

Hardy Brown College Prep

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Bernardino City Unified
Phone Number	(909) 381-1100
Superintendent	Dale Marsden
E-mail Address	dale.marsden@sbcusd.k12.ca.us
Web Site	http://www.sbcusd.com

School Contact Information (School Year 2018—19)	
School Name	Hardy Brown College Prep
Street	655 West 2nd St.
City, State, Zip	San Bernardino, Ca, 92410-3210
Phone Number	916-924-8633
Principal	Bonnie Bensen, Chief Financial Officer
E-mail Address	bbensen@fortuneschool.us
Web Site	www.fortuneschool.us
County-District-School (CDS) Code	36678760122317

Last updated: 1/30/2019

School Description and Mission Statement (School Year 2018—19)

Hardy Brown College Prep is a charter school located within the district boundaries of San Bernardino City Unified School District (SBCUSD) that is also a part of the Fortune School charter network. Currently serving grades K-8, Fortune's model is to expand a grade level a year with its students up to grade 12. Hardy Brown College Prep is authorized to operate through the year 2018, at which time it will be up for charter renewal. Authorized by the San Bernardino City Unified School Board, the school 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

theworld beyond.

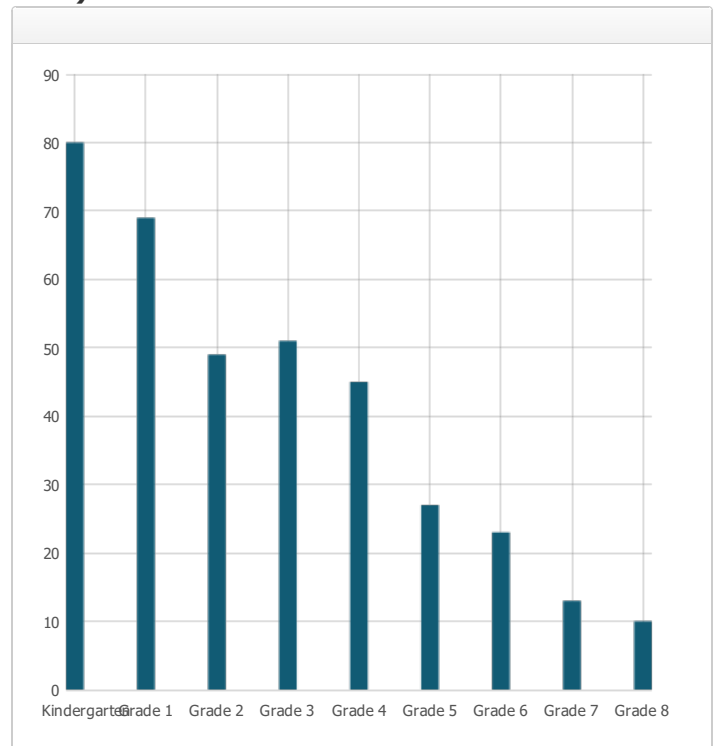
Citizenship

Fortune School trains all students to become leaders and all our staff shall model leadership qualities. Principals are given independent control of staffing and budget decisions. In addition to principals, staff members who demonstrate necessary leadership potential are given responsibilities extending beyond a single classroom. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	80
Grade 1	69
Grade 2	49
Grade 3	51
Grade 4	45
Grade 5	27
Grade 6	23
Grade 7	13
Grade 8	10
Total Enrollment	367



Last updated: 1/30/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	69.5 %
American Indian or Alaska Native	1.9 %
Asian	0.5 %
Filipino	0.8 %
Hispanic or Latino	22.6 %
Native Hawaiian or Pacific Islander	0.8 %
White	0.5 %
Two or More Races	3.3 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.3 %
English Learners	4.4 %
Students with Disabilities	2.5 %
Foster Youth	0.3 %

A. Conditions of Learning

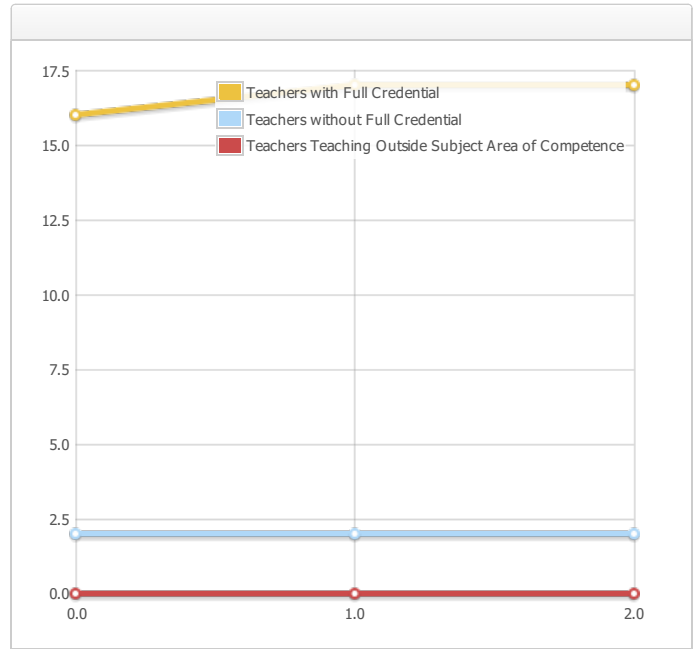
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

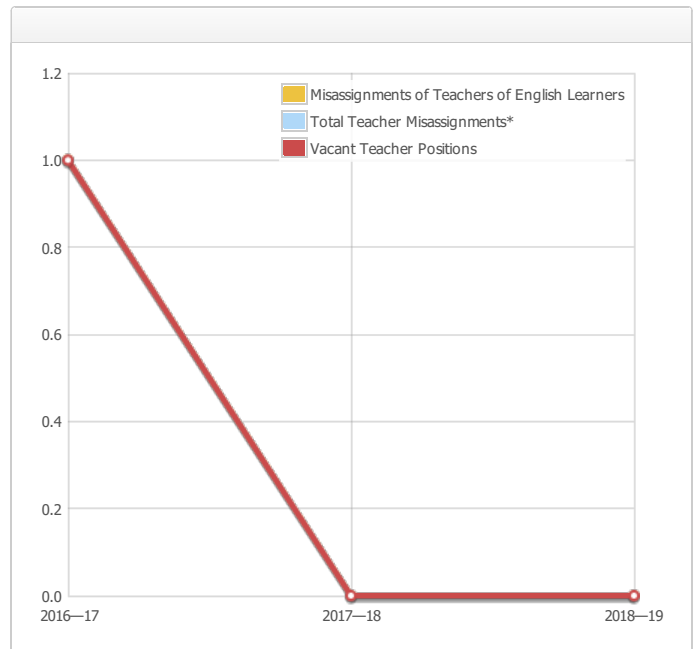
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	17	17	
Without Full Credential	2	2	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Achievement First ELA Open sources Grades 2-8 Journeys K-1		0.0 %
Mathematics	Go Math - Grades K-8 The most recent mathematics curriculum adoption took place June 2017: Go Math - Grades K-1 Achievement First Math Open Source - Grades 2-8		0.0 %
Science	Smithsonian Science kits - Grade K Foss Science Kits - Grades 1-5 Sepup Science Kits - Grades 6-8		0.0 %
History-Social Science	HSP Reflections - Grades K-5 Holt History/ Social Studies - Grades 6-8		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

All school facilities are safe, clean and in good repair. The facilities are monitored through a process of daily direct responsiveness from the custodial staff and maintenance supervisors. All related items are handled immediately if possible or are submitted through the work order system, and then scheduled to be completed within a 14 day cycle.

There have been a limited amount of improvements this school year and there are no improvements planned for the remainder of this fiscal year.

At this time the cycle for floor maintenance will be in effect and all HVAC systems as well as fire alarm and sprinkler systems will maintain their scheduled maintenance to ensure good repair.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	In accordance to the CA Facilities Inspection Tools were in good repair. No need for repairs or action taken.
Interior: Interior Surfaces	Good	In accordance to the CA Facilities Inspection Tools were in good repair. No need for repairs or action taken. Elementary Mutil-purpose room - Door leaking oil Elementarys girls restroom - Faucet handle stuck Custodian room- Hot water pressure sometimes runs low
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	In accordance to the CA Facilities Inspection Tools were in good repair. No need for repairs or action taken.
Electrical: Electrical	Good	In accordance to the CA Facilities Inspection Tools were in good repair. No need for repairs or action taken.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	In accordance to the CA Facilities Inspection Tools were in good repair. No need for repairs or action taken.
Safety: Fire Safety, Hazardous Materials	Good	In accordance to the CA Facilities Inspection Tools were in good repair. No need for repairs or action taken.
Structural: Structural Damage, Roofs	Good	In accordance to the CA Facilities Inspection Tools were in good repair. No need for repairs or action taken.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	In accordance to the CA Facilities Inspection Tools were in good repair. No need for repairs or action taken.

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/30/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	45.0%	35.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	34.0%	22.0%	25.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/30/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	154	150	97.40%	45.33%
Male	68	67	98.53%	40.30%
Female	86	83	96.51%	49.40%
Black or African American	100	96	96.00%	38.54%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	47	47	100.00%	59.57%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	137	133	97.08%	41.35%
English Learners	16	16	100.00%	25.00%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/30/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	154	148	96.10%	33.78%
Male	68	67	98.53%	32.84%
Female	86	81	94.19%	34.57%
Black or African American	100	94	94.00%	31.91%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	47	47	100.00%	38.30%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	137	131	95.62%	33.59%
English Learners	16	16	100.00%	25.00%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/30/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/30/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.7%	34.8%	13.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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

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

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

Parent Academy

Parent Convention

Muffins for Moms – monthly parent meeting

Doughnuts for Dads – monthly parent meeting

LCAP Stakeholder Meetings

School Site Council

Volunteer in a classroom

State Priority: Pupil Engagement

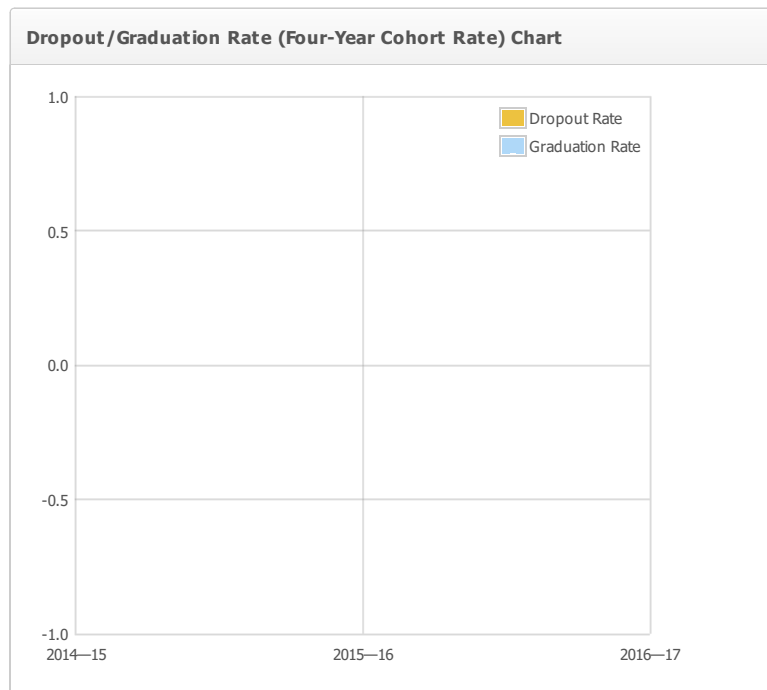
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	10.6%	9.1%	10.7%	9.7%
Graduation Rate	--	--	85.0%	86.2%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	10.2%	9.1%
Graduation Rate	--	82.1%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2019

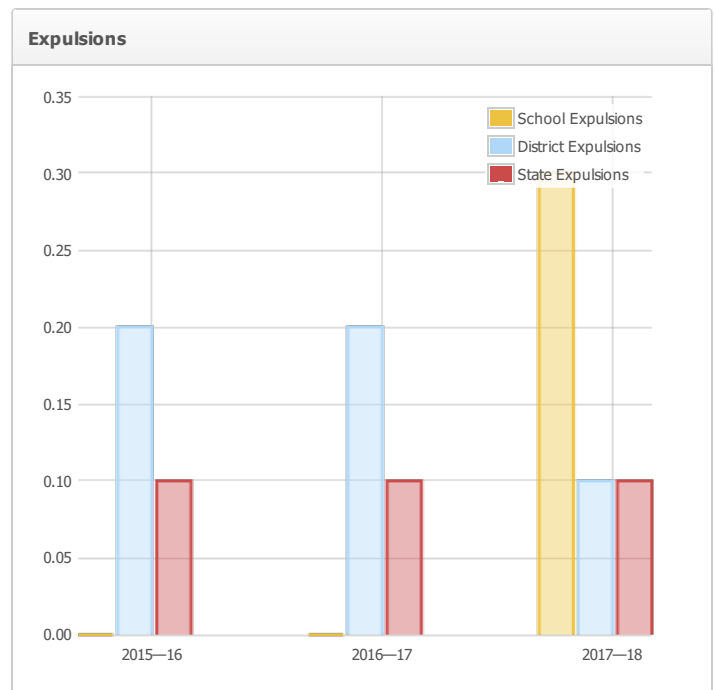
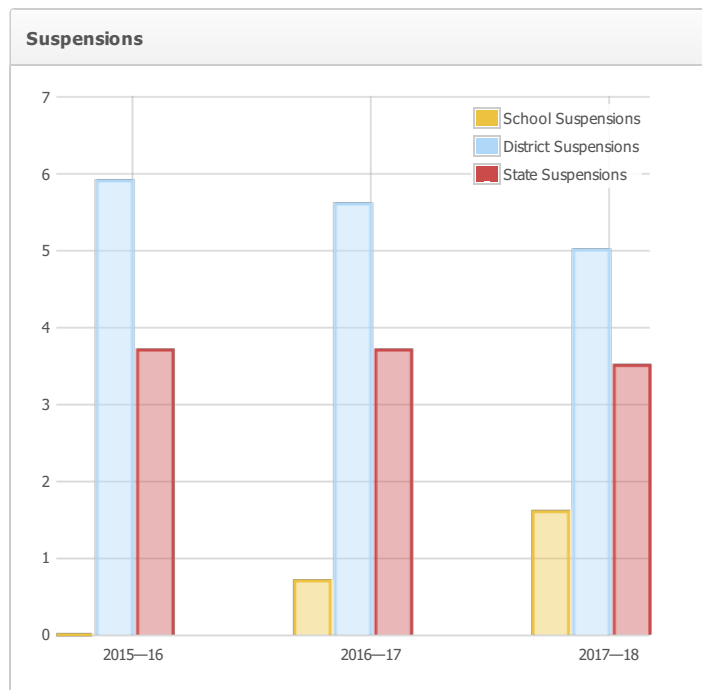
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	0.7%	1.6%	5.9%	5.6%	5.0%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

School Safety Plan (School Year 2018—19)

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

Last updated: 1/30/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		2	
1	26.0		2	
2	23.0		2	
3	26.0		2	
4	23.0		2	
5	25.0		1	
6	22.0		1	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		3	
1	25.0		1	
2	23.0		3	
3	25.0		2	
4	21.0	1	1	
5	30.0		1	
6	19.0	1		
Other**	26.0		1	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		3	
1	23.0	1	2	
2	25.0	1	1	
3	26.0		2	
4	23.0		2	
5	27.0		1	
6	23.0		1	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 2/1/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	15.0	2		
Mathematics	15.0	2		
Science	15.0	2		
Social Science	15.0	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	2		
Mathematics	17.0	2		
Science	17.0	2		
Social Science	17.0	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	15.0	2		
Mathematics	15.0	2		
Science	15.0	2		
Social Science	15.0	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

HBCP employs an Ed Specialist and 2 Instructional Aides

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	3.0	N/A

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

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

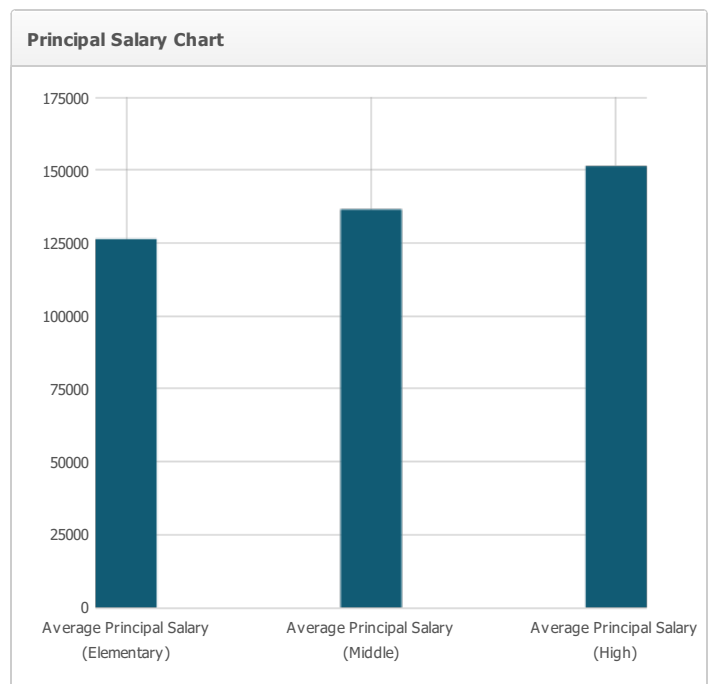
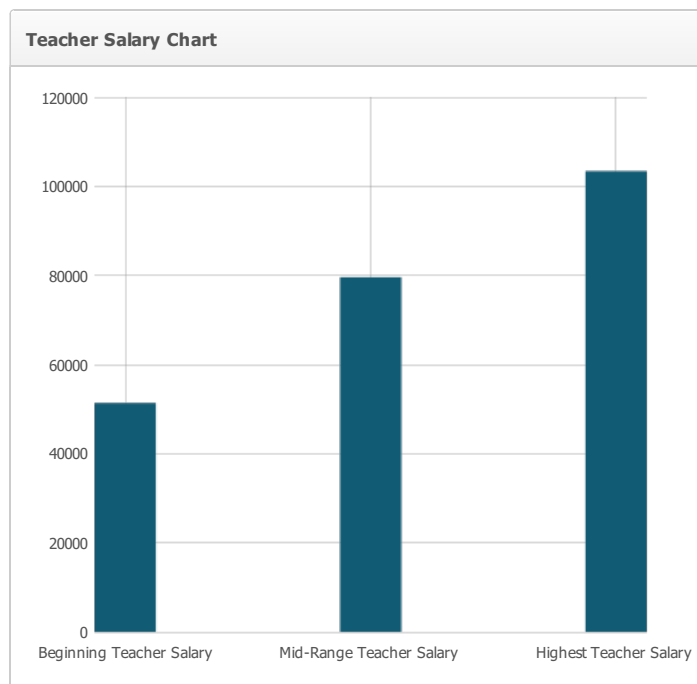
Hardy Brown College Prep believes in exposing our scholars to the best possible education with the use of resources within the classroom and abroad. During the 2017-18 fiscal year, Hardy Brown College Prep funded programs and services that supported and assisted our students in the area of language arts, technology and instructor training. Each of our scholars experienced excursions, tutoring, three meals a day, sports, exemplary science and Spanish programs and technology (usage of Chromebooks). In addition, instructors received extensive training in Common Core State Standards.

Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,361	\$47,903
Mid-Range Teacher Salary	\$79,596	\$74,481
Highest Teacher Salary	\$103,393	\$98,269
Average Principal Salary (Elementary)	\$126,345	\$123,495
Average Principal Salary (Middle)	\$136,516	\$129,482
Average Principal Salary (High)	\$151,373	\$142,414
Superintendent Salary	\$324,378	\$271,429
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 2/1/2019

Professional Development

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

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

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