

Alma Fuerte Public

School Accountability Report Card Reported Using Data from the 2018—19 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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoed.edu
Website	http://www.lacoed.edu

School Contact Information (School Year 2019—20)	
School Name	Alma Fuerte Public
Street	119 West Palm St.
City, State, Zip	Altadena, Ca, 91001-4375
Phone Number	626-204-5265
Principal	Laurie Keay, Principal
Email Address	laurie.keay@almafuerteps.org
Website	www.almafuerteps.org
County-District-School (CDS) Code	19101990135368

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

Alma Fuerte is a public elementary school in Altadena focused on technology and entrepreneurship. We are currently serving grades TK-4, but will continue to grow until we reach 8th grade.

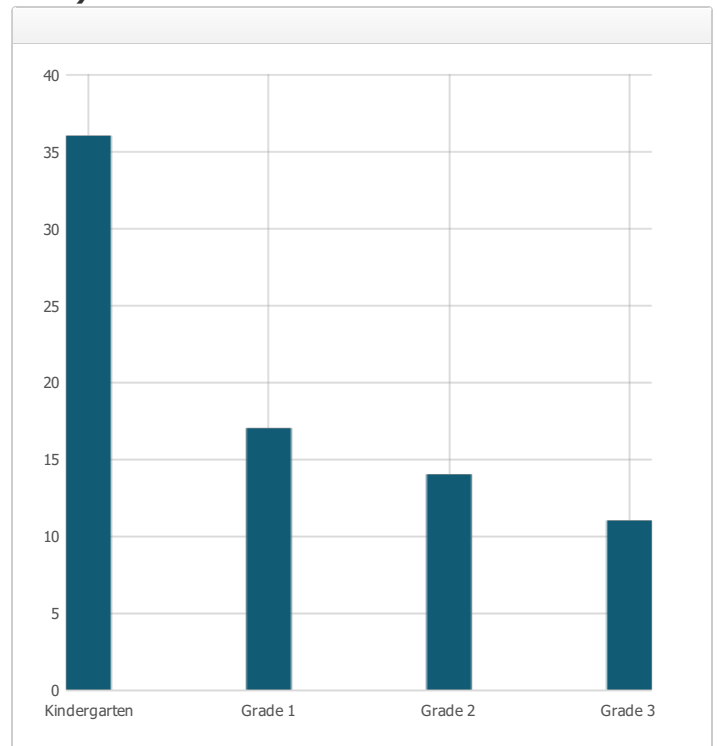
Alma Fuerte is a place where each child is treasured and valued for his or her unique gifts. A place where students are encouraged to embrace challenges, develop self-motivation, and take ownership of their future. We believe in a holistic approach to learning, fostering each child's academic success as well as their social/emotional growth. At Alma Fuerte we believe in a growth mindset. Our goal is to bring out the entrepreneur in each child by developing their critical thinking skills, leadership ability, and fostering their unique creativity.

Alma Fuerte es un lugar donde cada niño es valorado por sus regalos únicos. Un lugar donde se anima a los estudiantes a aceptar desafíos, desarrollar la automotivación y asumir la responsabilidad de su futuro. Creemos en un enfoque holístico del aprendizaje, fomentando el éxito académico de cada niño, así como su crecimiento social / emocional. En Alma Fuerte creemos en una mentalidad de crecimiento. Nuestro objetivo es sacar al emprendedor en cada niño desarrollando sus habilidades de pensamiento crítico, capacidad de liderazgo y fomentando su creatividad única.

Last updated: 1/24/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	36
Grade 1	17
Grade 2	14
Grade 3	11
Total Enrollment	78



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	28.00 %
American Indian or Alaska Native	%
Asian	1.00 %
Filipino	%
Hispanic or Latino	50.00 %
Native Hawaiian or Pacific Islander	1.00 %
White	10.00 %
Two or More Races	0.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.00 %
English Learners	30.00 %
Students with Disabilities	20.00 %
Foster Youth	0.00 %
Homeless	%

A. Conditions of Learning

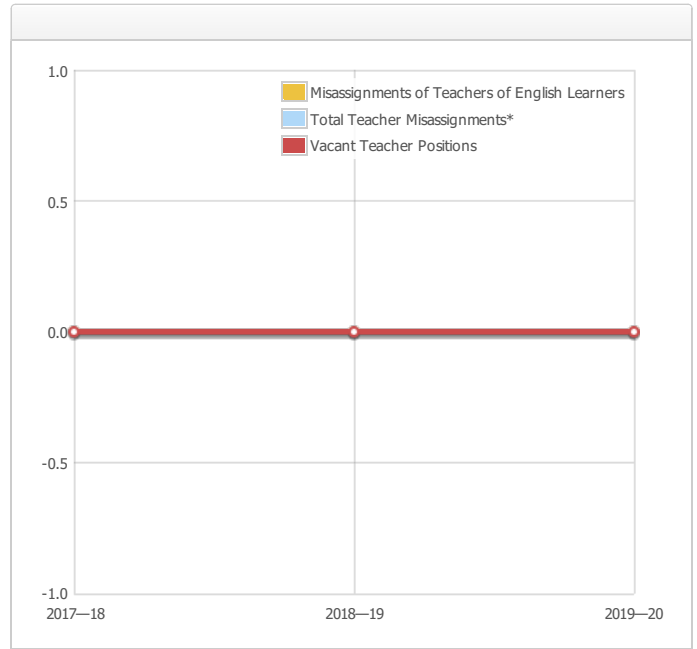
State Priority: Basic

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 Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
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: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other 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	0.00 %
Mathematics	Eureka Math (added 2018); Singapore Math; ST Math (adopted 2017)	Yes	0.00 %
Science	Foss (adopted 2017)	Yes	0.00 %
History-Social Science	Harcourt Social Studies (adopted 2017)	Yes	0.00 %
Foreign Language	Teacher-created curriculum	Yes	0.00 %
Health	n/a		0.00 %
Visual and Performing Arts	Instructor-designed curriculum		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: 1/30/2020

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 expansion of playground and garden.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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Last updated: 1/30/2020

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.

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

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 2019—20)

Parent input and engagement are a strength at our school. We have created a School Advisory Committee with elected parent representatives. The Committee serves as the Title 1 and LCAP Committee. Meeting dates are shared with the community and circulated via email and letters in both English and Spanish.

We also have a "Coffee Collective," which meets twice a month. Parents in the Coffee Collective get together to plan fun school-wide events and fundraisers. Over half of our parents participate in events (volunteering, fall festival, field trips, etc.) or classroom projects. Most parents participate in multiple events.

Parents receive regular communications via weekly school e-mail blasts, classroom newsletters, flyers, the school's facebook page, and as needed for individual responses to student needs. These methods are as a result of parent feedback on the frequency and modality of our home/school communications.

Our Operations Manager, who also functions as our Parent and Community Engagement Liaison, provides translation services for families. She facilitates home/school communication, helps design school wide events, parent information nights, etc.

We have a very active core of Spanish speaking parents that are involved in all school-events and help us make sure that our events, workshops, and communications are inclusive to parents that do not speak English.

The measures relating to parent participation levels at parent-teacher conferences, parent workshops, and the levels of volunteering for classroom and schoolwide opportunities were selected to demonstrate the connectedness and shared commitment among our families to our school. We have discussed the School Advisory Committee and parent survey to reflect our progress in creating a formal avenue for parent input and participation.

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

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

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	0.00%	1.10%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	--	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

Alma Fuerte's Comprehensive School Safety Plan was approved by our Board in July 2018, 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: 1/30/2020

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 (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	11.00	4		
1				
2	9.00	1		
3				
4				
5				
6				
Other**	20.00	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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2		
1	17.00	1		
2	13.00	1		
3	11.00	1		
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.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

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	\$19806.33	\$6336.79	\$13469.54	\$58897.65
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

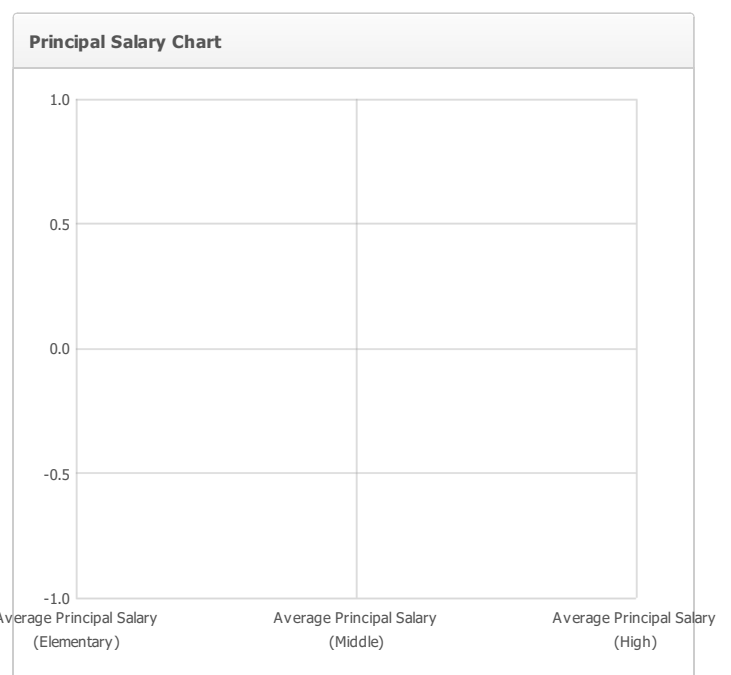
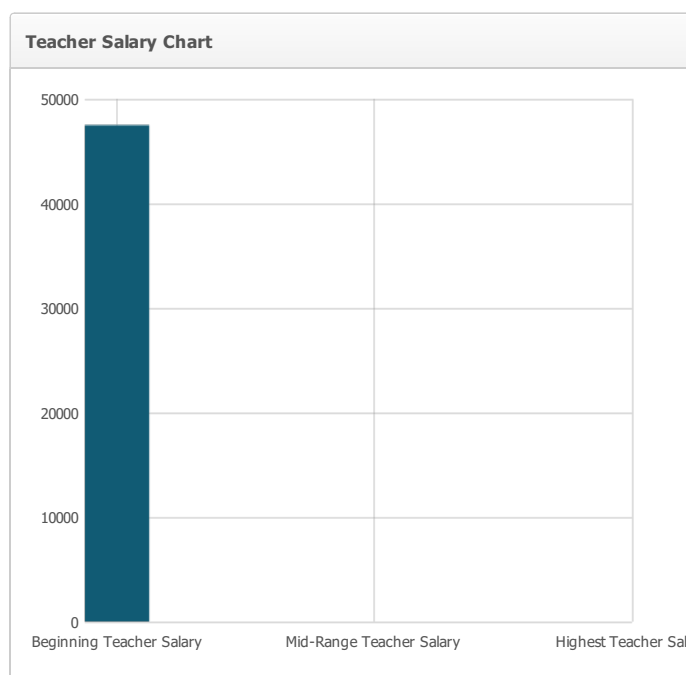
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Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,500	--
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/>.



Last updated: 1/30/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement		14	