Average Daily Attendance	% ADA
FS	46,254	40,757	232.90	88%
WLCP	39,865	32,712	186.93	82%
ARCP	43,193	37,257	212.90	86%
EWCP	27,678	23,656	135.18	85%
HMCP	53,887	46,140	263.66	86%
FECHS	31,927	28,115	160.06	88%
TPCP	21,841	18,929	108.17	87%
FMS	28,017	24,006	137.18	86%
TOTAL	292,662	251,572	235.38 1,436.98	86%

SOURCE: FORTUNE SCHOOLS

Total ADA is defined as the total days of student attendance divided by the total days of instruction. Chart 1.12 reflects the historical yearly attendance trends.

1.12 HISTORICAL TRENDS ATTENDANCE

School Year	Percentage
2011-2012	94%
2012-2013	94%
2013-2014	95%
2014-2015	94%
2015-2016	94%
2016-2017	94%
2017-2018	95%
2018-2019	94%
2019-2020	94%
2020-2021	96%
2021-2022	86%

SOURCE: FORTUNE SCHOOLS

Expected Annual Measurable Outcome:

Chronic absenteeism is at a rate of 15% or less.

Actual Annual Measurable Outcome:

Chronic absenteeism was 59.7% for 2021-2022.

1.13 FORTUNE FOUR YEAR CHRONIC ABSENCE DATA

Chronic Absenteeism Rates	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2017-2018	1,356	190	14%
2018-2019	1,379	221	16%
2019-2020	1,987	382	19.2%
2020-2021	1,993	154	7.7%
2021-2022	1,848	1,104	59.7%

SOURCE: FORTUNE SCHOOLS/CALIFORNIA DEPARTMENT OF EDUCATION

SUSPENSION/EXPULSION RATES

Expected Annual Measurable Outcome:

Student suspension rate of 5% or lower and student expulsion rates will not exceed .5%.

Actual Annual Measurable Outcome:

Student suspension rate was 13.5% and student expulsion rates was 0.17%.

1.14 FORTUNE HISTORICAL SUSPENSION/EXPULSION RATES

Suspension or Expulsion	Year	Cumulative Enrollment	Suspended	Suspension Rate	Expulsions	Expulsion Rate
Fortune	2015-2016	1,263	97	7.68%	2	0.16%
Fortune	2016-2017	1,522	48	3.15%	1	0.07%
Fortune	2017-2018	1,430	67	4.69%	0	0.00%
Fortune	2018-2019	1,375	168	12.22%	2	0.15%
Fortune	2019-2020	1,987	83	4.17%	0	0.00%
Fortune	2020-2021	1,993	0	0	0	0.00%
Fortune	2021-2022	2,408	326	13.54%	4	0.17%

SOURCE: FORTUNE SCHOOLS/CALIFORNIA DEPARTMENT OF EDUCATION

LCAP Goal: Culture

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, 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.

1.15 PUPIL, PARENT, AND TEACHER SURVEY RESULTS 2021-2022

Group	% Reporting Quite or Extremely Safe	% Reporting Quite or Extremely Connected
Scholars	65%	77%
Parents	80%	56%
Teachers	60%	70%
Other Staff	84%	71%

Expected Annual Measurable Outcome: A majority of scholars, parents, and teachers (at least 50%) will express confidence that the schools are safe and feel connected to their school.

Actual Annual Measurable Outcome: The majorities of scholars, parents, and teachers reported that their school was safe and that they felt quite or extremely connected to their school. Given that parents were unable to enter campus because of pandemic-related public health restrictions in early 2021-2022, the level of connectedness continues to reflect the strong collaborative cultures of the schools.

LCAP Goal: Operations

Create safe, clean, and welcoming environments.

Fortune reports that 100% of school sites earned a “good” rating on the State of California Facilities Inspection Tool in 2021-2022.

PART 2 – EVIDENCE FORTUNE IS FINANCIALLY SOUND

Fortune has consistently demonstrated sound financial management, solid budget monitoring practices, positive annual audits, and ending balances consistent with the reserve requirements of the MOU.

The MOU requires that the economic reserve for uncertainty be equivalent to 5% of the total Local Control Funding Formula (LCFF) amounts. That requirement has been met in each year of operation.

At the close of 2020-2021, the overall ending balance was 29% of expenditures and the First Interim Budget for 2022-2023 is projecting the revenue will exceed expense for the current fiscal year.

2.1 FORTUNE FINANCIAL TREND DATA

Summary Budget Update	2019-2020 End of Year Actuals	2020-2021 End of Year Actuals	2021-2022 End of Year Actuals
Income	19,548,192	28,115,554	31,002,902
Expenditures	19,233,336	24,232,461	28,355,373
Income Less Expenditures	314,856	3,883,093	2,647,529
Beginning Balance	1,423,833	1,738,689	5,621,782
Ending Balance	1,738,689	5,621,782	8,269,311
Ending Balance as % of Expenses	9%	23%	29%
Prepaid Expenditures/ Commitments	347,212	267,401	177,221
Restricted	0	120,303	274,791
Unassigned	665,342	4,266,258	6,767,033
Reserve for Economic Uncertainty (5%)	726,135	967,321	1,050,267
LCFF Sources	14,522,699	19,250,050	21,005,334
Reserve of % of LCFF Sources (MOU – 5%)	5%	5%	5%

SOURCE: FORTUNE SCHOOLS/SACRAMENTO COUNTY OFFICE OF EDUCATION

An important element of school funding is the stability of the unduplicated pupil count. Supplemental and Concentration funds are generated based on this percentage. Charter schools are “capped” at the percentage of the authorizing district, or in a countywide benefit charter, capped at the highest district rate where a school is located. For Fortune, this is Twin Rivers Unified School District, which has a rate of 90.69%.

2.2 FORTUNE LCFF UNDUPLICATED PUPIL COUNT

School Year	Enrollment	Count*	Unduplicated Count as a % of Enrollment
2018-2019	1,235	1,017	82.35%
2019-2020	1,463	1,150	78.61%
2020-2021	1,890	1,472	77.88%
2021-2022	1,817	1,388	76.39%
Three Year Average	1,351	1,080	79.94%
Fortune Current Unduplicated Pupil Percentage**			77.81%
*Free/Reduced, English Learner, Foster Youth ** Compared to district with highest % (Twin Rivers USD)			

SOURCE: FORTUNE SCHOOLS

PART 3 – KEY DEMOGRAPHIC DATA

ADMISSIONS PROCESS, LOTTERY, CURRENT WAITING LIST FOR 2021-2022

Per Fortune, the following describes the admissions and lottery process.

For students to be admitted to Fortune in 2021-2022, they were first required to complete a Student Application in concert with their parents and submit the required documents, which include proof of birth date, proof of residency, immunization records, and physical examination (for TK/K only). If the number of applications did not exceed the capacity of the charter school, there was no lottery and all students who submitted complete applications were enrolled.

In the event that the number of students seeking admission to any grade level exceeded capacity, a lottery was held. In total, 123 students participated in a lottery at the Rex and Margaret Fortune Early College High School. The lottery was completed in a public forum using a randomizing computer program. All eligible names were entered into the program, and the program assigned a number to each name. The names exceeding the number of available spaces were placed on a waiting list in the order assigned by the randomizing program. Currently there are 92 students on waitlists.

Fortune may grant priority in admissions to current students and residents of Sacramento County, as provided under the law when the lottery was conducted. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided students admitted under any such preference do not constitute more than 10% of the school's total enrollment. Currently enrolled students do not participate in the random drawing, as they are automatically reserved a space for the following year.

Fortune reported a total of 1,817 students for 2021-2022 and enrollment for 2022-2023 is 1,866, an increase of 49 students.

3.1 FORTUNE ENROLLMENT COUNTS

Enrollment	FS	WLCP	ARCP	EWCP	HMCP	FECHS	TPCP	FMS	SCCP	TOTAL
2021-2022 Enrollment	267	252	264	175	354	198	127	179	N/A	1,817
2022-2023 Enrollment	281	170	296	98	383	214	227	180	17	1,866
Increase (Decrease)	14	-82	32	-77	29	16	100	1	17	49

Note: Enrollment is based on Census Day numbers

SOURCE: FORTUNE SCHOOLS

3.2 FORTUNE HISTORICAL TRENDS OF STUDENT ETHNICITY THROUGH 2021-2022

Year	Total Enroll.	African American	American Indian or Alaskan	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2014-2015	898	60.8%	0.7%	2.9%	0.6%	22.7%	0.8%	1.6%	9.6%	0.3%
2015-2016	1,195	61.1%	0.4%	1.9%	0.3%	25.2%	0.6%	1.1%	8.5%	0.9%
2016-2017	1,371	65.1%	2.1%	2.1%	1.2%	23.6%	1.1%	1.5%	3.3%	0.0%
2017-2018	1,356	65.0%	1.6%	2.1%	0.7%	23.1%	1.0%	1.3%	5.2%	0.0%
2018-2019	1,235	62.8%	1.2%	1.9%	0.9%	25.1%	1.1%	1.1%	5.9%	0.0%
2019-2020	1,463	65.1%	1.0%	1.6%	0.9%	23.9%	0.8%	1.4%	5.3%	0.0%
2020-2021	1,890	63.5%	0.8%	1.5%	0.7%	23.9%	0.7%	1.3%	7.0%	0.5%
2021-2022	1,817	63.0%	0.8%	1.4%	0.7%	22.9%	0.7%	1.2%	7.5%	1.9%

SOURCE: CALIFORNIA DEPARTMENT OF EDUCATION

Fortune students reside primarily in the boundaries of four school districts (Elk Grove Unified, Sacramento City Unified, Twin Rivers Unified, and Natomas Unified). October 2021-2022 enrollment counts by ethnicity are shown below for these districts and for Fortune.

3.3 FORTUNE DEMOGRAPHICS COMPARED TO FOUR DISTRICTS FROM 2021-2022

2021-22 Demographics	Total Enroll.	African American	American Indian or Alaskan	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Elk Grove	63,041	10.5%	0.4%	27.6%	5.8%	27.8%	1.9%	16.7%	9.3%	0.0%
Sac. City	43,830	13.5%	0.5%	16.9%	1.3%	41.6%	2.2%	16.1%	7.7%	0.3%
Twin Rivers	32,514	11.4%	0.6%	11.7%	0.9%	42.5%	1.3%	24.9%	4.8%	0.1%
Natomas	16,093	17.0%	0.5%	18.2%	4.3%	32.6%	1.5%	14.6%	11.0%	0.1%
Fortune	1,816	63.0%	0.8%	1.4%	0.7%	22.9%	0.7%	1.2%	7.5%	1.9%

SOURCE: CALIFORNIA DEPARTMENT OF EDUCATION

3.4 FORTUNE P-2 ADA BY DISTRICT OF RESIDENCE 2021-2022

DISTRICT	TK	K-3	4-6	7-8	9-12	TOTAL
Buckeye Union Elem	N/A	N/A	N/A	0.01	N/A	0.01
Center Jt Unified	N/A	3.48	3.46	N/A	0.48	7.42
Davis Jt Unified	N/A	0.60	N/A	N/A	N/A	0.60
Dry Creek Elem	N/A	0.88	0.06	N/A	N/A	0.94
Elk Grove USD	13.83	214.36	129.95	76.54	95.54	530.22
Folsom Cordova USD	N/A	8.60	4.94	3.10	2.70	19.34
Galt JUSD	N/A	0.97	N/A	N/A	N/A	0.97
Marysville Jt USD	N/A	0.49	1.41	N/A	N/A	1.90
Natomas USD	4.40	37.32	21.93	8.35	3.25	75.25
Plumas Lake Elem	N/A	1.00	N/A	N/A	N/A	1.00
Robla Elem	1.90	12.91	8.30	0.82	N/A	23.93
Sacramento City USD	15.83	291.29	133.84	101.32	58.76	601.04
San Juan USD	0.05	25.94	9.41	6.18	0.73	42.31
Twin Rivers USD	4.51	85.04	36.46	20.48	5.02	151.51
Washington USD	N/A	3.60	4.70	4.60	1.39	14.29
GRAND TOTALS	40.52	686.4	354.4	221.4	167.8	1,470.52

SOURCE: FORTUNE SCHOOLS

3.5 FORTUNE FREE AND REDUCED LUNCH COUNTS WITH HISTORICAL TRENDS

For 2021-2022, 74% of students were identified as eligible for free and reduced meals, a slight decrease from prior year eligibility. Data for 2022-2023 will not be certified by CDE until early 2022.

Fortune	Total Enrollment	Free and Reduced Eligible	Free & Reduced %
2015-2016	1,195	984	82.34%
2016-2017	1,371	1,142	83.30%
2017-2018	1,356	1,062	78.32%
2018-2019	1,235	1,017	82.35%
2019-2020	1,463	1,130	77.24%
2020-2021*	1,890	1,453	76.88%
2021-2022*	1,816	1,342	73.90%

SOURCE: FORTUNE SCHOOLS

*The data may not reflect the true low-income rate at Fortune. The state removed the incentive for families to complete the income verification form, so collecting income verification forms from all families is more difficult.

3.6 FORTUNE STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students with Disabilities December Count	2019-2020	2020-2021	2021-2022	2022-2023
Intellectual Disability	0	1	5	4
Hard of Hearing	2	1	2	2
Speech/Language Impairment	54	57	56	62
Emotional Disturbance	0	1	3	0
Other Health Impairment	15	17	31	20
Specific Learning Disability	48	57	51	35
Autism	9	11	14	13
Traumatic Brain Injury	2	0	0	0
Total	130	145	162	136
Total Students (October Count)	1,463	1,890	1,816	1,866
% of Population	9%	8%	9%	7%

SOURCE: FORTUNE SCHOOLS

Fortune is a member of the El Dorado County Charter Special Education Local Plan Area (SELPA). Fortune identified 7% of the population as students with disabilities in 2022-2023.

PART 4 – GENERAL INFORMATION (PREPARED BY FORTUNE)

2021-2022 PROFESSIONAL DEVELOPMENT

ACTIVITIES

Fortune leverages its Administrative Services Credential and District Intern Programs in its Higher Education Department to develop school leaders, including Principals, Master Teachers, Lead Teachers, and Teachers for both itself and partnering districts in the Sacramento and Bay Area regions. The Administrative Services Credential Program provides candidates with the opportunity to complete projects aligned to organizational priorities while they complete their coursework. The District Intern Program gives candidates the foundational coursework and support they need to launch their careers in education.

Every Wednesday, we dedicate significant time to professional development. We follow an “Arc of the Year” that focuses our attention on particular professional learning goals at different points of the year. We begin with a focus on culture, pivot to academic rigor, and conclude the year with a crescendo where we review and synthesize our learning.

During most of the school year, master teachers conduct classroom observations once a week and principals observe classrooms twice a week during our culture arc ending on October 1, and then once a week during our rigor arc ending on March 11, crescendo arc ending on April 29, and planning arc ending on the last day of school. They record their feedback – including actionable steps to improve culture, rigor level, and data driven instruction – using software called Whetstone. This process ensures that all our teachers are engaged in cycles of professional learning and improvement throughout the year.

Much professional development concerns the improvement of learning and instruction. We have an early release schedule every Wednesday where our K-8 teachers attend professional development that is tailored to their grade span and subject expertise. We pay for several of our staff members to receive weekly coaching on the implementation of our curriculum. Our staff members who experience their program are responsible for sharing their knowledge with the rest of our staff during our professional development.

Finally, our Master Teachers, Principals and Principal Managers all attend RELAY Graduate School of Education’s Instructional Leader Professional Development, National Principals Academy Fellowship, and National Principal Supervisors Academy. This is a one-year program that focuses on developing school leaders by training them to build and execute professional development on School Culture and Instruction and provide effective observation and feedback.

2021-2022 SHARED BEST PRACTICES WITH LOCAL SCHOOL DISTRICTS

Fortune School of Education disseminates best practices through our educator preparation programs that are accredited by the California Commission on Teacher Credentialing. We partner with over 70 school systems to credential teachers and administrators. Like Fortune’s charter schools, our credential programs have as their education philosophy the 5 Pillars – #1 High Expectations, #2 Choice and Commitment, #3 More Time, #4 Focus on Results, and #5 Citizenship.

In May 2022 we participated in the NAN Western Regional Conference. As part of the event, we met and collaborated with leaders from other top-performing schools. All shared ideas about how to mitigate and reverse the learning loss that occurred since March 2020.

In November 2022, Dr. Dominic Zarecki and Emily Chen presented quantitative research on the changes in California academic achievement from 2019 to 2022 at the California Educational Research Association's (CERA) annual conference.

2021-2022 SUMMARY OF MAJOR DECISIONS/POLICIES ESTABLISHED BY FORTUNE BOARD

- August 2021: Approved Financing Transaction Resolution #2021-8-26-2: Purchase of William Lee College Prep and Ephraim Williams College Prep Middle School
 - William Lee College Prep and Ephraim Williams College Prep are existing school sites. Our lease with Turner Impact Capital included an option to purchase the facilities which Fortune School of Education (FSE) exercised. In July 2021, FSE formed Fortune Facilities LLC to purchase the school sites. The purchase was completed in October 2021, and FSE leases the school sites from Fortune Facilities LLC. The purchase was financed with bonds pursuant to a tri-party loan agreement between the California School Finance Authority (CSFA), Equitable Facilities Fund (EFF), and Fortune Facilities LLC.
- December 2021: Approved Educator Effectiveness Block Grant Plan for Fortune School and Hardy Brown College Prep
- March 2022: The Board of Directors approved the Short-Term Independent Study Policy and Master Agreement
- June 2022: Approved Universal Pre-Kindergarten (UPK) and Expanded Learning Opportunities Program (ELOP) Plan

2021-2022 DATA ON PARENTAL INVOLVEMENT IN GOVERNANCE AND OPERATION OF SCHOOLS

Fortune School operates one School Site Council (SSC). The SSC composition is based on the elementary and high school composition requirements pursuant to Title I, Part A. The composition for the SSC consists of one (1) administrator, three (3) classroom teachers, one (1) other school staff member, five (5) parents or community members, and one (1) student. The SSC meets a minimum of three times throughout the year. Its primary duty is to write, monitor, evaluate, and approve the School Plan for Student Achievement (SPSA), which is submitted to Fortune School of Education's governing board for adoption. The school site council also provides feedback on the LCAP revision process.

Additionally, Fortune School operates an English Learner Advisory Committee (ELAC). This is a forum designed specifically for parents of English Learners to provide feedback and recommendations about school policies, including the School Plan for Student Achievement. The ELAC's recommendations are then considered by the School Site Council. Additionally, the ELAC provides input into how Fortune can best support families in their efforts to maintain good attendance for their students.

HIGHLIGHTS FROM FORTUNE 2021-2024 LCAP

LCAP 2021-2024

The 2021-2024 LCAP goals: (1) maintain classrooms that close the achievement gap, (2) support schools that are safe, aligned with state standards and welcoming, and (3) nurture communities of engagement and support. Three comprehensive actions are being implemented to reach those goals: continue to implement a longer school day and year, including summer school; continue to invest heavily in professional development to increase teachers' knowledge and skills to provide in-person, small group support throughout the school year; and increase the number of instructional aides in K-8 classrooms.

STAKEHOLDER FEEDBACK

Fortune School continuously engages with stakeholders throughout the school year and held meetings with all stakeholders on review and feedback on the LCAP during the annual review process. Stakeholder feedback guides budget decisions and provides feedback on specific needs of each school site and the larger organizational priorities. Fortune continues to implement systems across all schools to use data to inform instruction and help guide decisions. A regular system of teacher and administrator communications is in place to review grade-level student achievement data, select interventions needed for specific groups of students, schedule weekly faculty meetings, and establish other school level or organization-wide task groups working on new priorities as they emerge.

FORTUNE LCAP GOALS AND ANNUAL MEASURABLE OUTCOMES STATUS 2021-2022

LCAP Goal 1:

Maintain classrooms that close the achievement gap. This is a broad goal that includes four dashboard indicators: ELA, Math, College and Career, and English Learner Progress. It also includes a locally designed metric of the percent of seniors who graduate with their associate degree.

Desired Outcome for 2021-2022	Status
1.1 Statewide assessments in ELA, Math, and Science: ELA=yellow/green, Math=yellow/green, Science=21% Met	TBD
1.2 % of students who completed a-g or CTE requirements: 51% (the state average)	Met
1.3 % of English Learners making progress towards English proficiency on ELPAC: 42%	Met
1.4 English Learner reclassification rate: 8.6% (the state average)	Met
1.5 % with AP scores of 3 or higher: Instead, we offer dual enrollment and the ability to earn an associate degree	N/A
1.6 Participation and demonstration of college preparedness: College and Career indicator=yellow/green	TBD
1.7 Pupil outcomes in other subject areas = % of 12 th graders graduating with college credit: 13% (the state average)	Met
1.8 Local outcome=Longer school day: School day from 7:45 am to 3:00 pm, four days a week, for grades 1 through 12.	Met

LCAP Goal 2:

Support schools that are safe, aligned with state standards, and welcoming. This is a broad goal that includes facilities maintenance, course offerings, and behavior management.

Desired Outcome for 2021-2022	Status
2.1 100% of teachers properly credentialed for their assignment	Not Met
2.2 100% of students have standards-aligned instructional materials in English, Math, Science, and Humanities.	Met
2.3 100% of school sites will earn a “good” or “exemplary” rating on the State of California Facilities Inspection Tool.	Met
2.4 100% of teachers will have weekly planning time for the implementation of Common Core.	Met
2.5 100% of teachers will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development.	Met
2.6 Student suspension rate less than 5% and student expulsion rate less than 0.5%.	Not Met - Suspension Met - Expulsion
2.7 The majority of pupils, parents, and teachers surveyed will say their school site is safe and secure.	Met
2.8 At least 90% of students will have a visual or performing arts experience each year.	Met
2.9 Maintain parent education programs that support having a 95% attendance rate at all schools.	Met
2.10 All principals receive regular professional development	Met

LCAP Goal 3:

Nurture communities of engagement and support. This is a broad goal that includes engagement with scholars and their families both inside and outside of school.

Annual Measurable Outcomes	Status
3.1 Continue to use surveys and meetings to ensure parent input & decision making.	Met
3.2 100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year.	Met
3.3 Attendance Rate: 94%	Not Met
3.4 Chronic absenteeism rate: 15%	Not Met
3.5 Middle school dropout rate: 0.5%	Met
3.6 High school dropout rate: 9% (the state average)	Not Met
3.7 High school graduation rate: 84% (the state average)	Not Met
3.8 Principals hold regular morning meetings to talk with families and scholars.	Met