Alma Fuerte Public

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/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at 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.

Anne Lee, Director of Operations

📍 Principal, Alma Fuerte Public

About Our School

Welcome to Alma Fuerte Public School! Alma Fuerte was launched to bring to the Pasadena/Altadena area a public school where students learn not just academic skills to succeed in school, but the mindset, skills and habits to propel them to success in the 21st century workplace.

We believe in hands-on learning; instilling the mindset of an entrepreneur in every student; and social-emotional learning to bring compassion and empathy to all that we do.

We are so excited that you are finding out more about us as we partner together in children's journeys to become the next great innovator, creator, and leader!

- Laurilie Keay (Director of Operations) and Anne Lee (Director of Operations)

Contact

Alma Fuerte Public
119 West Palm St.
Altadena, CA 91001-4375

Phone: 626-204-5265
E-mail: info@almafuerteps.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoe.edu
Web Site	http://www.lacoe.edu

| School Contact Information (School Year 2018—19)	
School Name	Alma Fuerte Public
Street	119 West Palm St.
City, State, Zip	Altadena, Ca, 91001-4375
Phone Number	626-204-5265
Principal	Anne Lee, Director of Operations
E-mail Address	info@almafuerteps.org
Web Site	www.almafuerteps.org
County-District-School (CDS) Code	19101990135368

Last updated: 1/31/2019

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

Alma Fuerte Public School is a public charter school serving the Altadena and Pasadena community. Our mission is to develop TK-8 students into passionate, self-motivated learners, entrepreneurs, academic achievers, innovative creators, and leaders with character, prepared for success in high school, college and 21st century careers. Alma Fuerte opened in August 2017 with students in Transitional Kindergarten, Kindergarten, First and Second Grades. Third Grade has been added during the 2018-2019 school year. Through small class sizes, hands-on projects, and educaitonal technology, Alma Fuerte offers an educational experience that is highly personalized and engaging.

Last updated: 1/31/2019

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

Grade Level	Number of Students
Kindergarten	45
Grade 1	19
Grade 2	9
Total Enrollment	73
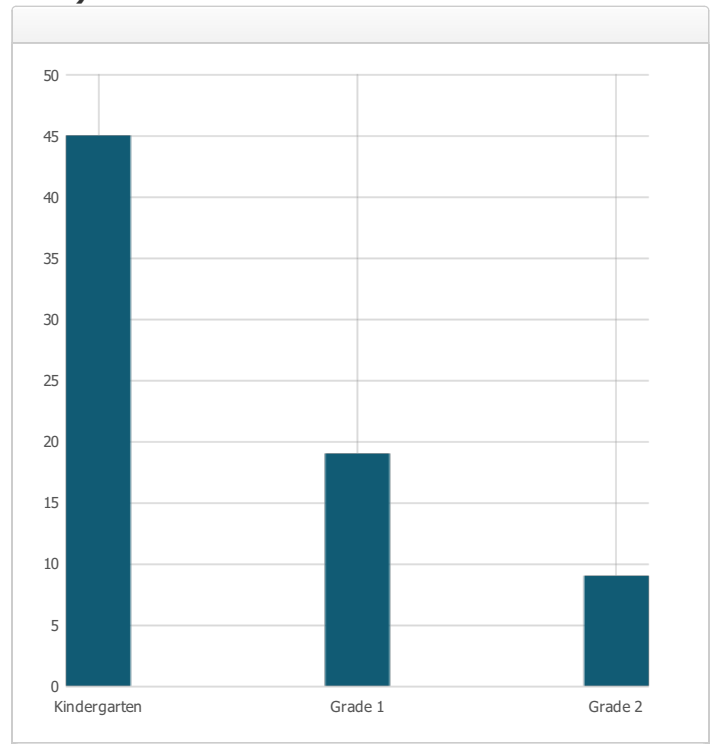
Last updated: 1/31/2019

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

Student Group	Percent of Total Enrollment
Black or African American	16.4 %
American Indian or Alaska Native	%
Asian	2.7 %
Filipino	%
Hispanic or Latino	47.9 %
Native Hawaiian or Pacific Islander	4.1 %
White	24.7 %
Two or More Races	4.1 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.2 %
English Learners	31.5 %
Students with Disabilities	16.4 %
Foster Youth	2.7 %

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	0	4	5	5
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
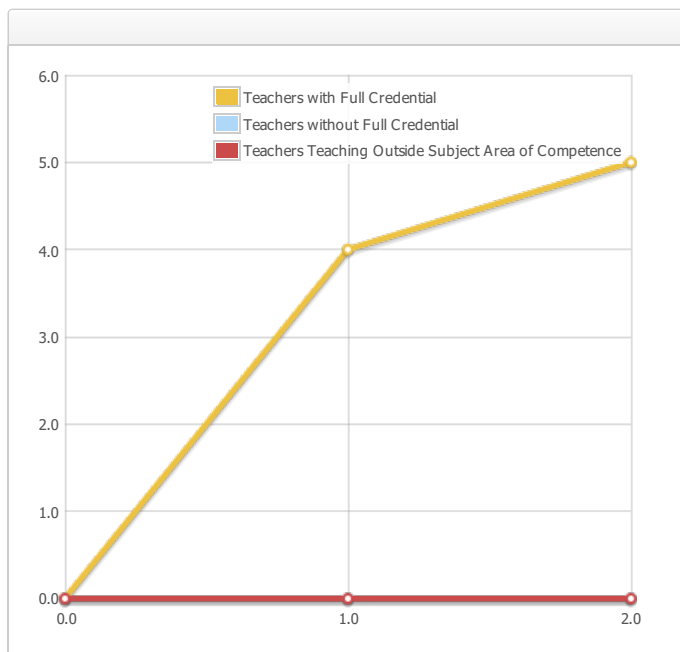
Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
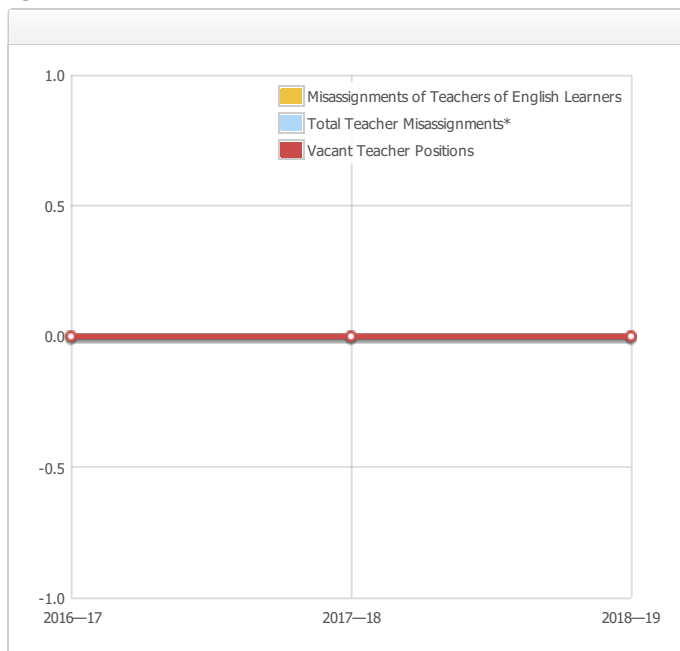
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Readers' and Writers' Workshop; Lexia; Achieve 3000 (Smarty Ants) (adopted 2017)	Yes	0.0 %
Mathematics	Eureka Math (added 2018), Singapore Math and ST Math (adopted 2017)	Yes	0.0 %
Science	FOSS (adopted 2017)	Yes	0.0 %
History-Social Science	Harcourt Social Studies (adopted 2017)	Yes	0.0 %
Foreign Language	Teacher-curated curriculum	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Instructor-designed visual art curriculum	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

Alma Fuerte occupies a district-owned facility which was renovated in the early 2000's. The Alma Fuerte campus offers adequate space for general classroom instruction as well as specialized instruction (e.g., Resource room) and after-school programming. There is ample space at the facility for outdoor play, outdoor instruction, P.E., and gardening. This year, a doorbell system was installed to improve our ability to monitor the entry and exit of visitors to campus.

Planned improvements include installation of additional playground equipment.

Consistent functioning of the air conditioning system in one of our classrooms greatly improved from last school year.

Last updated: 1/31/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The HVAC system was recently serviced by the district, which has improved the functioning of the air conditioning in one of our classrooms which had been experienced issues intermittently.
Interior: Interior Surfaces	Good	Each summer, we have hired painters to paint surfaces in need of new paint.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Alma Fuerte has daily janitorial services to clean all areas used by Alma Fuerte; we are not aware of any pest or vermin sightings.
Electrical: Electrical	Good	We are not aware of any electrical system issues. We did experience an isolated, weather-related power outage this school year which occurred throughout the neighborhood. Other than this, we have not experienced any electrical outages.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Alma Fuerte's restrooms are in good repair and cleaned daily. The district is responsive in the event of any isolated plumbing issues.
Safety: Fire Safety, Hazardous Materials	Good	Alma Fuerte does not store hazardous materials and conducts regular fire drills. The Director of Operations regularly inspects the facility for any hazards and to ensure all fire exits are accessible.
Structural: Structural Damage, Roofs	Good	We are not aware of any strucutural issues or roofing leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Alma Fuerte has access to two playgrounds and one gated play structure. All are inspected and maintained regularly. We have plans to install two additional climbing structures for our kindergarten students.

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/31/2019

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**

Alma Fuerte did not enroll 3-8th graders last year and therefore no CAASPP testing occurred.

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)						
Mathematics (grades 3-8 and 11)						

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: 1/31/2019

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				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/31/2019

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				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/31/2019

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: 1/31/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

N/A

Last updated: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/31/2019

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	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 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

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

Last updated: 1/31/2019

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)

Alma Fuerte has developed numerous opportunities for parent involvement. Any parents interested in involvement opportunities should contact Adriani Leon, Associate Director of Operations, at 626-204-5265 or adriani.leon@almafuerteps.org.

First, we have created a School Advisory Council comprised of several parent and staff representatives. The Committee serves as the Title 1 and LCAP Committee, and upcoming meeting dates are posted and circulated via email and letters in both English and Spanish. The School Advisory Council provides input on schoolwide activities, the annual budget, and Alma Fuerte's Local Control Accountability Plan, among other matters.

Parent-teacher conferences are also a key way that we involve parents in the educational program at our school. Attendance at parent-teacher conferences has been strong, with over 90% of parents typically attending. Parents also volunteer at school regularly. Nearly half of our parents have participated in schoolwide events (volunteering for book fair, gardening project, Book Character Day, science project, participation in school fundraisers, and field trips) or classroom projects. Most of these parents have participated in more than one event. Parents receive regular communication via school e-mail blasts weekly, classroom newsletters, and as needed for individual responses to student needs. Text and phone alerts also serve as helpful communication tools, especially for parents, grandparents and guardians who do not have regular access to computers.

Nearly half of our team is fluent in Spanish, with translation services provided by our Associate Director of Operations who also functions as our Parent and Community Engagement Liaison. She facilitates home/school communication, helps design schoolwide events, parent information nights, etc.

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)

As an elementary school serving Grades TK-3, we have not experienced any dropouts, nor have any students graduated yet.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	56.0%	36.1%	10.7%	9.7%
Graduation Rate	--	--	81.6%	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	35.9%	9.1%
Graduation Rate	--	81.6%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
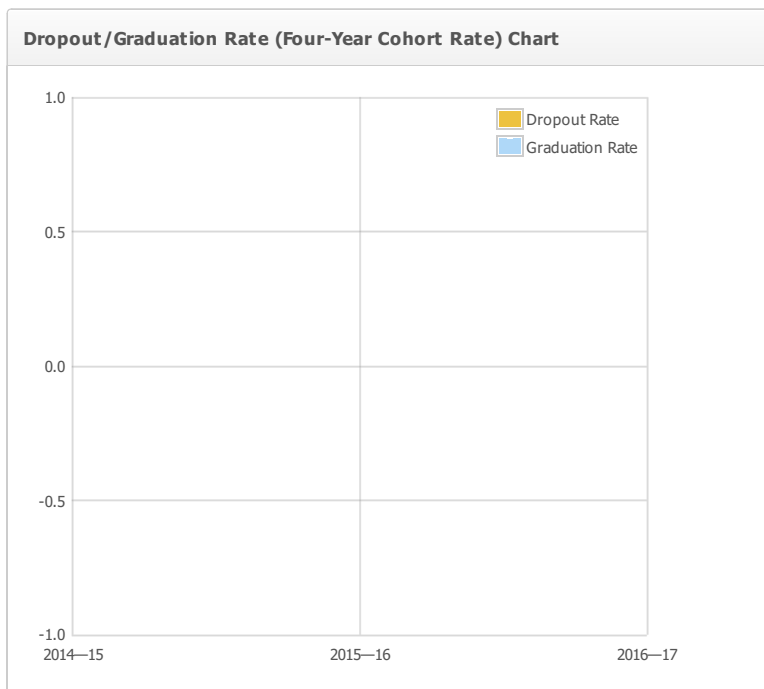
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 2/1/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

N/A - Alma Fuerte is an elementary school.

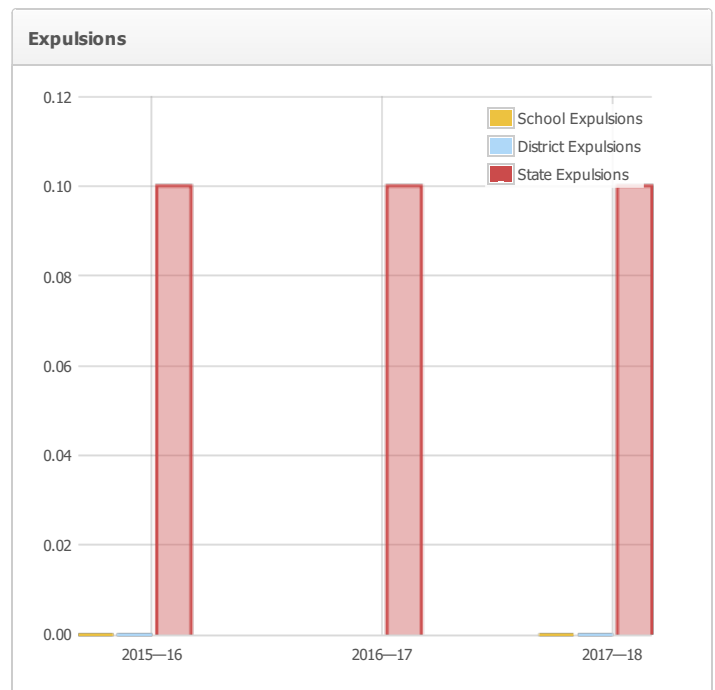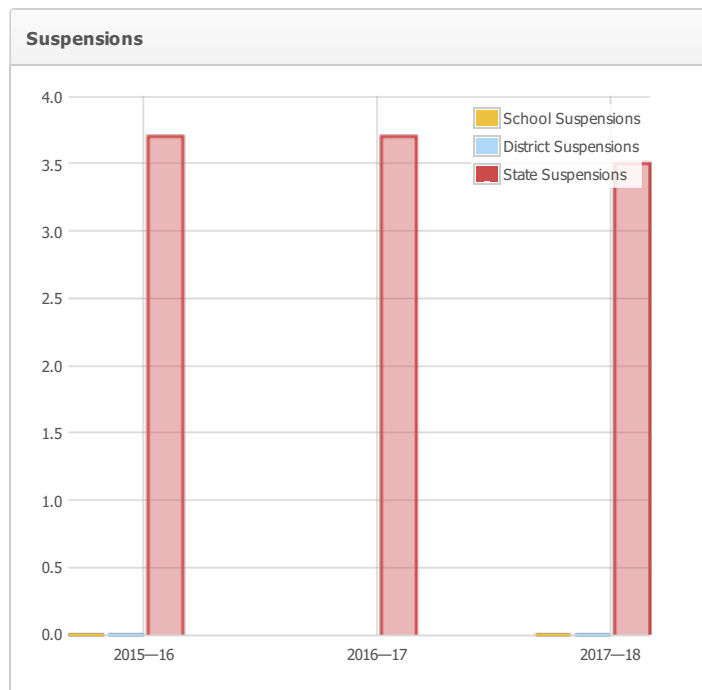| Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	--	0.0%	--	--	0.0%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	--	--	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions

Last updated: 2/1/2019

School Safety Plan (School Year 2018—19)

Alma Fuerte's Comprehensive School Safety Plan was approved by our Board in March 2017, and is discussed with faculty each August before the school year begins. The Plan details procedures for child abuse reporting and disaster preparedness and response, and discusses schedules for emergency drills, dress code, bullying prevention, disciplinary procedures, and other matters of schoolwide safety.

Last updated: 2/1/2019

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				
1				
2				
3				
4				
5				
6				
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				
1				
2				
3				
4				
5				
6				
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		2	0
1	15.0	1	0	0
2	9.0	1	0	0
3				
4				
5				
6				
Other**			0	0

* 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)

N/A - we are an elementary school.

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

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

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				
Mathematics				
Science				
Social Science				

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

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				
Mathematics				
Science				
Social Science				

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

Last updated: 2/1/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	5.0	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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

N/A as we were not open during the 2016-17 school year.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2019

## Types of Services Funded (Fiscal Year 2017—18)

Alma Fuerte has developed a multitude of services and programs for students in order to best equip them with the resources and skills to access our curriculum. First, Alma Fuerte's blended learning program enables teachers to highly personalize a student's learning experience and enables students to access educational content in a variety of ways. Teachers work with small groups of students to target instruction based on students' needs and abilities. Additional programs and services include: an Associate Teacher program, where Associate Teachers provide further targeted instruction and interventions in the classroom as part of our RTI approach; access to free school-based counseling for all students who may benefit from social-emotional skill development and/or counseling services; and a full spectrum of special education services as part of students' IEPs, including speech therapy, OT, and specialized academic instruction.

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

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

Teacher Salary Chart

Principal Salary Chart
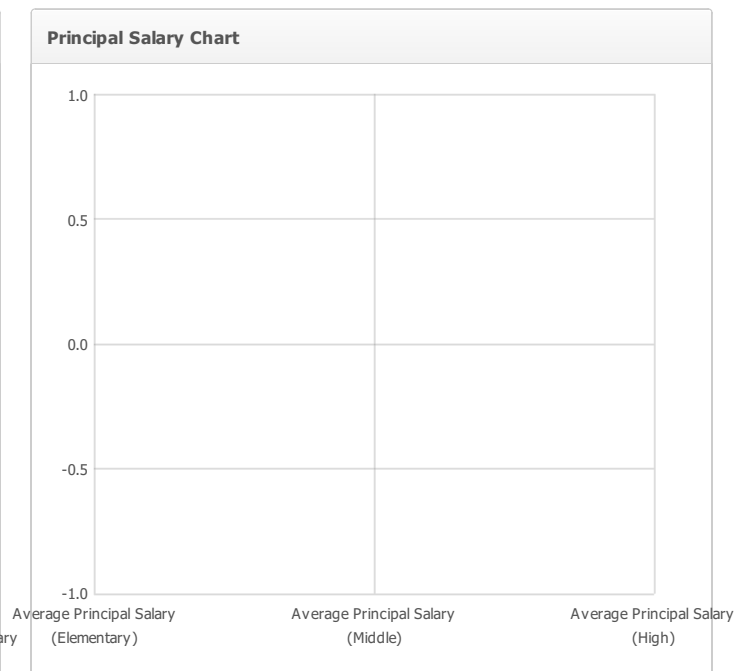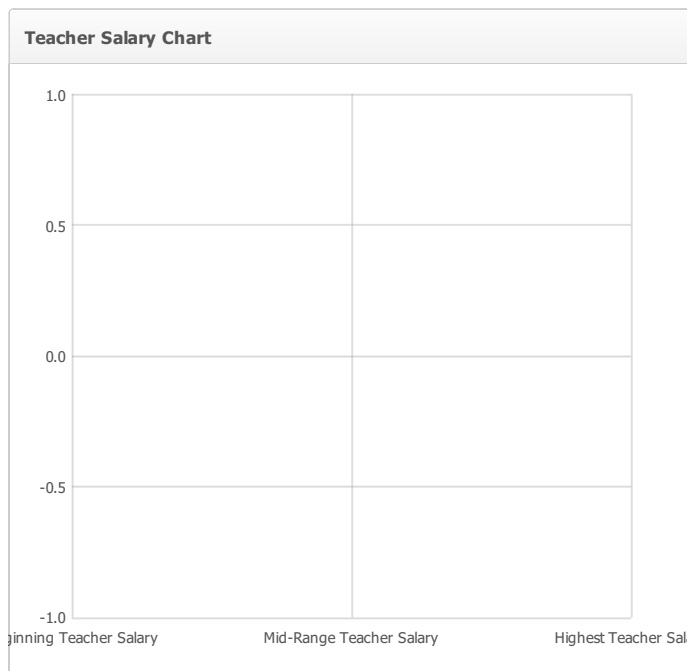
Last updated: 2/1/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Alma Fuerte is not a high school so does not offer AP courses.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2019

Professional Development

Primary areas for staff development in the 2017-2019 school years include training on selected curriculum and instructional materials; positive behavior interventions and supports (PBIS); school culture-setting; Alma Fuerte policies and procedures; educational technology; student assessment, and student data analysis. These subjects were selected after reaching consensus among our Academic Director and teaching staff. Alma Fuerte has dedicated Wednesday afternoons for common planning time and professional development. Most professional development sessions are delivered in person on Wednesday afternoons, but some are delivered remotely or are on-demand webinar sessions. Teachers are supported in implementation by our Academic Director and teacher peers through coaching, observations, follow-up meetings, and review of student data.

Last updated: 2/1/2019