



## FORTUNE SCHOOL OF EDUCATION 2022-2023 ANNUAL OVERSIGHT REPORT

*By Shela Seaton*

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### Overview

This report summarizes the activities of Fortune's 2022-2023 school year in the following five oversight categories within the Memorandum of Understanding (MOU) with Fortune (2021-2028).

#### I. Progress Toward Meeting Charter and Local Control and Accountability Plan (LCAP) Goals

- Highlights of the 2023-2024 LCAP
- State assessment data (aggregate/disaggregate/significant groups)
- Fortune local assessment data
- Key metrics identified in 2023-2024 LCAP Goals
- Summary data from annual student/parent satisfaction survey

#### II. Financial Condition

#### III. Key Demographic Data and Enrollment

- Overview of admissions practices and public random lottery

#### IV. Demographics and Enrollment

#### V. General Information

- Decision of the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC)
- Cycle of professional development and dissemination of best practices
- Summary of major board decisions and policies
- Parental involvement in governance and school operations
- Summary of successes and identified needs

### Fortune Presentation to the Board

- Plans to address identified needs
- Ways in which the Board can support Fortune's success

### Charter School Legislative Update

In 2021-2022, Assembly Bill 101 extended all charter school terms that expire between January 1, 2022 and June 30, 2025, by two years due to the pandemic and distance learning. Then, on July 10, 2023, the Governor signed Senate Bill 114 to extend the term of charter schools that expire on or between January 1, 2024, and June 30, 2027, by one additional year. As per the CDE's Charter School Database, the Fortune School of Education charter was extended and will expire on June 30, 2028.

## I. PROGRESS TOWARD MEETING CHARTER AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) GOALS

Fortune School is a California public charter school organization established in 2011 operated by the Rex and Margaret Fortune School of Education. The mission of Fortune School is *to graduate high-achieving students of good character prepared for college and citizenship in a democratic society.*

During the 2022-23 school year, Fortune operated nine schools serving the following grade levels:

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

Table 1

Source: Fortune

### Highlights of the 2023-2024 LCAP

Fortune is committed to serving disadvantaged students with 62% African American youth and 74% socioeconomically disadvantaged students enrolled during the 2022-2023 school year, compared to the state averages of 5% African American and 62% socioeconomically disadvantaged students. To address the unique needs of their students, Fortune focuses their LCAP goals on three key areas; 1) closing the achievement gap, 2) providing safe, welcoming, and rigorous learning environments, and 3) providing nurturing communities that engage and support students.

In 2023-2024, Fortune allocated nearly \$18.5M to fund schoolwide actions targeting students with the lowest academic achievement. Prioritizing lower teacher-student ratios, more instructional aides, small-group instruction, and longer instructional days are intended to provide more individualized student support at all grade levels. High school students receive the support they



need to pass at least two college courses and teachers can provide significantly more targeted English language arts and math instruction.

## 2023-24 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: the percentage of seniors who graduate with their associate degree.*

### Progress Toward Meeting LCAP Goal 1

Fortune includes six actions under LCAP Goal 1. The actions focus on instruction, English language learner programs, and course offerings with an emphasis on college courses and dual enrollment. The metrics used to measure progress towards meeting Goal 1 include the California School Dashboard Academic Indicators in ELA, math, and science, measures of English Learner progress, and the percentage of 12th grade students with college credit.

The following executive summary of the 2022-2023 Annual LCAP Metric Outcomes for LCAP Goal 1 provides specific evidence of progress in providing an academic program that results in academic growth. Although overall targets in ELA, math, and science were not met in 2022-2023, the African American and English Learner student groups met the target in math by scoring yellow on the Math Academic Indicator. This is a notable achievement considering African American youth statewide were the lowest performing ethnic student group on the Math Academic Indicator, and Fortune serves the highest percentage of African American youth statewide at 62% of the student population.<sup>1</sup>

Additionally, Fortune's performance on the College and Career Indicator significantly exceeds the statewide average with 76% of Fortune high school students prepared for college and career compared to 43.9% statewide.

<sup>1</sup> California Department of Education, Census Day Enrollment by School data file at <https://www.cde.ca.gov/ds/ad/filesenr.asp>

Executive Summary of 2022-2023 LCAP Goal 1 Annual LCAP Metric Outcomes	
Annual LCAP Metrics (2022-2023)	Outcomes
<b>I. Statewide assessments in ELA, Math, and Science</b> <b>Expected Outcome:</b> ELA = yellow/green, Math = yellow/green, Science = 30% <b>Actual Outcome:</b> ELA = orange, Math = orange, Science = 12% <i>*Targets in ELA, Math, and Science were not met overall; however, the African American and English Learner student groups met the target in math by scoring yellow on the Math Academic Indicator.</i>	Not Met*
<b>II. Percentage of English Learners making progress toward English proficiency on ELPAC</b> <b>Expected Outcome:</b> 48% <b>Actual Outcome:</b> 41%	Not Met
<b>III. English Learner reclassification rate</b> <b>Expected Outcome:</b> 8.6% (the state average) or higher <b>Actual Outcome:</b> 10.8%	Met
<b>IV. High School Metrics</b> State metrics including a-g, CTE, and AP rates are not applicable because Fortune operates an early college high school. The metric Fortune used to measure preparation for college/career is the percentage of 12th graders who have earned college credit. <b>Expected Outcome:</b> 13% (the state average) or higher <b>Actual Outcome:</b> 59%	Met
<b>V. Longer school day: 7:45am to 3pm (or longer) four days a week for Grades 1-8</b>	Met

Table 2

Sources: Fortune 2023-2024 LCAP

2023 California School Dashboard at <https://www.caschooldashboard.org/>

School Dashboard Additional Reports and Data at

<https://www6.cde.ca.gov/californiamodel/Default?cds34103480136275=&year=2023&source=dashboard>

Verified by SCOPE and Fortune.

### Student Progress as Measured by Statewide Assessments in ELA, Math, and Science

Overall student performance on statewide assessments in ELA has remained level over the past three years at 29% of students meeting or exceeding standards based on statewide assessments. Student performance in math over the past three years ranged between 19-21% of students meeting or exceeding standards. Learning loss and ongoing challenges that affected

disengagement from school and overall academic performance during the pandemic continued to persist during the 2022-2023 school year including increased chronic absenteeism and suspension rates.

Fortune Historical CAASPP ELA Results		
School Year	Meeting or Exceeding Standards	Percentage Point Growth
2014-2015	31.0%	0.00%
2015-2016	31.0%	0.00%
2016-2017	35.45%	4.45%
2017-2018	38.78%	3.33%
2018-2019	45.37%	6.40%
2019-2020	No state testing	N/A
2020-2021	28.91%	-16.43%
2021-2022	28.94%	0.03%
2022-2023	28.63%	-0.31%

Table 3

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

Fortune Historical CAASPP Math Results		
School Year	Meeting or Exceeding Standards	Percentage Point Growth
2014-2015	22.0%	0.00%
2015-2016	25.0%	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	20.67%	-25.23%
2021-2022	21.25%	0.58%
2022-2023	19.23%	-2.02%

Table 4

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

Fortune Students Tested by Grade on CAASPP ELA									
School Year	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>	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	188	151	142	133	125	94	25	858	91%
2021-2022	153	144	117	108	101	124	27	774	99%
2022-2023	157	136	134	118	94	77	42	758	98%

Table 5

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

Fortune Students by Grade Met or Exceeded Standards on CAASPP ELA								
School Year	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>	Total
2016-2017	36.00%	41.18%	31.18%	31.25%	25.00%	25.71%	N/A	34.45%
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%
2022-2023	17.19%	13.23%	44.78%	26.27%	38.30%	28.57%	54.77%	28.63%
<b>Prior Year Change</b>	<b>2.15%</b>	<b>-20.11%</b>	<b>11.45%</b>	<b>0.34%</b>	<b>5.93%</b>	<b>0.35%</b>	<b>-11.89%</b>	<b>-0.31%</b>

Table 6

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

The percentage of students meeting or exceeding standards in ELA increased in all grade levels except Grades 4 and 11. These results are consistent with nationwide declines in the average reading scores of students in Grade 4 as measured by [The Nation's Report Card \(2022\)](#), National Assessment of Educational Progress (NAEP).

Fortune Students Tested by Grade on CAASPP Math									
School Year	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>	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	190	152	142	131	129	92	25	861	91%
2021-2022	153	145	116	109	97	121	26	767	98%
2022-2023	152	136	135	117	94	79	41	754	97%

Table 7

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

Fortune Students by Grade Met or Exceeded Standards on CAASPP Math								
School Year	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>	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%
2022-2023	21.71%	16.92%	27.41%	11.11%	23.40%	15.73%	12.02%	19.23%
<b>Prior Year Change</b>	<b>-0.04%</b>	<b>-9.28%</b>	<b>17.93%</b>	<b>-11.82%</b>	<b>3.82%</b>	<b>-9.06%</b>	<b>-14.91%</b>	<b>-2.02%</b>

Table 8

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

The percentage of students meeting or exceeding standards in math fluctuated by grade level with most grade levels declining in overall performance. Students in Grades 5 and 7 demonstrated growth of 18% and 4%, respectively.

CAASPP Results by Student Group 2022-2023			
Student Group	Subject	Meeting or Exceeding Standards - Fortune	Meeting or Exceeding Standards – Sacramento
African American	ELA	24.09%	24.95%
Latino	ELA	37.65%	34.88%
Two or More Races	ELA	23.88%	48.84%
Students with Disabilities	ELA	6.90%	14.93%
Low Income	ELA	25.58%	31.86%
English Learner	ELA	19.51%	12.05%
African American	Math	17.23%	13.31%
Latino	Math	23.67%	22.73%
Two or More Races	Math	13.64%	36.54%
Students with Disabilities	Math	5.75%	12.25%
Low Income	Math	17.21%	21.57%
English Learner	Math	9.30%	10.94%

Table 9

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

When making comparisons of student groups between Fortune and Sacramento County, it is important to note that 62% of Fortune students identify as African American and 22% identify as Hispanic accounting for 84% of the total student population. A comparison of academic performance in Sacramento County illustrates Fortune’s African American students perform similarly in ELA to African American students countywide and Fortune’s Latino students outperformed their peers in ELA. In math, both African American and Latino students outperformed their peers in Sacramento County.

Fortune prioritizes the academic achievement of all students and aims to provide students with the individualized support they need to close achievement gaps. In the 2022-2023 school year, Fortune piloted Fortune Rise as an afterschool high dosage tutoring program in ELA and math. The results of the pilot were positive as reported by Fortune. In total 431 scholars were eligible based on test scores, and 236 scholars participated. The scholars who did not participate had a baseline achievement level of 40% meeting state standards, and those who did participate had a slightly lower baseline of 37%. Those who did not participate declined by 9% in proficiency over the course of the year. In contrast, the scholars who participated in Fortune Rise grew by 5% in proficiency. The result was a net 14% gain by scholars who participated compared to their eligible peers who did not participate.



Fortune built on the pilot's success by transforming the tutoring program into an opportunity to accelerate learning in ELA and math during the school day. The program occurs during the school day, 4 days a week, for 30 minutes of ELA learning time and 30 minutes of math learning time. Scholars participate in individualized instruction at their level through teacher-led small group targeted instruction using i-Ready instructional materials. The program was launched on December 4, 2023, and will continue through June 12, 2024.

Fortune Historical CAASPP Science Results		
School Year	Meeting or Exceeding Standards	Percentage Point Growth
2018-2019	19.73%	8.64%
2019-2020	No state testing	N/A
2020-2021	17.22%	-2.51%
2021-2022	11.32%	-5.90%
2022-2023	11.69%	0.49%

Table 10

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

Statewide testing in science was first implemented in 2018-19 with 19.73% of students in Grade 5, Grade 8 and high school meeting or exceeding standards. When science testing resumed after the pandemic, student achievement in science declined slightly. In the past two years, student academic achievement in science has remained level with 11.69% of student meeting or exceeding standards in 2022-2023.

Fortune English Learner ELPAC Performance					
Developed English Skills Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Level 4: Well Developed	13%	N/A	14%	17%	7%
Level 3: Moderately Developed	36%	N/A	47%	37%	39%
Level 2: Somewhat Developed	36%	N/A	32%	31%	39%
Level 1: Minimally Developed	17%	N/A	7%	15%	16%

Table 11

Source: CAASPP Results Web Page at <https://caaspp-elpac.ets.org>. Verified by SCOPE and Fortune.

There are four proficiency levels of the English Learner Progress Assessments for California (ELPAC) that describe what students at each performance level can typically do in English. Approximately 80% of Fortune's English learners fall equally between Levels 2 and 3 as measured by the ELPAC. Students at Level 3 have moderately developed English skills, and they can sometimes use English to learn new things in school. Students at Level 2 have somewhat developed English skills. They

usually need help using English to learn new things at school. Students at both Levels 2 and 3 are highly dependent on effectively integrated English Language Development strategies that scaffold instruction and provide language support within the context of learning to ensure students can acquire grade-level concepts and skills.

As evidenced through classroom observations, Fortune’s English learners participate in the core curriculum following an integrated ELD model. English learners are provided instruction following the California ELD standards in tandem with the California Content Standards to ensure students strengthen their ability to use English as they simultaneously learn content through English.

Fortune English Learner Trends from 2014-15 to 2022-23					
School Year	Enrollment All Students	English Learners	English Learners %	Students Newly RFEP	Students Newly RFEP%
2014-2015	898	72	8.02%	19	26.39%
2015-2016	1,195	91	7.62%	34	37.36%
2016-2017	1,371	118	8.61%	0	0.00%
2017-2018	1,356	98	7.23%	21	21.43%
2018-2019	1,235	100	8.10%	1	1.00%
2019-2020	1,463	102	7.00%	19	18.63%
2020-2021	1,890	110	5.82%	16	14.53%
2021-2022	1,817	123	6.50%	22	17.89%
2022-2023	1,866	111	5.95%	12	10.80%

Table 12

Source English Learner Enrollment: CDE DataQuest Web Page at <https://dq.cde.ca.gov/dataquest/>

Source Students Newly RFEP: Fortune

Verified by SCOPE and Fortune.

In 2022-2023, Fortune reclassified 10.8% of their English learners as fluent English proficient based on criteria that is consistent with California Education Code, including a score of Level 4 on the ELPAC, benchmark assessments, teacher evaluation, and parent consultation.

### Student Progress as Measured by Local Assessments

Fortune monitors the progress of all students through both formal and informal assessments. Up until the 2022-2023 school year, Fortune used the NWEA MAP assessments in reading and math to locally monitor student academic growth each trimester. In the spring of 2023, Fortune piloted the i-Ready assessments in reading and math and plans to continue with the i-Ready assessments in the future. Following 2023 statewide testing, Fortune conducted a correlation study of the i-Ready assessment results and results on statewide assessments in ELA math. The results of the study

found that 92% of Fortune students who scored at or above the 40th percentile on the iReady assessments in ELA or math also met or exceeded standards on statewide assessments.

Percent of Scholars Scoring 40 <sup>th</sup> Percentile or Higher on Local Assessment							
ELA				Math			
Grade	Beg of Year 2023-24 (iReady 40 <sup>th</sup> )	Fall 2023-24 (iReady 40 <sup>th</sup> )	Difference	Grade	Beg of Year 2023-24 (iReady 40 <sup>th</sup> )	Fall 2023-24 (iReady 40 <sup>th</sup> )	Difference
<b>K</b>	44%	64%	+20%	<b>K</b>	46%	63%	+17%
<b>1</b>	30%	37%	+7%	<b>1</b>	25%	36%	+11%
<b>2</b>	38%	47%	+9%	<b>2</b>	32%	44%	+12%
<b>3</b>	43%	49%	+6%	<b>3</b>	46%	57%	+11%
<b>4</b>	31%	34%	+3%	<b>4</b>	25%	34%	+9%
<b>5</b>	25%	30%	+5%	<b>5</b>	16%	28%	+12%
<b>6</b>	46%	51%	+5%	<b>6</b>	26%	38%	+12%
<b>7</b>	42%	40%	-2%	<b>7</b>	22%	25%	+3%
<b>8</b>	41%	47%	+6%	<b>8</b>	29%	40%	+11%
<b>9</b>	30%	38%	+8%	<b>9</b>	37%	44%	+7%
<b>10</b>	15%	27%	+12%	<b>10</b>	54%	58%	+4%
<b>Total</b>	<b>38%</b>	<b>46%</b>	<b>+8%</b>	<b>Total</b>	<b>32%</b>	<b>44%</b>	<b>+12%</b>

Table 13

Source: Fortune

A comparison of i-Ready assessment results from the beginning of the year 2023-2024 to the Fall of 2023-2024 demonstrates growth in reading and math at every grade level except for reading at Grade 7. The i-Ready assessment results provide Fortune leaders and teachers with information about the progress students are making over time including details about specific skills students may be missing so instruction can be adjusted to meet individual student needs. Fortune implements the i-Ready assessments each trimester at each grade level to identify students who will benefit from interventions during the school day. Interventions are designed to accelerate learning through the alignment of customized instruction using i-Ready instructional materials that are identified to meet individual student needs based on their i-Ready assessment results.



## 2023-2024 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. Progress toward meeting LCAP Goal 2*

Fortune lists 10 actions under Goal 2. The actions focus on teacher and leadership professional development, instructional materials, music and art education, English Learner support, facilities, partnership with parents.

The following executive summary of the 2022-2023 Annual LCAP metric outcomes for LCAP Goal 2 shows a continued commitment in providing a safe and welcoming school environment aligned with state standards. An annual survey of students, parents, and teachers confirmed that the majority feel safe at school. Students have access to standards-aligned curriculum and instruction as evidence during site visits.

Although 100% of teachers may not be fully credentialed due to the current teacher shortage, Fortune is committed to hiring qualified teachers through a wide range of approaches. Human Resources staff attend university job fairs and community hiring events. Fortune hosts its own job fairs monthly from January through August and posts all openings on a wide variety of social media platforms. Fortune has partnerships with teacher training programs through local agencies where candidates are sourced. Most importantly, Fortune operates its own teacher credentialing program which launched a Fortune Teacher Fellows Program in January 2024, establishing a cohort of teachers to serve in Fortune schools.

Executive Summary of 2022-2023 LCAP Goal 2 Annual LCAP Metric Outcomes	
Annual LCAP Metrics (2022-2023)	Outcomes
I. Percent of properly credentialed teachers <b>Desired Outcome:</b> 100% of teachers properly credentialed <b>Actual Outcome:</b> 71% of teachers properly credentialed	Not Met
II. Student access to standards-aligned curriculum <b>Desired Outcome:</b> 100% of students have access <b>Actual Outcome:</b> 100% of students have access	Met
III. Facilities in good repair <b>Desired Outcome:</b> 100% of sites earned “good” or better rating on FIT <b>Actual Outcome:</b> 100% of sites earned “good” or better rating on FIT	Met
IV. Implementation of CA's academic content and performance standards <b>Desired Outcome:</b> 100% of teachers have weekly common planning time <b>Actual Outcome:</b> 100% of teachers have weekly common planning time	Met

V.	English learners access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency <b>Desired Outcome:</b> 100% of English learners have access <b>Actual Outcome:</b> 100% of English learners have access	Met
VI.	Suspension and Expulsion Rates <b>Desired Outcome:</b> Suspension rate <5%, Expulsion Rate <0.5% <b>Actual Outcome:</b> Suspension Rate = 15.6% Expulsion Rate = 0.2% <b>2024-2024 Year to Date Suspension Rate = 1%</b>	Met
VII.	Survey of pupils, parents, and teachers on the sense of school safety and connectedness <b>Desired Outcome:</b> Majority of pupils, parents, and teachers surveyed will say their school site is safe and secure. <b>Actual Outcome:</b> 75% of pupils, 96% of parents, and 73% of teachers surveyed said their school site is safe and secure.	Met
VIII.	Broad course of study described in 51210 and 51220(a)(i) <b>Desired Outcome:</b> At least 90% of students will have a visual or performing arts experience each year. <b>Actual Outcome:</b> 100% of students had a visual or performing arts experience.	Met
IX.	Programs and services developed and provided to unduplicated pupils and students with exceptional needs <b>Desired Outcome:</b> Maintain parent education programs that support having a 95% attendance rate at all schools. <b>Actual Outcome:</b> Held SART meetings and School Site Council to support a 95% attendance rate at all schools.	Met
X.	All principals continued to receive regular professional development	Met

Table 14

Sources: Fortune 2023-2024 LCAP, Fortune 2023-2024 Mid-Year Data

CDE DataQuest Web Page at <https://dq.cde.ca.gov/dataquest/>

Verified by SCOPE and Fortune.

Fortune 2022-2023 Educational Partner Survey Results		
Educational Partner	Percentage who reported feeling safe at school	Percentage who reported feeling connected to school
Students	76%	79%
Parents*	96%	86%
Teachers	73%	90%

Table 15

Source: Fortune

\*17% of parents reported

Fortune Historical Suspension/Expulsion Rates					
School Year	*Cumulative Enrollment	Suspension Count	Suspension Rate	Expulsion Count	Expulsion Rate
2014-2015	976	0	0.0%	0	0.0%
2015-2016	1,259	0	0.0%	1	0.1%
2016-2017	1,483	70	3.2%	1	0.1%
2017-2018	1,431	114	5.7%	0	0.0%
2018-2019	1,375	270	12.2%	2	0.1%
2019-2020	1,574	119	5.0%	0	0.0%
2020-2021	2,029	1	0.0%	0	0.0%
2021-2022	1,948	447	14.7%	2	0.1%
2022-2023	2,050	625	15.6%	5	0.2%
**2023-2024		32	1%	0	0.0%

Table 16

\* Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.

\*\*Source: Fortune Mid-Year Count and Rate

Source: CDE DataQuest Web Page at <https://dq.cde.ca.gov/dataquest/>

Verified by SCOPE and Fortune.

A priority focus for the 2023-2024 school year is reducing the suspension rate through alternatives to suspension. Fortune leaders are actively communicating the belief that rather than suspending students, “we need to give them the skills that they need to help scholars understand the harm done by their actions and to allow them an opportunity to repair this harm and learn from their actions.” Fortune’s focus on student discipline and social-emotional learning dates back to 2016. Fortune’s history includes training around federal discipline guidelines, implementing social



emotional learning curriculum, piloting anti-bullying programming, providing Crisis Prevention & Intervention Training (CPI) for Behavior Techs across the organization, piloting Life Skills 911 programming, establishing Fathers of Fortune, and conducting annual legal reviews of Fortune's Discipline Matrix to ensure consistency with California Education Code.

In 2021-2022, when students returned to campus, they exhibited difficulty adjusting to campus culture which led to a higher number of suspensions. Fortune responded immediately by establishing a partnership with the Center for Fathers and Families. In the 2022-2023 school year, a pilot of Life Skills 911 course was launched. The pilot was successful in reducing referrals which led to two more cohorts of Life Skills 911 during the 2022-2023 school year. In January 2023, a Discipline Matrix Task Force was created to begin identifying alternatives to suspension and interventions to improve student behavior. In March 2023, a variety of stakeholder engagement activities were conducted to create an organizational priority on campus culture. The Fortune Board of Directors adopted a 2023-2024 Budget that included initiatives to reduce suspensions and improve campus culture. During the summer and fall of 2023, the Discipline Matrix Task Force held regular meetings to review the Discipline Matrix in detail to modify consequences and to organize infractions into appropriate categories. In August 2023, Fortune partnered with the Center for Council to implement Restorative Circles. Restorative Circles were previewed during the leadership retreat, and then all staff received training during the Summer Symposium to learn how to implement this alternative to suspension. The contract with the Center for Fathers and Families was renewed to offer Life Skills 911 training across all middle and high school campuses. In November 2023, the Fortune Board of Directors approved a revised Discipline Matrix. The rollout of the new matrix began during the winter of 2023.

Fortune implements Second Step, a social emotional learning curriculum, in preschool through Grade 8 which is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors. Students engage in weekly lessons to help them acquire the skills, knowledge, and mindsets needed to persevere through challenges. They also learn to set and achieve goals, handle strong emotions, better understand and connect with others, and resolve interpersonal conflicts. Aligned with the Second Step curriculum, Fortune also utilizes the Character Counts' Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) as a framework for teaching character traits to help students become good citizens.

In addition to the social emotional learning curriculum and programs used to teach students skills to manage emotions and resolve conflict, Fortune has also instituted a new practice of community building through Community Circles to help classrooms and schools become a community where scholars feel safe to share their emotions and resolve conflicts peacefully with the support of adults. With training and support from the Center for Council, Fortune has dedicated 30 minutes of the bell schedule for social-emotional learning to include a community circle where students respond to a prompt in a systematic way to allow them to feel heard and to create a sense of community. As students engage in morning community circles, the goal is students will generalize the skills within Restorative Circles.



## 2023-2024 LCAP Goal 3

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

### Progress toward meeting LCAP Goal 3

Fortune lists six actions under Goal 3. The actions focus on creating communities of engagement and support that result in families being informed and empowered to help their children persevere in school through graduation.

The following executive summary of the 2022-2023 Annual LCAP metric outcomes for LCAP Goal 3 shows opportunities for continued improvement in increasing attendance rates and decreasing chronic absenteeism. While Fortune made significant improvement in chronic absenteeism in 2022-2023, decreasing the rate over 22 percentage points to 38.1%, they are committed to decreasing chronic absenteeism further through targeted communication and outreach strategies. Attendance rates have continued to improve since the pandemic with the target of 94% anticipated in the 2023-2024 school year.

Fortune continues to realize success in preparing students for college and career by meeting graduation rate targets and ensuring graduates are enrolled in a 4-year college. In 2022-2023, 27% of Fortune’s graduates earned an associate degree while attending high school, 91% applied to a 4-year college, 82% were accepted into a 4-year college, and 32% of graduates earned a full-ride scholarship.

Executive Summary of 2022-2023 LCAP Goal 3 Annual LCAP Metric Outcomes	
Annual LCAP Metrics (2022-2023)	Outcomes
I. Promote parental participation in programs for unduplicated pupils and pupils with exceptional needs: 100% of parents signed a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year.	Met
II. Attendance Rate <b>Desired Outcome:</b> 94% or higher <b>Actual Outcome:</b> 90%	Not Met
III. Chronic Absenteeism Rate <b>Desired Outcome:</b> 15% or less <b>Actual Outcome:</b> 38.1%	Not Met
IV. Middle School Dropout Rate <b>Desired Outcome:</b> less than 0.5%	Met



<b>Actual Outcome: 0%</b>		
V.	High School Dropout Rate <b>Desired Outcome:</b> less than 9% (state average) <b>Actual Outcome:</b> 7.7%	Met
VI.	Graduation Rate <b>Desired Outcome:</b> 86.4% or higher (state average) <b>Actual Outcome:</b> 88.5%	Met
VII.	Principals held Morning Meetings to talk with families and/or scholars.	Met
VIII.	Use surveys (e.g., annual parent, scholar, and staff surveys) and meetings (e.g. School Site Council meetings) to ensure parent input and decision making.	Met

Table 17

Sources: Fortune 2023-2024 LCAP

2023 California School Dashboard at <https://www.caschooldashboard.org/>

Verified by SCOPE and Fortune.

Fortune Annual ADA 2022-2023	
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%
2022-2023	90%

Table 18

Source: Fortune

Fortune Annual ADA 2022-2023				
Fortune Schools	Days of ADA Possible	Days of Actual Instruction	Average Daily Attendance	%ADA
Hazel Mahone College Prep	58,319	51,754	295.75	88.7%
Alan Rowe College Prep	48,579	44,498	255.97	91.7%
Fortune School	47,807	43,629	247.72	91.5%
Rex & Margaret Fortune Early College HS	36,974	34,057	181.17	92.1%
Tecoy Porter College Prep	36,687	32,462	184.85	88.8%
William Lee College Prep	28,961	25,488	142.94	88.0%
Fortune Middle School	28,082	25,596	146.99	91.1%
Ephraim Williams College Prep	15,028	13,286	75.93	88.4%
Stephon A. Clark College Prep	2,481	2,247	12.84	90.6%
<b>Total</b>	<b>302,918</b>	<b>273,017</b>	<b>1544.16</b>	<b>90.1%</b>

Table 19

Source: Fortune

Fortune Historical Chronic Absenteeism Rates			
Year	*Eligible Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2017-2018	1,379	221	16.0%
2018-2019	1,333	287	21.5%
2019-2020	N/A	N/A	N/A
2020-2021	1,993	222	11.1%
2021-2022	1,848	1,105	59.8%
2022-2023	1,941	727	37.5%

Table 20

\*Students who are expected to attend less than 31 instructional days at the selected entity or who were enrolled but did not attend the selected entity are not eligible to be considered chronically absent at that entity. Students with exempt status are also removed from Chronic Absenteeism eligibility.

Source: CDE DataQuest Web Page at <https://dq.cde.ca.gov/dataquest/>

Verified by SCOPE and Fortune.



Fortune's Chronic Absenteeism Rate Indicator on the 2023 Dashboard was *yellow* indicating significant growth since last year, a decline of 22%. Fortune remains focused on reducing chronic absenteeism with intention and partners with Attention to Attendance (A2A) to ensure timely communication with parents and guardians to communicate the importance of regular attendance at school. Letters are sent to all students who exceed a certain number of unexcused absences. Fortune schedules virtual and in-person School Attendance Review Team (SART) meetings for any student with five or more unexcused absences. Additionally, weekly outreach to families is conducted by staff for students with three or more consecutive absences. If staff are unable to contact families to understand the context, then principals attempt to contact families. Information regarding Fortune's Short Term Independent Study (IS) program is provided when it could serve as an appropriate solution.

Finally, Fortune's Independent Study team is making targeted efforts to enroll students in this program by sending daily emails and texts to families when there is an absence. Parents receive a personal link to submit a request for Independent Study as an alternative to consecutive absences. Our Independent Study teachers work with families to connect with students and help them complete their work for attendance credit. As of December 6, 2023, the Independent Study team has prevented 1,265 student absences during the 2023-24 school year and the numbers are anticipated to rise.

### LCAP Summary

An analysis of the 2023-24 LCAP reflects a commitment by Fortune leaders to take targeted and deliberate actions that are designed to reverse the disproportionate impact the pandemic and post-pandemic years have had on the academic achievement and social-emotional well-being of their student population which consists of 62% African American and 22% Hispanic youth.

Fortune's partnerships with the Center for Fathers and Families and the Center for Council to implement Restorative Circles is evidence of their ongoing fidelity to the process of developing a culture that is safe, welcoming, nurturing, engaging, and rigorous that is supported by knowledgeable and competent staff capable of helping their students develop the skills to understand their actions and to allow them an opportunity to repair any harm they may have caused to others and to learn from their actions.

### Differentiated Assistance

Fortune School is eligible for differentiated assistance. The performance criteria for charter schools are the same as districts and COEs, except charter schools must meet the criteria based on their performance in 2023 and 2022. Fortune is eligible for differentiated assistance based on the performance of the following student groups on the 2022 and 2023 Dashboards:

Fortune Eligibility Criteria for Differentiated Assistance				
2022 Dashboard				
Student Group	ELA	Math	Suspension Rate	Chronic Absenteeism
Students with Disabilities	Very Low	Very Low	Very High	Very High
African American			Very High	Very High
Two or more races			Very High	Very High
Homeless			Very High	Very High
Socioeconomically Disadvantaged			Very High	Very High
2023 Dashboard				
Students with Disabilities	Red	Orange	Red	
Two or more races	Red	Orange	Red	

Table 21

Source: School Dashboard Additional Reports and Data located at

<https://www6.cde.ca.gov/californiamodel/default>

Verified by SCOPE and Fortune.

Differentiated assistance determinations for charter schools are made annually and are eligible for a one-year support cycle. Differentiated assistance is intended to help charter schools address the underlying causes that led to its eligibility for assistance and strengthen their overall ability to evaluate the effectiveness of programs and adjust, as appropriate, to improve student outcomes. Charter schools are eligible for technical assistance from the COE in which they are located unless the COE is the authorizer in which case the Geographic Lead Agency offers support. Given that SCOPE is a Geographic Lead Agency in partnership with Placer County Office of Education, Fortune is eligible for technical assistance from the Placer County Office of Education.

## II. FINANCIAL CONDITION

The Fortune School of Education Independent Auditor’s Report of the financial statements for the year ended June 30, 2023, compiled by Moss Adams LLP, a Sacramento-based certified public accounting firm, states the audit of the financial statements was conducted in accordance with generally accepted auditing standards and that, “In our opinion, the financial statements present fairly, in all material respects, the financial position of the Fortune School of Education as of June 30, 2023.”

Over the last few years, Fortune has experienced revenue growth and has been able to grow its reserves. Its unassigned ending fund balance is over 40 percent of its general purpose LCFF revenues and over 25 percent of its total expenditures. Fortune expects continued enrollment and revenue growth over the next several years as it adds grade levels in its new schools.

Fortune Financial Trend Data			
	2020-2021 End of Year Audited Actuals	2021-2022 End of Year Audited Actuals	2022-2023 End of Year Audited Actuals
Income	28,115,554	31,002,902	31,869,288
Expenditures	24,232,461	28,355,373	31,506,431
Income Less Expenditures	3,883,093	2,647,529	362,857
Beginning Balance	1,738,689	5,621,782	8,269,311
Ending Balance	5,621,782	8,269,311	8,632,169
Ending Balance as % of Expenses	23%	29%	27%
Prepaid Expenditures/ Commitments	267,401	177,221	204,838
Restricted	120,303	321,790	102,066
Unassigned	5,234,078	7,770,300	8,325,265
LCFF Sources	19,250,050	21,005,334	20,419,973
Reserve of % of LCFF Sources (MOU – 5%)	27%	37%	41%

Table 22

Source: 2022-2023 Fortune School of Education Audited Financial Statements Report. Verified by SCOPE and Fortune.

### III. KEY DEMOGRAPHIC DATA AND ENROLLMENT

#### Admissions Practices

The Fortune School of Education admissions and lottery process begins with the completion of a student application submitted with the following required documents; proof of birth date, proof of residency, immunization records, and physical examination (for TK/K only). Fortune School of Education enrolls all students who submit complete applications unless the number of applications exceeds the charter school's capacity. In the event the number of students seeking admission to any grade level exceeds capacity, a lottery is held. During the 2022-2023 and 2023-2024 school years, no lotteries were held at any Sacramento County campuses.

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 1,747 students enrolled in 2023-2024, a decrease of 119 students from 2022-2023.

Fortune Enrollment Counts			
School	2022-2023	2023-2024	Increase (Decrease)
Fortune School	281	247	(12.1%)
William Lee College Prep	170	179	5.3%
Alan Rowe College Prep	296	280	(5.4%)
Ephraim Williams College Prep	98	129	31.6%
Hazel Mahone College Prep	383	236	(38.4%)
Rex & Margaret Fortune Early College HS	214	208	(2.8%)
Tecoy Porter College Prep	227	242	6.6%
Fortune Middle School	180	217	20.6%
Stephon A. Clark College Prep	17	9	(47.1%)
<b>Total</b>	<b>1,866</b>	<b>1,747</b>	<b>-6.3%</b>

Table 23

Source: Fortune

Fortune Annual Enrollment Growth		
School Year	Enrollment	Percentage Growth
2011-2012	171	--
2012-2013	439	156%
2013-2014	707	61%
2014-2015	898	27%
2015-2016	1,195	33%
2016-2017	1,371	15%
2017-2018	1,356	-1%
2018-2019	1,235	-9%
2019-2020	1,463	19%
2020-2021	1,890	29%
2021-2022	1,817	-4%
2022-2023	1,866	3%
2023-2024*	1,747	-6%

Table 24

Source: CDE, DataQuest, Enrollment at <https://dq.cde.ca.gov/dataquest/>

\*Source: Fortune

Verified by SCOPE and Fortune.

Fortune Historical Trends in Student Ethnicity									
Student Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Total Enrollment</b>	<b>898</b>	<b>1,195</b>	<b>1,371</b>	<b>1,356</b>	<b>1,235</b>	<b>1,463</b>	<b>1,890</b>	<b>1,817</b>	<b>1,866</b>
African American	60.9%	61.1%	65.1%	65.0%	62.8%	65.1%	63.5%	63.0%	62.1%
American Indian or Alaskan	0.7%	0.4%	2.1%	1.6%	1.2%	1.0%	0.8%	0.8%	0.8%
Asian	2.9%	1.9%	2.1%	2.1%	1.9%	1.6%	1.5%	1.4%	1.2%
Filipino	0.6%	0.3%	1.2%	0.7%	0.9%	0.9%	0.7%	0.7%	0.3%
Hispanic or Latino	22.7%	25.2%	23.6%	23.1%	25.1%	23.9%	23.9%	22.9%	21.5%
Pacific Islander	0.8%	0.6%	1.1%	1.0%	1.1%	0.8%	0.7%	0.7%	0.9%
White	1.6%	1.1%	1.5%	1.3%	1.1%	1.4%	1.3%	1.2%	1.1%
Two or More Races	9.6%	8.5%	3.3%	5.2%	5.9%	5.3%	7.0%	7.5%	8.8%
Not Reported	0.3%	0.9%	0.0%	0.0%	0.0%	0.0%	0.5%	1.9%	3.4%

Table 25

Source: CDE, DataQuest, Enrollment by Ethnicity at <https://dq.cde.ca.gov/dataquest/>. Verified by SCOPE and Fortune.

African American youth represented 61-65% of Fortune’s enrollment over the past nine years, which far exceeds the percentage of African American youth served by school districts in Sacramento County. Hispanic youth as a percentage of total enrollment has also remained constant ranging between 22-25% over the past nine years.

Fortune 2022-23 Demographics Compared to Sacramento County School Districts					
Student Ethnicity	Elk Grove	Sacramento City	Twin Rivers	Natomas	Fortune
<b>Total Enrollment</b>	<b>62,957</b>	<b>43,066</b>	<b>37,651</b>	<b>16,421</b>	<b>1,866</b>
African American	10.3%	13.1%	9.6%	17.4%	62.1%
American Indian or Alaskan	0.4%	0.5%	0.5%	0.5%	0.8%
Asian	28.7%	17.4%	12.7%	18.7%	1.2%
Filipino	5.8%	1.3%	0.8%	4.2%	0.3%
Hispanic or Latino	27.8%	41.5%	37.5%	32.5%	21.5%
Pacific Islander	1.9%	2.2%	1.3%	1.5%	0.9%
White	15.9%	16.0%	30.6%	13.7%	1.1%
Two or More Races	9.3%	7.8%	5.1%	11.1%	8.8%
Not Reported	0.0%	0.2%	1.9%	0.4%	3.4%

Table 26

Source: CDE, DataQuest, Enrollment by Ethnicity at <https://dq.cde.ca.gov/dataquest/>. Verified by SCOPE and Fortune.

Fortune Free and Reduced Lunch Counts Historical Trend			
School Year	Total Enrollment	Free and Reduced Eligible	Free and Reduced Percentage
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	1,011	81.90%
2019-2020	1,463	1,151	78.70%
2020-2021	1,890	1,453	76.88%
2021-2022	1,817	1,367	75.20%
2022-2023	1,866	1,361	72.94%

Table 27

Source: CDE, Free or Reduced-Price Meal Data files at <https://www.cde.ca.gov/ds/ad/files.asp>. Verified by SCOPE and Fortune.



LCFF Unduplicated Pupil Count			
School Year	Enrollment	Count	Unduplicated* Count as a Percentage of Enrollment
2018-2019	1,235	1,107	82.35%
2019-2020	1,462	1,162	79.48%
2020-2021	1,890	1,472	77.88%
2021-2022	1,817	1,388	76.39%
2022-2023	1,866	1,381	74.01%
*Free/Reduced, English Learner, Foster Youth			

Table 28

Source: CDE Unduplicated Count Source Files at <https://www.cde.ca.gov/ds/ad/filescupc.asp>. Verified by SCOPE and Fortune.

Fortune 2022-23 P-2 Enrollment by District of Residence						
District	TK	K-3	4-6	7-8	9-12	Total
Sacramento City Unified	26	381	175	73	77	732
Elk Grove Unified	38	274	164	92	115	683
Twin Rivers Unified	7	105	49	25	5	191
Natomas Unified	4	53	40	10	5	112
San Juan Unified	4	28	12	8	4	56
Robla Unified	1	20	13	1	0	35
Folsom-Cordova Unified	1	5	6	3	2	17
Center Joint Unified	0	8	5	2	0	15
Washington Unified	0	6	4	3	2	15
Galt Joint Union Elem	0	2	2	0	0	4
Roseville City Elem	0	1	1	1	0	3
Davis Joint Unified	0	0	0	0	1	1
Dry Creek Joint Elem	0	0	0	1	0	1
Roseville Joint Union High	0	0	0	0	1	1
<b>Total</b>	<b>81</b>	<b>883</b>	<b>471</b>	<b>219</b>	<b>212</b>	<b>1,866</b>

Table 29

Source: Fortune

Students with Disabilities December Count	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Intellectual Disability	0	1	5	4	3
Hard of Hearing	2	1	2	2	2
Speech/Language Impairment	54	57	56	45	54
Emotional Disturbance	0	1	3	0	2
Other Health Impairment	15	17	31	20	36
Specific Learning Disability	48	57	51	35	56
Autism	9	11	14	13	20
Traumatic Brain Injury	2	0	0	0	0
<b>Total</b>	<b>130</b>	<b>145</b>	<b>162</b>	<b>119</b>	<b>173</b>
<b>Total Students (October Count)</b>	<b>1463</b>	<b>1,890</b>	<b>1,817</b>	<b>1,866</b>	<b>1,747</b>
<b>Percent of Population</b>	<b>9%</b>	<b>8%</b>	<b>9%</b>	<b>6%</b>	<b>10%</b>

Table 30

Source: Fortune

Although Fortune has experienced a slight increase in the number of students with disabilities including students with speech and language impairments, specific learning disabilities, and autism, 10% of the total population is less than the statewide percentage of 13.1%.

#### IV. GENERAL INFORMATION

##### Decision of the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC)

In a letter dated June 27, 2023, from the Commission Chairperson, Dr. David Gaudi, Jr. from the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), the Commissioners reported that Fortune School (9-12) meets WASC criteria for accreditation. The accreditation status was based on all the information provided by Fortune School, including the school's report and the satisfactory completion of the visit. The Commission granted a six-year accreditation status through June 30, 2029, with a mid-cycle report in the 2025-2026 school year. The Commission expressed anticipated success and continuing improvement in keeping with WASC's pursuit of excellence in elementary, secondary, and adult education.



## Cycle of Professional Development and Dissemination of Best Practices

Annually, Fortune follows a strategic cycle of professional development to ensure that organizational priorities guide the work of all staff members throughout the year. The professional development cycle begins with a cabinet retreat and a leadership retreat. The cabinet retreat includes members of the cabinet who work to define their roles and responsibilities in line with organizational priorities. The leadership retreat includes cabinet members in addition to directors, principals, assistant principals, and master teachers. At the leadership retreat, leaders work together to integrate organizational priorities with other schoolwide planning efforts and prepare for the launch of the new school year.

These retreats lead into the Principal Institute where principals align objectives with the tools that will help them accomplish their yearly goals. Following the Principal Institute is the annual Summer Symposium which every staff member attends. At the Summer Symposium, staff are introduced to the organizational culture. Following the Summer Symposium, staff receive additional site-level training led by the principal. Teachers and instructional aides also receive curriculum training led by master teachers.

Throughout the year, the cycle of professional development continues focusing on different professional learning goals at different points in the year. The year begins, with a focus on culture which pivots to academic rigor, and then to review and synthesis of learning, ending the year with planning for the following year based on learning.

The cycle of professional development integrates job-embedded teacher learning through weekly early-release days. Teachers attend professional development tailored to their grade and subject expertise. Master teachers facilitate the process of data analysis with teachers and instructional aides to ensure data is driving the instructional process. Master teachers also model best practices monthly and provide coaching support to ensure teacher development continues throughout the year.

Additionally, all master teachers, principals, and principal managers attend the 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.



## Board Decisions and Policy Revisions in 2022-2023

Fortune reports the adoption of a revised Short Term Independent Study Policy as a major policy decision of the Fortune School of Education Board of Directors during the 2022-2023 school year. The policy was revised in response to the need to increase attendance and reduce chronic absenteeism amidst persistent increased student absences due to COVID-19-related or other illnesses. The independent study program is an optional educational alternative in which no student may be required to participate. It is offered for the educational benefit of Fortune students to encourage daily engagement in schoolwork during times of extended absences.

## Parental Involvement in Governance and School Operations

Fortune's School Site Council (SSC) consists of 10 members comprised of the principal/designee, one non-teaching staff, three teachers, four parents, and one high school student. All members serve a two-year term. In the fall of 2023, Fortune held nominations and elections for all members except for the high school student member who is serving the second of a two-year term. Fortune received more nominations than available spots for parents and non-teaching staff. For this reason, elections were held for these groups. Fifteen parent nominees were received, more than were received in previous years.

Fortune's SSC meetings occur four times a year and are open to the public. The first meeting was held on November 30, 2023, at which members were provided an orientation, the School Safety Plan was reviewed and approved, and members were provided information about the Fortune Rise program. At future SSC meetings, Fortune plans to review school data, track progress toward LCAP goals, and seek input on the School Plan for Student Achievement (aka. LCAP).

To engage families in conversations about what they envision for their children in the Fortune after-school program, Fortune facilitated the Dream Big Tour. In May 2023, Fortune leaders visited all seven sites to meet with families and collected feedback to inform decisions before relaunching the after-school program under the statewide Expanded Learning Opportunities Program guidelines. They used interactive digital polls, community partner panel discussions, and provided free dinner and music to make the event fun and engaging for everyone involved.

## Summary

Fortune School leaders are responding with deliberate and purposeful action to the shifting academic, social, emotional, and behavioral needs of their students in a post-pandemic world. During the 2022-2023 school year, staff engaged in thoughtful reflection and adult learning guided by experts in the field of school culture which began as early as 2016. The necessary groundwork has been laid to achieve the goal of redesigning the system to respond appropriately to student



behavior rooted in the belief that rather than suspending students, “we need to give them the skills that they need to help scholars understand the harm done by their actions and to allow them an opportunity to repair this harm and learn from their actions.”

In the 2023-2024 school year, Fortune School is realizing their goal of redesigning the system which has been verified through site visits and an analysis of mid-year discipline data. The school environments are safe and orderly with positive relationships exhibited between students and staff. The accelerated transformation is made possible by the existing mission-driven culture of Fortune School. The purpose for change was effectively articulated and supported which made it easier to create new strategies that are embraced by all. The suspension rate has decreased dramatically to 1% at mid-year in 2023-2024 compared to 13% at the same time last year.

School culture has a significant impact on student learning. A positive school culture engages students, helps them feel safe and supported, and promotes their overall academic and personal growth. Fortune School understands the relationship between culture and academics which is why they addressed it in 2022-2023 with immediacy. By successfully implementing and sustaining systemic changes that result in an improved school culture in 2023-2024, they are concurrently creating an environment ideal for improved student learning. During the 2022-2023 school year, Fortune School prioritized academic achievement through individualized support. Fortune piloted Fortune Rise as an afterschool high dosage tutoring program in ELA and math. Fortune reports the results of the pilot were positive and, in 2023-2024, implemented the Fortune Rise program system-wide. From the beginning of the 2023-2024 school year to the first trimester, overall student performance on local benchmark assessment in ELA and math increased by 8% and 12%, respectively.