

# 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.



### Jennifer Miller, Director

Principal, Fenton Charter Leadership Academy

### About Our School

Fenton Charter Leadership Academy (FCLA) is an independent charter school, servicing students in grades Transitional Kindergarten through Fifth Grade. The school currently serves approximately 330 students in Sun Valley. FCLA has been in operation since August 17, 2015. Fenton Charter Leadership Academy operates under the Fenton Charter Public Schools (FCPS) umbrella. The creation of Fenton Charter Leadership Academy stems from a teacher-driven initiative to strengthen social-emotional learning ("SEL") at Fenton schools. Using the extensive research available on SEL, the educational program of Fenton Charter Leadership Academy strives to create an environment that is safe and caring, with the philosophy of social and emotional learning infusing all aspects of school, community engagement, and home life. Students, staff, parents and the immediate community participate in activities that teach and reinforce SEL skills to promote, encourage and ultimately ensure academic, social and emotional success for all students. Educators access innovative programs and curriculum such as Mutt + grees, Kagan Cooperative Learning Structures, and Responsive Classroom. Students engage in year-long Service Learning Projects to build leadership skills as they experience first-hand the impact they have on their community. Comprehensive data analysis reveals students are exceeding growth goals and demonstrating strong academic achievement in the areas of reading and responding to informational text, problem solving, and language skills. The mission of Fenton Charter Leadership Academy is to nurture the development of responsible, thoughtful citizens in an increasingly interdependent global society by creating environments in which students are challenged to explore, to create, and to make decisions while actively participating in and being accountable for their learning.

### Contact

*Fenton Charter Leadership Academy*  
8926 Sunland Blvd.  
Sun Valley, CA 91352-2843

Phone: 818-962-3636  
Email: [jmiller@fentoncharter.net](mailto:jmiller@fentoncharter.net)

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Fenton Charter Leadership Academy
<b>Street</b>	8926 Sunland Blvd.
<b>City, State, Zip</b>	Sun Valley, Ca, 91352-2843
<b>Phone Number</b>	818-962-3636
<b>Principal</b>	Jennifer Miller, Director
<b>Email Address</b>	<a href="mailto:jmiller@fentoncharter.net">jmiller@fentoncharter.net</a>
<b>Website</b>	<a href="https://fcla.fentoncharter.net/">https://fcla.fentoncharter.net/</a>
<b>County-District-School (CDS) Code</b>	19647330131722

*Last updated: 1/23/2020*

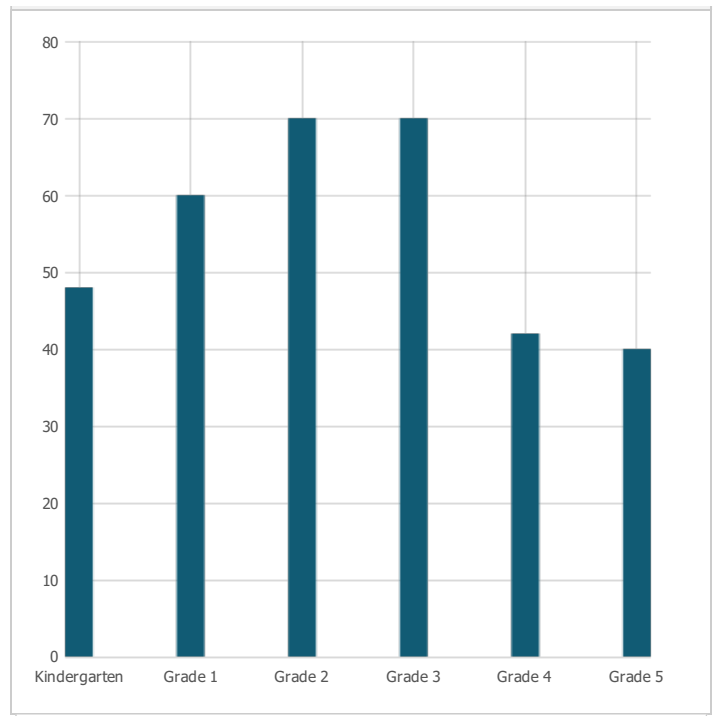
## School Description and Mission Statement (School Year 2019—20)

Opened in August 2015, Fenton Academy for Social and Emotional Learning ("FASEL" or "Charter School") is charter number 1613 in the state of California and one of the five schools within the Fenton Charter Public Schools charter management organization. The school later amended its charter petition to change its name to Fenton Charter Leadership Academy (FCLA) to reflect the vision of instructional Leadership. FCLA's charter was renewed for five additional years during September of 2018 and a material revision was approved during 2019 to expand to 6th grade beginning August 2020.

The mission of Fenton Charter Leadership Academy is to nurture the development of responsible, thoughtful citizens in an increasingly interdependent global society by creating environments in which students are challenged to explore, to create, and to make decisions while actively participating in and being accountable for their learning.

*Last updated: 1/23/2020*

Kindergarten	48
Grade 1	60
Grade 2	70
Grade 3	70
Grade 4	42
Grade 5	40
Total Enrollment	330



Last updated: 1/23/2020

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

Student Group	Percent of Total Enrollment
Black or African American	2.20 %
American Indian or Alaska Native	0.00 %
Asian	0.60 %
Filipino	3.40 %
Hispanic or Latino	82.41 %
Native Hawaiian or Pacific Islander	0.00 %
White	11.10 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.00 %
English Learners	25.00 %
Students with Disabilities	14.00 %
Foster Youth	0.00 %
Homeless	0.10 %

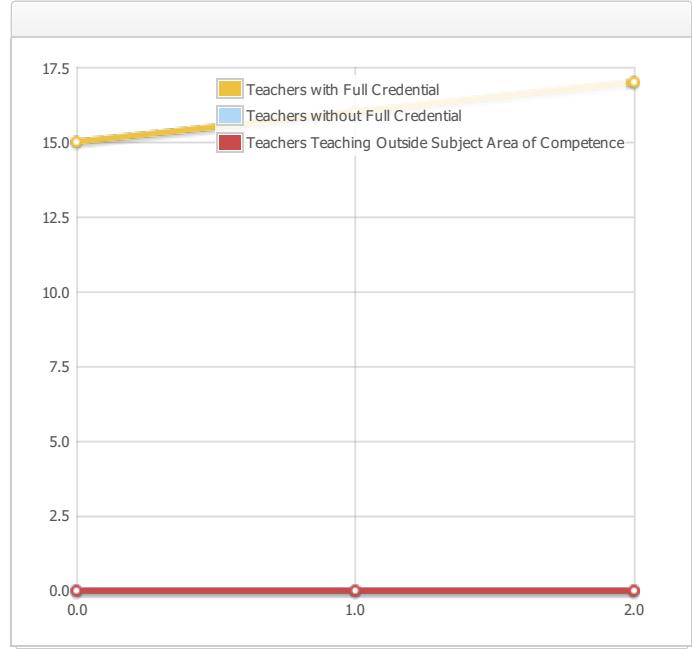
# State Priority: Basic

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

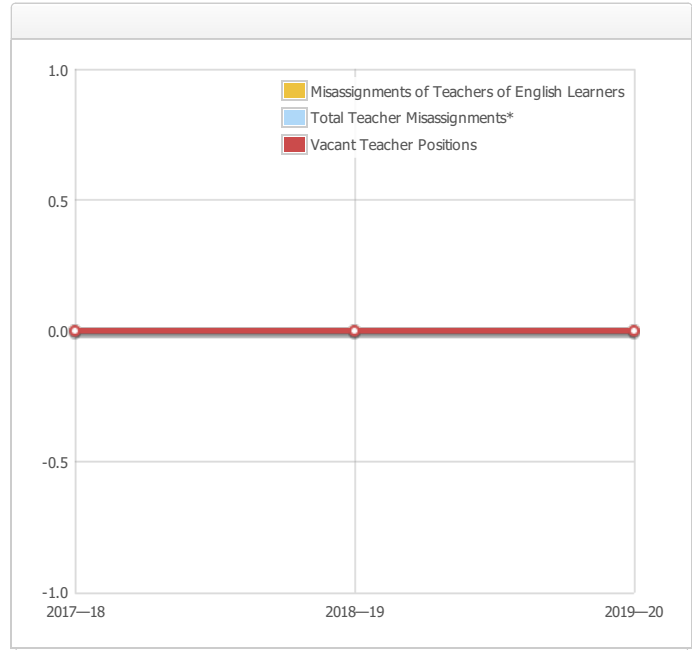
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	15	16	17	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2020

## 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: 1/23/2020

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Benchmark Advance, a program of Benchmark Education, was adopted in the fall of 2016 as the school wide language arts series. Benchmark Advance is a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multicultural, award-winning literature with explicit instruction and ample practice. Benchmark integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. Benchmark is on the approved Language Arts adoption list from the California Department of Education.	Yes	0.00 %
Mathematics	My Math, published by McGraw Hill Education, is the schoolwide mathematics series that has been implemented in all grades since August 2015. The series utilizes hands-on activities to introduce new concepts with rich mathematical conversations, actively engaging students in the learning process, while concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract, as opportunities for connections across mathematical strands are presented daily through mixed practice. The series is aligned with the Common Core State Standards for mathematics.	Yes	0.00 %
Science	Twig Science is a complete TK-6th grade curriculum that is approved by the State Board of Education and aligns with NGSS. This program was implemented in Fall 2019. Students are required to investigate, design, build, and understand phenomena using a blend of hands on, digital, and print resources. Each grade level is provided a supply of materials needed to conduct ongoing science experiments and engineering tasks that correspond and integrate with all subject matter.	Yes	0.00 %
History-Social Science	Freckle Education provides students with history-social studies curriculum through an online platform. Weekly units focus on learning history through diverse perspectives. In many Freckle Social Studies lessons, students will receive character cards. As they learn about historical events through their reading, they reflect on those events from the perspective of their assigned character. Program components include engaging reading passages, interactive videos, and assessments to gauge student comprehension.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
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: 1/23/2020

The custodial and maintenance staff of Fenton Charter Leadership Academy (FCLA ) makes every effort to ensure a safe, clean, and secure environment for students and staff. Classrooms are cleaned daily, and student rest rooms are cleaned three to five times a day. Classroom floors and hallways are stripped and waxed four times per year and all carpets are professionally cleaned four times per year, or as needed. The facility is maintained by the FCLA custodial and maintenance staff, with the added assistance of a gardener as needed. The gardener trims hedges along the building, tends to the growing trees, and removes plants and flowers as needed. Any areas of the school that are in need of repair are cared for immediately and routine maintenance such as interior and exterior painting is conducted regularly and as needed. Ample technology exists throughout the campus. Every classroom is equipped with an interactive projection unit, which includes a teacher microphone. Classrooms for students in grades Kindergarten through Second grade include 6 iMac computers and 10 iPads. Classrooms for students in grades Third through Fifth grade include 8 Mac Book laptops and 8 iPads. The MPR has been out fitted with a dual screen laser projection unit . The Hands On Lab has been designed with 25 Mac Book laptops and 25 iPads. All classrooms and office areas include digital clocks, which also function as a PA system. The conference room utilizes a 70-inch screen, which utilizes ClickShare, a wireless presentation system designed to allow for multiple users to project from their laptop via a USB. All const ruction is new and requires minimal repair. Recent upgrades include the installation of artificial turf on the playground, raising the height of the playground fence to twenty feet to ensure the safest and most secure play space, installing interior and exterior window blinds and security screens, installation of additional security alarms, and re-keying of all doors to ensure the most secure and safe facility. Security cameras are installed at all key locations outside and inside of the building. A buzzer/keypad system is required to gain access to the perimeter building doors, playground, office, and interior classroom corridor doors. Outdoor lighting provides additional security after hours and on weekends. Additional features will be added as needed.

*Last updated: 1/23/2020*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Exemplary
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*Last updated: 1/23/2020*

# 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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	51.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	46.0%	32.0%	34.0%	38.0%	39.0%

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: 1/23/2020*

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	103	98.10%	1.90%	51.46%
Male	49	47	95.92%	4.08%	53.19%
Female	56	56	100.00%	0.00%	50.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	86	85	98.84%	1.16%	45.88%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	90	89	98.89%	1.11%	50.56%
English Learners	32	32	100.00%	0.00%	37.50%
Students with Disabilities	18	17	94.44%	5.56%	23.53%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/23/2020*



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	103	98.10%	1.90%	45.63%
Male	49	47	95.92%	4.08%	46.81%
Female	56	56	100.00%	0.00%	44.64%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	86	85	98.84%	1.16%	40.00%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	90	89	98.89%	1.11%	43.82%
English Learners	32	32	100.00%	0.00%	40.63%
Students with Disabilities	18	17	94.44%	5.56%	11.76%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/23/2020*

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/23/2020*

### **Career Technical Education (CTE) Programs (School Year 2018—19)**

N/A
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*Last updated: 1/23/2020*

### **Career Technical Education (CTE) Participation (School Year 2018—19)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

# 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)

Fenton Charter Leadership Academy educates and involves parents and community members in a variety of ways. Parent night meetings are held twice a year to provide critical information regarding the school's purpose, goals, and learner outcomes. Parents are also invited to attend schoolwide events that show case FCLA 's commitment to leadership development, such as the "Leadership Summit." The Director writes a weekly newsletter showcasing SEL and Leadership at each grade level, as well as communicating school events and information. The Director also sends frequent phone and text messages via the school's messenger system, Bright Arrow, in an effort to maintain frequent and relevant communication. Flyers are distributed as needed to communicate schoolwide events and information. Teachers utilize the messenger feature of "Class Dojo" to provide ongoing communication regarding academic achievement, behavioral progress, and the schoolwide vision of SEL/Leadership.

Families are highly involved and valued stakeholders. Prior to the school year beginning, families are invited to attend a "Meet and Greet." The purpose of this event is to allow the family to explore their child's new classroom, school facilities, and experience the overall feeling of the campus. Families are able to understand high expectations for students through experiencing this initial encounter with the school. Grade level parent orientation meetings are held during the first few weeks of school. These meetings are to provide information regarding instructional and behavioral expectations as well as form a clear line of communication between home and school. Families attend parent/teacher conferences formally twice a year, and informally as needed. Parents are welcomed to chaperone field trips, assist with class parties, and host home visits.

In addition, families are welcomed on campus on a monthly basis to attend award assemblies that celebrate student success. Families are provided opportunities to receive information and share in decision making during various parent advocacy night meetings and monthly board meetings. Parent concerns are addressed and commendations are celebrated. Weekly newsletters provide additional information regarding the instructional program along with strategies for working with students at home. Families are recognized as instrumental in student achievement .

# State Priority: Pupil Engagement

Last updated: 1/24/2020

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

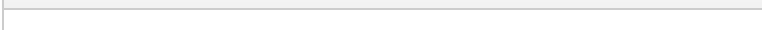
- High school dropout rates; and
- High school graduation rates

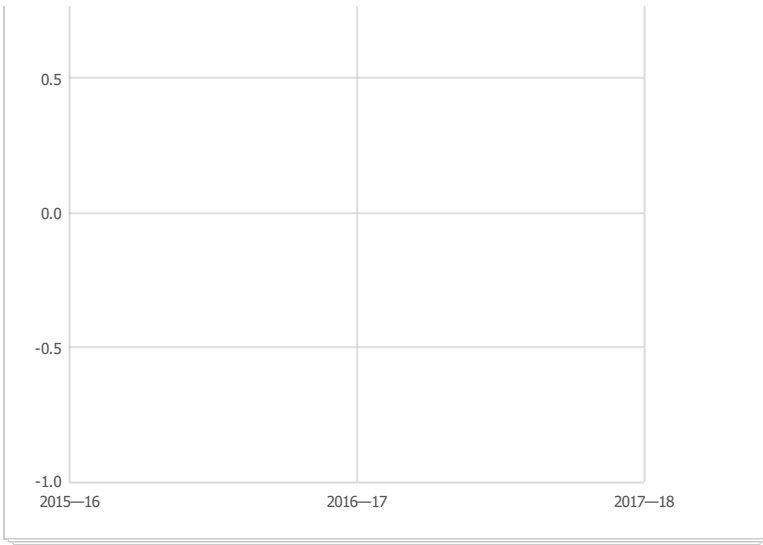
## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	13.70%	9.70%
Graduation Rate	--	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	10.80%	11.30%	9.10%	9.60%
Graduation Rate	--	--	79.70%	96.00%	82.70%	83.00%

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/24/2020*

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	0.40%	0.30%	0.30%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/24/2020*

### School Safety Plan (School Year 2019—20)

Fenton Charter Leadership Academy (FCLA ) follows the established standards of health and safety as commonly practiced in California public schools. According to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1 and 45122.1. All city, county and state building codes are also followed. To secure our campus, a full-time security employee patrols the campus and surrounding perimeter daily. Additionally, a security guard patrols the campus after the regular workday and on weekends. The school has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by administration and supervision staff when on the yard and the school also routinely participates in monthly emergency drills to ensure students and staff are aware of appropriate procedures in case of emergency.

A school nurse serves students on a regular full-time basis. The FCLA Safety Plan is reviewed yearly and revised as needed through input from all stakeholders. It is maintained in the Main Office. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and are required to provide a negative TB test result no more than 60 days prior to their first day of work.

In addition to the ongoing and daily review of school facilities by the facilities plant manager and administrator of operations, FCLA is a member of ASCIP and participates in periodic health and safety reviews of the entire campus as part of ASCIP’s risk management program. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, food service areas (multipurpose room and server), custodial storage areas and office (including areas for storage of hazardous materials). The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace. The procedures that FCLA follows to ensure the health and safety of pupils and staff includes the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237 [Education Code §47605(b)(5)(F)].

*Last updated: 1/24/2020*

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	23.00		4	
1	22.00	1	2	
2	25.00		3	
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	14.00	3	4	
1	24.00		3	
2	25.00		3	
3	22.00		2	
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	23.00		3	
2	22.00		3	
3	22.00		3	
4	22.00	1	1	
5				
6				
Other**				

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





Counselors*	1.0
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\*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: 1/24/2020*

### **Student Support Services Staff (School Year 2018—19)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	3.00
Other	2.00

\*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.

*Last updated: 1/24/2020*

Level	Total Expenditures Per Pupil	(Restricted)	(Unrestricted)	Average Teacher Salary
School Site	\$11520.00	\$2929.00	\$8590.00	\$51548.00
District	N/A	N/A	--	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/24/2020*

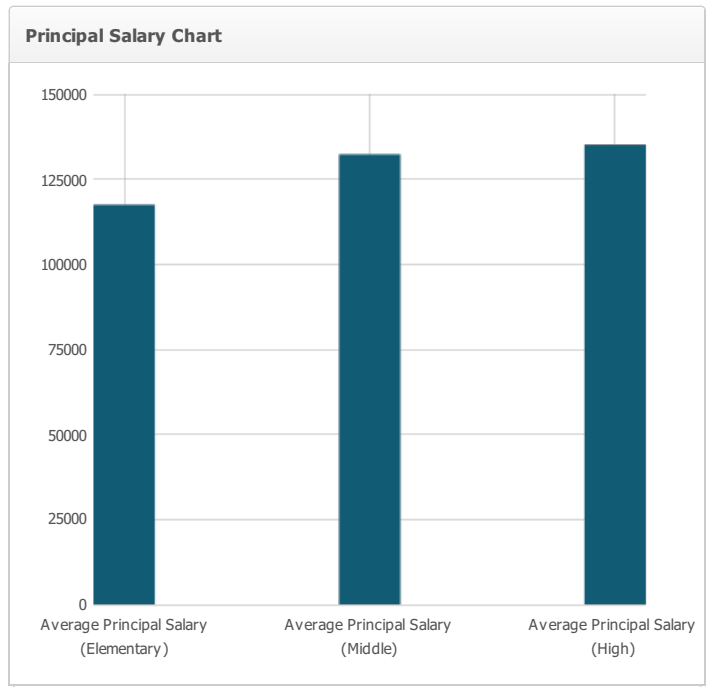
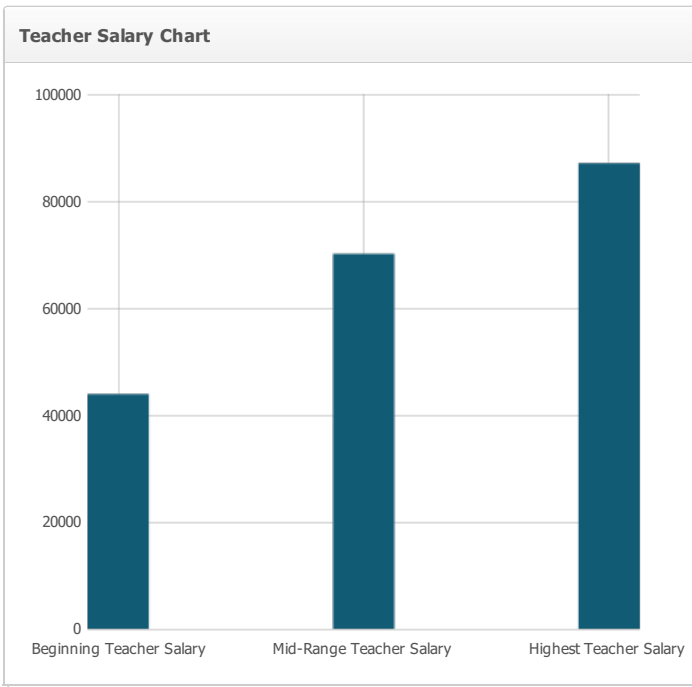
### **Types of Services Funded (Fiscal Year 2018—19)**

FCLA provides students with a variety of services at the school that support and assist students including four and six-hour teacher assistants and supervision aides, afterschool programming through the Think Together Organization, three resource specialist teachers, and various service providers including speech and language pathologist, Occupational Therapy, Adaptive Physical Education and Deaf and Hard of Hearing services. FCLA also works closely with families to ensure their preferred outside agency is welcomed at the school to support their child. In addition to these services, FCLA adopted and implements Benchmark Education, the My Math curriculum, employs an interactive Hands on Lab, Reading Garden, and our social emotional learning curriculum focused on teaching Humane Education - the Mutt -igrees curriculum.

*Last updated: 1/24/2020*

Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



*Last updated: 1/24/2020*

## Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

*Last updated: 1/24/2020*