

Fenton Avenue Charter

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.

Leticia Padilla Parra, Director

Principal, Fenton Avenue Charter

About Our School

Fenton Avenue Charter School (FACS) is located in the northeast San Fernando Valley in the city of Lake View Terrace. The school opened in 1958 as Fenton Avenue Elementary School, a kindergarten through sixth grade elementary school built to accommodate 450 students. However, in June 1993, Fenton Avenue Elementary School became the Los Angeles Unified School District's seventh charter school and the 30th charter school in the state of California. Currently, the school services 650 students. Fenton was recognized as a California Distinguished School in 1997, received WASC and Cambridge Education accreditation in 2007, is a certified member of the California Charter Schools Association, and continues to be recognized as an example of a successful conversion public charter school. Renewed by the Los Angeles Unified School District in 1998, 2003, 2008, 2012, and 2016. Fenton Avenue Charter School has consistently fulfilled, if not exceeded, the goals and stated outcomes of the original charter petition and renewal contracts. In 2013, Fenton Avenue Charter School was recognized with the "Hart Vision Charter School of the Year Award" by the California Charter Schools Association (CCSA). The school's emphasis on science and technology was enhanced in 2014 with the addition of three computer labs as well as in 2017 with additional laptops and iPads in every classroom. Fenton maintains a thriving Gifted and Talented Education program which serves the predominately at-risk population. Fenton Avenue Charter School has a highly qualified staff of dedicated educators that is truly devoted to the profession of educating students.

Principal's Comment

Welcome to Fenton Avenue Charter School, A Fenton Charter Public School since 1993.

Contact

Fenton Avenue Charter
11828 Gain St.
Lake View Terrace, CA 91342-7132

Phone: 818-896-7482
Email: lparra@fentoncharter.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Fenton Avenue Charter
Street	11828 Gain St.
City, State, Zip	Lake View Terrace, Ca, 91342-7132
Phone Number	818-896-7482
Principal	Leticia Padilla Parra, Director
Email Address	lparra@fentoncharter.net
Website	http://fentoncharter.net
County-District-School (CDS) Code	19647336017016

Last updated: 1/15/2020

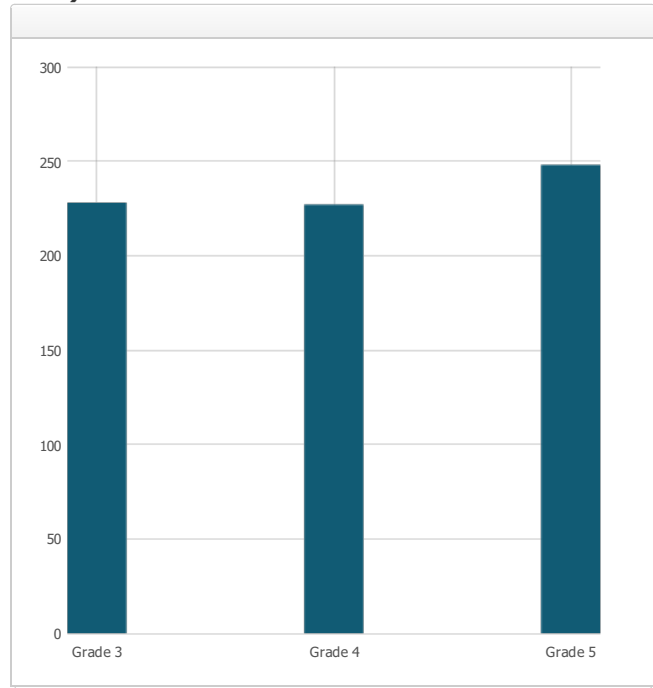
School Description and Mission Statement (School Year 2019—20)

The mission of Fenton Avenue Charter School is to further instill the joy of learning by creating an environment that promotes confident, self-reliant, interdependent learners who become productive, contributing citizens of the community. Fenton Avenue Charter School is located in the East San Fernando Valley and serves 650 students in grades 3rd, 4th, 5th and transitional kindergarten (T K). Fenton was the 30th charter school in California, a state that now has over 1,600 charters. All stakeholders are actively involved in sustaining an instructional program that supports the whole child. There is a staff of over 25 classroom teachers, a music instructor, school counselor, school psychologist, speech pathologist, Education Specialist teachers, two Assistant Directors, Director, technology team and a nurse and nurse's assistant to support all of the instructional, social and emotional needs of students. There is a Family Center, where parents are provided with enrichment opportunities. Family activities are organized by a Family Center Director, who assists parents with a multitude of community resources. All classrooms are equipped with computers, amplification systems and technology that support the instructional program. Teachers are encouraged to enhance their professional growth and do so through a variety of professional development opportunities. Fenton's Gifted and Talented Education program develops critical thinking skills through a technology based program that focuses on coding. GAT E students will participate in a tour of the Jet Propulsion Lab (JPL) in Pasadena. In 2018, many parent engagement opportunities were offered. Western Association of Schools and Colleges (WASC): In 2016, Fenton Avenue Charter School was granted a six-year accreditation status by the Western Association of Schools and Colleges (WASC). We are proud of the exceptional work of our students, staff, and parents.

Last updated: 1/15/2020

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

Grade Level	Number of Students
Grade 3	228
Grade 4	227
Grade 5	248
Total Enrollment	703



Last updated: 1/15/2020

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

Student Group	Percent of Total Enrollment
Black or African American	5.80 %
American Indian or Alaska Native	%
Asian	0.40 %
Filipino	0.70 %
Hispanic or Latino	91.60 %
Native Hawaiian or Pacific Islander	0.10 %
White	1.20 %
Two or More Races	0.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.10 %
English Learners	20.40 %
Students with Disabilities	14.00 %
Foster Youth	0.40 %
Homeless	2.80 %

A. Conditions of Learning

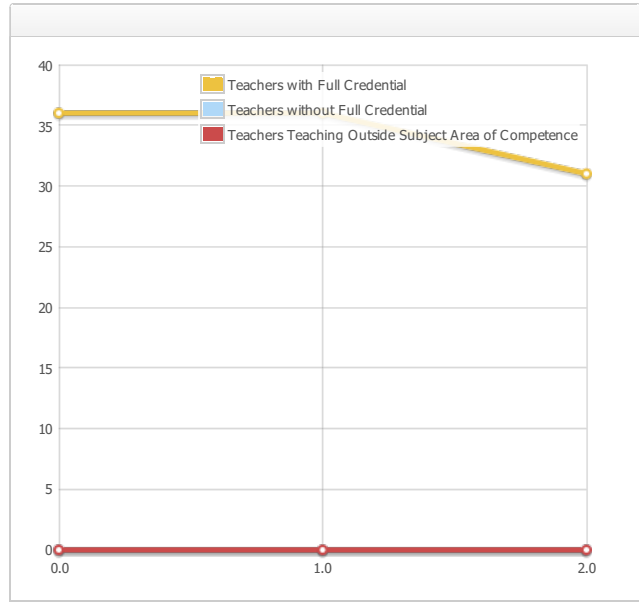
State Priority: Basic

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

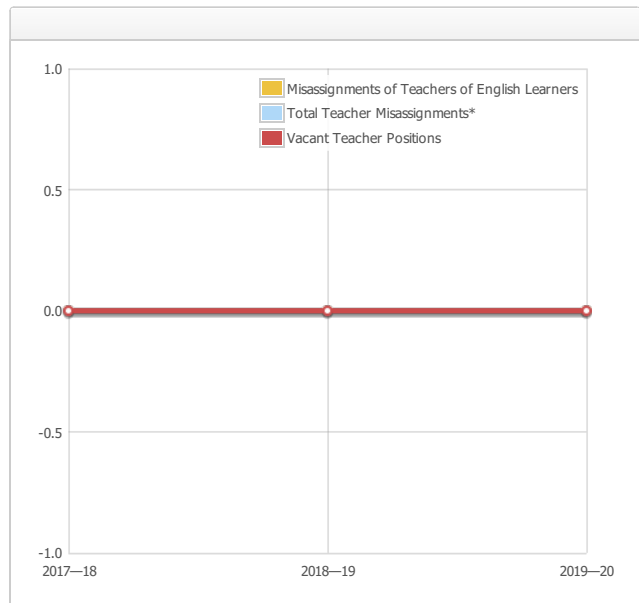
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	36	36	31	31
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/15/2020

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: 1/15/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fenton Avenue Charter School adopted Benchmark Education's Benchmark Advance ELA/ELD Literacy series in 2016. Benchmark is fully aligned with the Common Core State Standards and the ELD standards.	Yes	0.00 %
Mathematics	Fenton Avenue Charter School adopted McGraw-Hill Education's My Math series, which is fully aligned with the Common Core State Standards and has been fully implemented since August 2015.	Yes	0.00 %
Science	Fenton Avenue Charter School adopted the use of Mystery Science in 2017, with support from Scott Foresman's California Science series.	Yes	0.00 %
History-Social Science	Fenton Avenue Charter School adopted Harcourt Brace's Reflections series in 2005.	Yes	0.00 %
Foreign Language	Not applicable.		0.00 %
Health	Not applicable.		0.00 %
Visual and Performing Arts	Not applicable.		0.0 %
Science Lab Eqmt (Grades 9-12)		N/A	0.0 %

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

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

The custodial and maintenance staff at Fenton Avenue Charter School makes every effort to ensure a safe, clean, and secure environment for students and staff. Classrooms are cleaned daily, and student restrooms are cleaned three to five times a day. Classroom floors are stripped and waxed four times a year, and all carpets are professionally cleaned two times a year and additionally as needed. The grounds are maintained by the Fenton custodial and maintenance staff, with the added assistance of a gardener one day per week. The gardener trims plants and trees, weeds, rakes and mows the two grass areas, and removes and replaces plants and flowers as needed. Professional tree trimmers are hired to trim the mature trees (most as old as the 50-year old campus) every three years; all trees were trimmed in 2017. Any areas of the school that are in need of repair are cared for immediately. Routine maintenance such as interior and exterior painting is conducted regularly and as needed.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2019

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: September 2019

Overall Rating Exemplary

Last updated: 1/15/2020

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.

**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)	35.0%	40.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	34.0%	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: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	702	696	99.15%	0.85%	39.71%
Male	355	352	99.15%	0.85%	37.61%
Female	347	344	99.14%	0.86%	41.86%
Black or African American	36	34	94.44%	5.56%	32.35%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	644	642	99.69%	0.31%	39.16%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	645	641	99.38%	0.62%	39.38%
English Learners	361	357	98.89%	1.11%	33.71%
Students with Disabilities	100	98	98.00%	2.00%	10.20%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	17	17	100.00%	0.00%	35.29%

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: 1/15/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	702	698	99.43%	0.57%	33.52%
Male	355	353	99.44%	0.56%	39.94%
Female	347	345	99.42%	0.58%	26.96%
Black or African American	36	34	94.44%	5.56%	23.53%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	644	643	99.84%	0.16%	32.81%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	645	643	99.69%	0.31%	32.50%
English Learners	361	359	99.45%	0.55%	29.25%
Students with Disabilities	100	98	98.00%	2.00%	7.14%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	17	17	100.00%	0.00%	23.53%

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: 1/15/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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
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: 1/15/2020

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

Not applicable.

Last updated: 1/15/2020

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

Measure	CTE Program Participation
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	--

Last updated: 1/15/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 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 2018–19)

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	29.00%	24.70%	23.90%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/15/2020

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)

Four governing councils were created to ensure all stakeholders had a voice: Budget, Facilities and Safety; Curriculum and Assessment; Human Resource and Personnel; and School-Community Relations Council. Parents are encouraged and welcome to attend any of the meetings. The Family Center and its full-time director coordinate activities related to adult and parent education. Parents are also encouraged to volunteer in the school and in classrooms. Several activities are held to involve parents. The school hosts Parent Orientation Meetings for each of the grade levels. The purpose is to communicate clear expectations, provide information and establish the partnership envisioned between parents, teachers and students. The School-Community Relations Council hosts evening meetings twice yearly to discuss current events, future plans and address any concerns. Although three reporting periods take place a year, parent conferences are held for the first two reporting periods. During that time, parents are highly encouraged to be in attendance. These opportunities allow for parents and teachers to discuss student growth and any possible needs associated with students meeting academic proficiency. Additional parent education opportunities are offered through the Family Center. Coffee with the Principal Meetings are held at least 4 times a year in order to keep parents informed and provide a forum for open communication with the school.

State Priority: Pupil Engagement

Last updated: 1/15/2020

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	0.20%	0.20%	0.40%	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: 1/15/2020

School Safety Plan (School Year 2019—20)

Fenton Avenue Charter School continues to follow 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, three part-time security employees patrol the campus and surrounding perimeter daily. Additionally, a security guard patrols the campus after the regular workday and on weekends. The school also 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 certificated teachers and/or by paraprofessionals. A nurse or nurse's aide serves students on a regular full-time basis. The Family Center provides some on-site health and social services to our students and their families, and offers services and classes requested by the school community. Fenton Avenue Charter School's Safety Plan is reviewed yearly and revised as needed. 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 have a current TB test on file. In addition to the on-going and daily review of school facilities by both the Plant manager and Maintenance and Operations Manager, Fenton Avenue Charter school remains 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, the food services area (kitchen and lunch pavilion), custodial storage areas and office (including areas for 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 Fenton Avenue Charter School 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: 1/15/2020

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	22.00	1	11	
4	22.00	1	10	
5	24.00	1	11	0
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	17.00	2		
1				
2				
3	21.00	1	10	
4	23.00	1	10	
5	23.00	1	10	
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	13.00	1		
1				
2				
3	21.00	1	10	
4	23.00	1	9	
5	26.00	1	10	0
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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	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 * 1-22	Number of Classes * 23-32	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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	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: 1/15/2020

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

Title	Ratio**
Counselors*	1.0

*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: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	5.00
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: 1/15/2020

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11909.00	\$3176.00	\$8733.00	\$70869.00
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: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

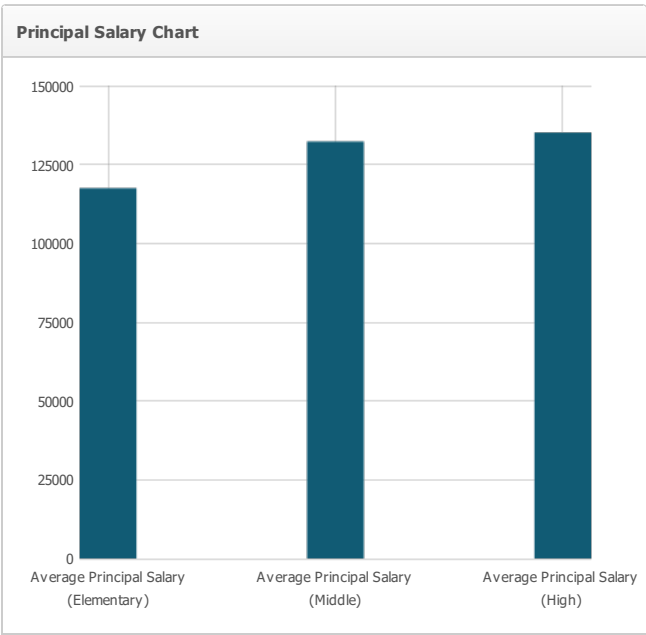
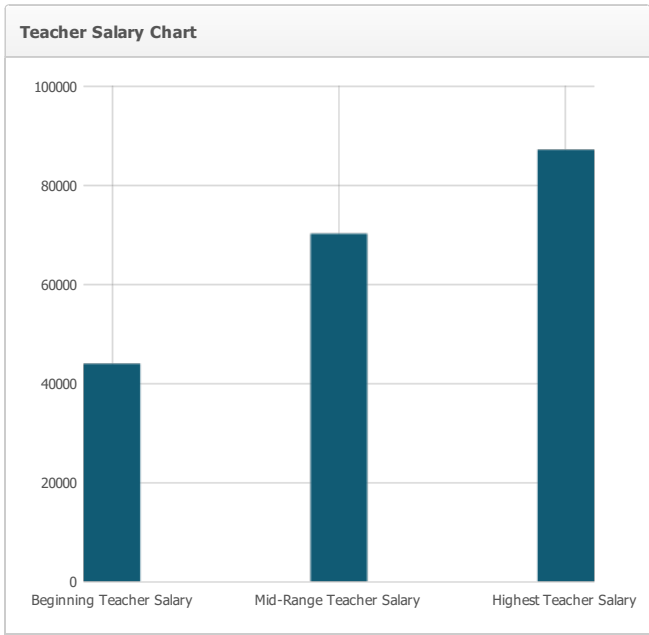
A variety of supplemental programs and services are available at Fenton Avenue Charter School. There is a music instructor who works with each grade level and also facilitates chorus instruction. After-school programs include the school-funded after school playground and LA 's BEST , as well as Think Together. Additional support staff includes a fulltime psychologist, school counselor, speech and language pathologist, nurse's aide and a part-time registered nurse and Family Center Director. Four-hour paraprofessionals support the instructional program daily. One part-time IT assistant is overseen by an Information T echnology Manager and services almost 400 computers in classrooms: eight Mac desktops; four laptops; 3 iPads in all classrooms; and 27 computers in each of the three computer labs.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
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: 1/15/2020

Advanced Placement (AP) Courses (School Year 2018–19)

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	0.00%

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

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

Last updated: 1/15/2020

Professional Development

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

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