

Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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 STEM Academy: Elementary Center for Science Technology Engineering and Mathematics

About Our School

Fenton STEM Academy (STEM) is an independent charter school, servicing students in grades Kindergarten through Fifth Grade. The school currently serves approximately 300 students in Sun Valley. STEM has been in operation since August 17, 2015. Fenton STEM Academy operates under the Fenton Charter Public Schools (FCPS) umbrella. FCPS has historically demonstrated strong student academic achievement in mathematics and has traditionally placed a strong emphasis on science and technology. In an effort to build upon these strengths and further explore engineering in more depth, Fenton opened Fenton STEM Academy as one of its first true focus schools. Fenton STEM Academy utilizes an integrated instructional approach to STEM education. All materials are aligned to the Next Generation Science Standards and Common Core Standards. Educators utilize project-based learning with ample opportunities for student dialogue and discussion. Students participate in frequent engineering projects based on English language arts and science lessons. These lessons often include the use of technology and culminate with an oral presentation. By integrating across multiple subjects, students can make connections and relate lessons taught to real life situations. Early 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 the Fenton STEM Academy: Elementary Center for Science, Technology, Engineering, and Math is successful student engagement and achievement through the implementation of a curriculum that interconnects science, technology, engineering, and math across all disciplines, including art, music, language arts, and social studies.

Contact

*Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics
8926 Sunland Blvd.
Sun Valley, CA 91352-2843*

*Phone: 818-962-3636
E-mail: jmiller@fentoncharter.net*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics
Street	8926 Sunland Blvd.
City, State, Zip	Sun Valley, Ca, 91352-2843
Phone Number	818-962-3636
Principal	Jennifer Miller, Director
E-mail Address	jmiller@fentoncharter.net
Web Site	www.fentonacademy.com
County-District-School (CDS) Code	19647330131466

Last updated: 1/10/2018

School Description and Mission Statement (School Year 2017-18)

Fenton STEM Academy (STEM) is an independent charter school, servicing students in grades Kindergarten through Fifth Grade. The school currently serves over 300 students in Sun Valley. STEM has been in operation since August 17, 2015. Fenton STEM Academy operates under the Fenton Charter Public Schools (FCPS) umbrella. FCPS has historically demonstrated strong student academic achievement in mathematics and has traditionally placed a strong emphasis on science and technology. In an effort to build upon these strengths and further explore engineering in more depth, Fenton opened Fenton STEM Academy as one of its first true focus schools. Fenton

STEM Academy utilizes an integrated instructional approach to STEM education. All materials are aligned to the Next Generation Science Standards and Common Core Standards. Educators utilize project-based learning with ample opportunities for student dialogue and discussion. Students participate in frequent engineering projects based on English language arts and science lessons. These lessons often include the use of technology and culminate with an oral presentation. By integrating across multiple subjects, students can make connections and relate lessons taught to real life situations. CAASPP assessment, as well as internal data analysis reveal 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. Fenton STEM Academy has shown significant growth in student proficiency as measured by these state and local assessments.

The mission of the Fenton STEM Academy: Elementary Center for Science, Technology, Engineering, and Math is successful student engagement and achievement through the implementation of a curriculum that interconnects science, technology, engineering, and math across all disciplines, including art, music, language arts, and social studies.

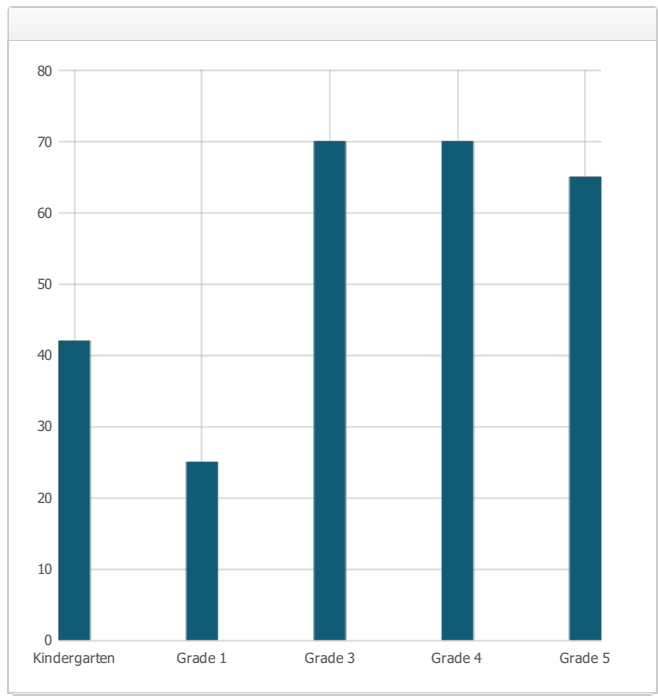
All members of Fenton STEM Academy are responsible for the schoolwide vision of the building of partnerships with colleges, universities, aerospace and engineering outreach programs to provide real-world learning experiences, creating the foundation for future pursuit of STEM education which will prepare and inspire generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving

Western Association of Schools and Colleges (WASC): In 2017, Fenton STEM Academy received initial accreditation status by the Western Association of Schools and Colleges (WASC).

Last updated: 1/9/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	42
Grade 1	25
Grade 3	70
Grade 4	70
Grade 5	65
Total Enrollment	272



Last updated: 1/9/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.0 %
Asian	2.3 %
Filipino	3.1 %
Hispanic or Latino	81.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	9.6 %
Two or More Races	0.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.6 %
English Learners	25.4 %
Students with Disabilities	9.6 %
Foster Youth	1.5 %

Last updated: 1/9/2018

A. Conditions of Learning

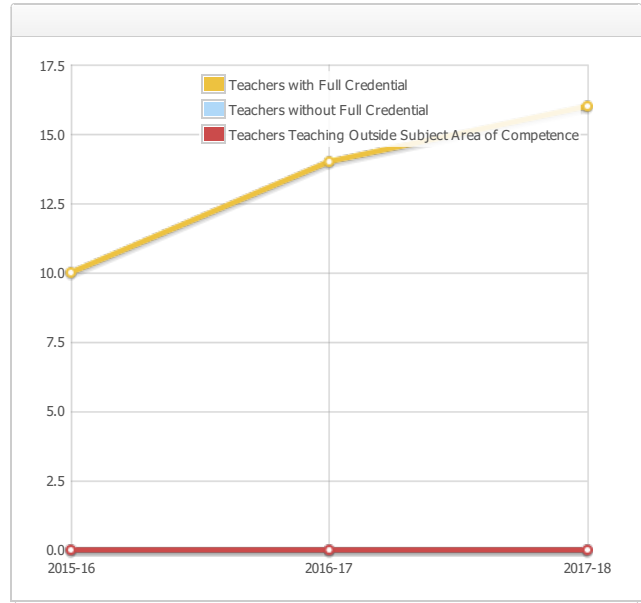
State Priority: Basic

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

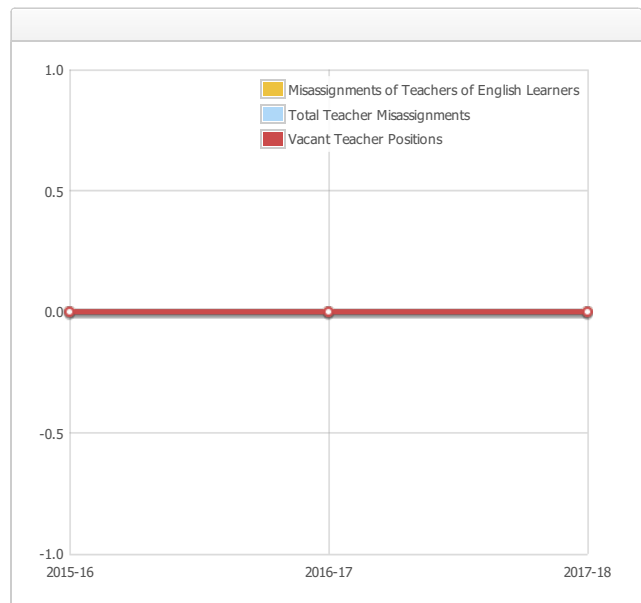
Teachers	School		District
	2015-16	2016-17	2017-18
With Full Credential	10	14	16
Without Full Credential	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



Last updated: 1/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/9/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, a program of Benchmark Education, was adopted in 2016 as the schoolwide 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, multi-cultural, 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	0.0 %
Mathematics	My Math, published by McGraw Hill Education, is the schoolwide mathematics series and 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. The series is aligned with the Common Core State Standards for mathematics.	Yes	0.0 %
Science	Fenton STEM Academy utilizes current and relevant high interest, Next Generation Science Standards (NGSS) aligned materials such as Mystery Science, Science A-Z, and supplemental resources.	Yes	0.0 %
History-Social Science	California Studies Weekly - Social Studies, published by Studies Weekly, is the schoolwide Social Studies series and has been implemented in all grades since August 2015.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/10/2018

School Facility Conditions and Planned Improvements

The custodial and maintenance staff of Fenton STEM Academy (STEM) 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 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 STEM 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 6 iPads. Classrooms for students in grades Third through Fifth grade include 7 Mac Book laptops and 6 iPads. The MPR has been outfitted 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 construction 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 system is required to gain access to the playground and office. Outdoor lighting provides additional security after hours and on weekends. Additional features will be added as needed.

Last updated: 1/10/2018

School Facility Good Repair Status

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

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 2018

Overall Rating	Exemplary
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Last updated: 1/10/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	30%	38%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	25%	35%	29%	30%	36%	37%

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: 1/10/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	190	96.94%	37.89%
Male	97	95	97.94%	26.32%
Female	99	95	95.96%	49.47%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	167	163	97.60%	36.20%
Native Hawaiian or Pacific Islander				
White	16	14	87.50%	28.57%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	177	171	96.61%	35.67%
English Learners	82	78	95.12%	26.92%
Students with Disabilities	32	30	93.75%	--
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: 1/10/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	188	95.92%	34.57%
Male	97	93	95.88%	29.03%
Female	99	95	95.96%	40.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	167	162	97.01%	32.72%
Native Hawaiian or Pacific Islander				
White	16	13	81.25%	30.77%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	177	169	95.48%	32.54%
English Learners	82	77	93.90%	25.97%
Students with Disabilities	32	30	93.75%	--
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: 1/10/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	70.0%	0.0%	46.0%		54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/10/2018

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 1/10/2018

Career Technical Education Participation (School Year 2016-17)

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: 1/10/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	27.4%	25.8%	27.4%

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: 1/10/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Fenton STEM 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 showcase Fenton STEM's commitment to STEM instruction, such as the "STEM Expo." The Director writes a weekly newsletter showcasing STEM instruction 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 STEM learning. 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: 1/10/2018

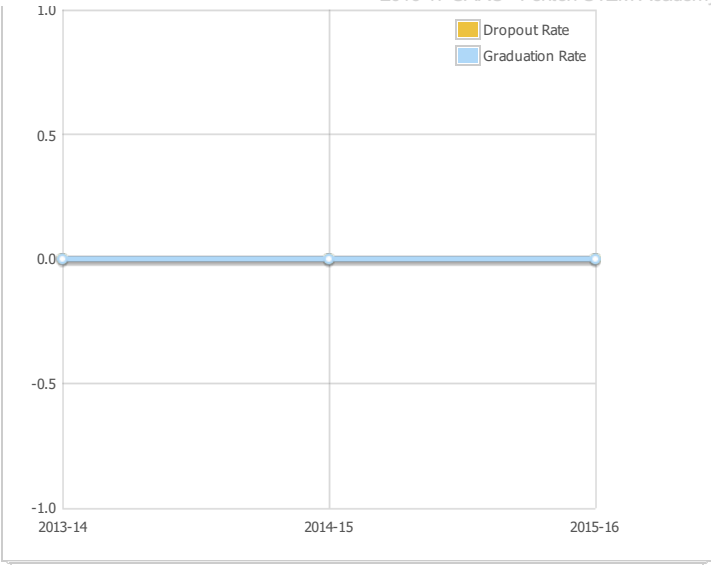
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

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



Last updated: 1/10/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

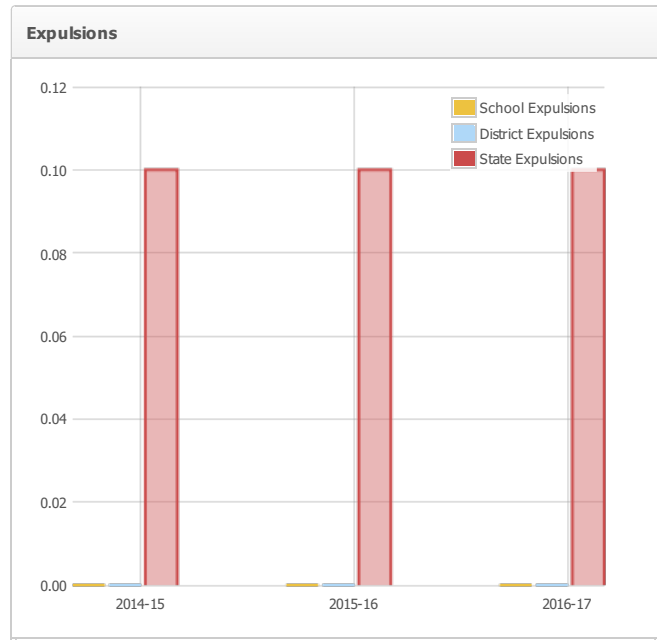
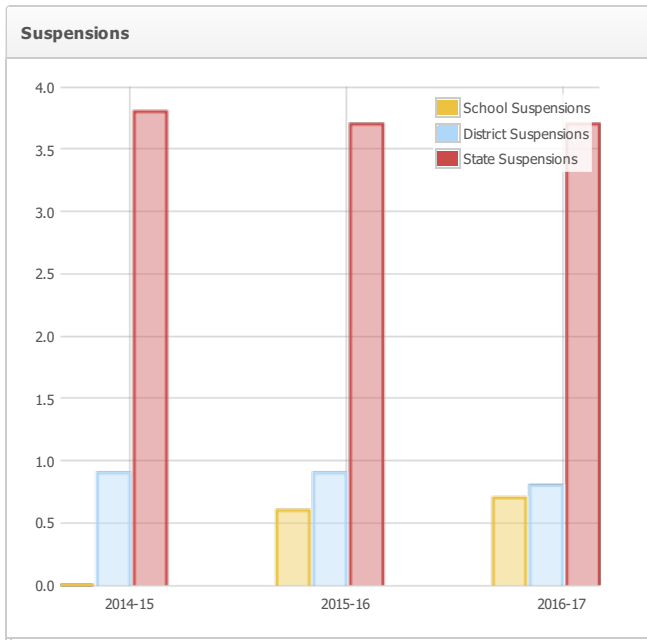
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	0.6%	0.7%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/10/2018

School Safety Plan (School Year 2017-18)

Fenton STEM Academy (STEM) 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 STEM 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, STEM 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 servery), 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 STEM 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: 1/10/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/10/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	20.0	1	0	0	21.0	1	1	0
1	0.0	0	0	0	0.0	0	0	0	21.0	0	1	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	17.0	3	0	0	22.0	0	3	0
4	0.0	0	0	0	19.0	2	0	0	22.0	0	3	0
5	0.0	0	0	0	19.0	2	0	0	21.0	1	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/10/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	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: 1/10/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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: 1/10/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15697.0	\$1844.0	\$13853.0	\$64406.0
District	N/A	N/A	\$7909.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	54.6%	-13.4%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	71.3%	-20.6%

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

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

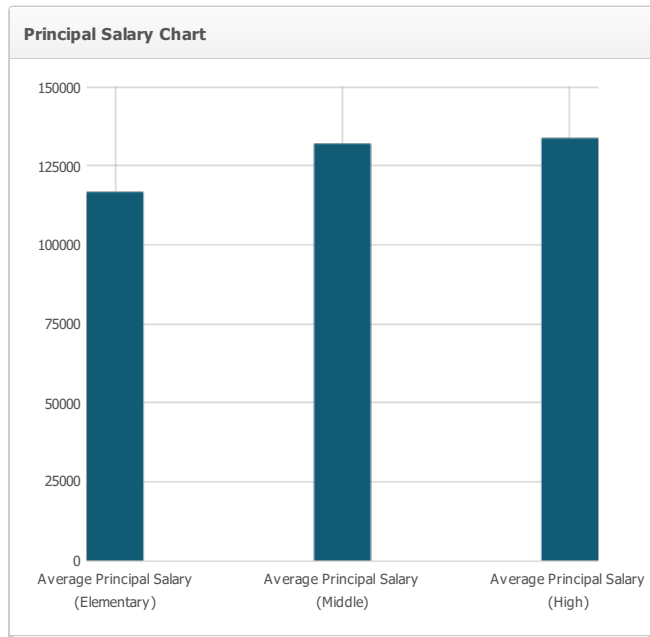
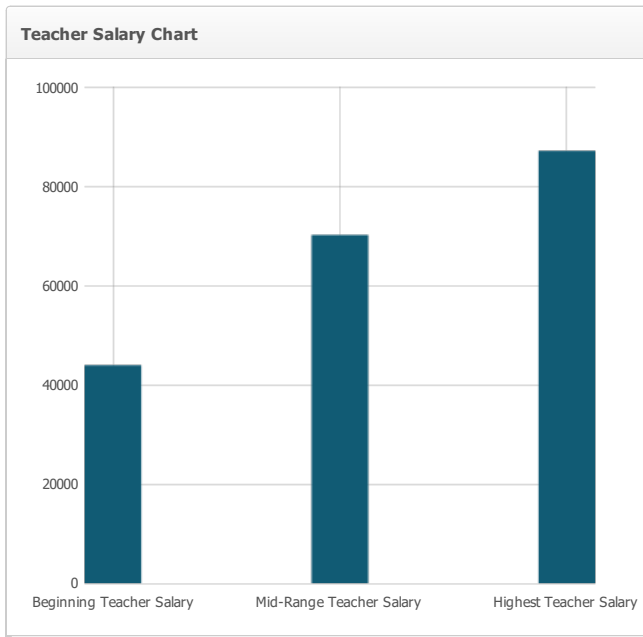
After school programs include the school-funded afterschool playground and Youth Policy Institute. Additional support staff includes a part-time psychologist, school counselor, speech and language therapist, and a Parent Center Director. Part-time paraprofessionals support the instructional program in most classrooms daily. A part-time technology specialist services schoolwide technology needs and applications.

Last updated: 1/10/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/10/2018

Professional Development

Professional development activities are scheduled on Wednesdays and supported two times a week during student psychomotor time. All programs and schoolwide initiatives are implemented with ongoing support from vendors and consultants. A trainer-of-trainers model is often used to make the most effective use of resources with Lead Teachers and the Director serving as the trainers and mentors. Additionally, the Director is an ongoing presence in classrooms observing the implementation of new programs and practices, particularly as introduced through professional development activities. Through the Illuminate database, the Director regularly reviews student assessment data to compare results as implementation of new programs and strategies gleaned from professional development activities have been observed. The Director shares observations with Lead Teachers of each grade level to encourage continued positive efforts, or highlight a particularly effective practice observed.

Seven full days of professional development for all certificated staff are scheduled throughout the school year. In addition to the seven full days, monthly minimum days allow for additional training and professional development. The Instruction Committee recommends the focus areas for staff development days after careful analysis of internal data, student need, and what is required to maintain the vision of STEM learning. Professional development at STEM primarily focuses on Common Core Instruction/Curriculum, Next Generation Science Standards, STEM Education, Explicit Direct Instruction, Thinking Maps, Mutt-i-grees, Student Behavior and Management, Special Education, English Language Learners, and Sharing of Best Practices.

Last updated: 1/10/2018