

Fenton Charter Leadership Academy

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.



Cary Rabinowitz, Director

Principal, Fenton Charter Leadership Academy

About Our School

Welcome to the Fenton Charter Leadership Academy!

The Fenton Charter Leadership Academy (FCLA) is located in Sun Valley, California, a suburb of the city of Los Angeles. As a start-up charter school, interest and choice drive the enrollment and determine the diversity of the population, which does reflect the demographics of the surrounding areas of Sun Valley, Sunland, Tujunga, Shadow Hills and the east San Fernando Valley. The school's ethnic distribution in the 2016-2017 school year was 0.4% American Indian or Alaska Native (1 student); 0.9% Asian (2 students); 2.2% African American, not of Hispanic origin (5 students); 2.6% Filipino (6 students); 83.2% Hispanic (193 students); and 9.5% White, not of Hispanic origin (22 students); 1.3% two or more races (3 students). The school opened on August 17, 2015 and is in its second year of operation at the leased site shared with the Fenton STEM Academy. After a full renovation of the 50,000 square foot building and signing of a twenty-year lease, there are no plans to relocate either school. In 2016-2017, the Charter School consisted of kindergarten, first and second grades only, and the number of students with special needs represents a relatively smaller percentage of the total enrollment compared to other Fenton schools that include third through fifth grades.

Contact

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

Phone: 818-962-3636
E-mail: crabinowitz@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 Charter Leadership Academy
Street	8926 Sunland Blvd.
City, State, Zip	Sun Valley, Ca, 91352-2843
Phone Number	818-962-3636
Principal	Cary Rabinowitz, Director
E-mail Address	crabinowitz@fentoncharter.net
Web Site	www.fentoncharter.net
County-District-School (CDS) Code	19647330131722

Last updated: 1/9/2018

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

The mission of the Fenton Academy for Social and Emotional Learning 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. All members of the Fenton Academy for Social and Emotional Learning community are responsible for the school-wide vision of joining academic and social knowledge to allow for a student's deeper understanding and commitment to themselves and others:

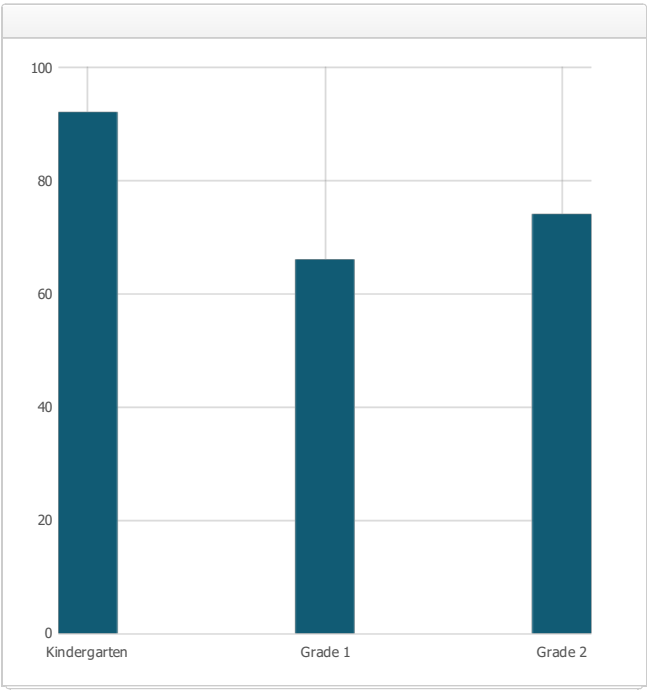
- The students of the Fenton Academy for Social and Emotional Learning will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards
- The students, parents and employees of the Fenton Academy for Social and Emotional Learning will collaboratively establish and model the highest standards for student achievement, positive self-esteem, pro-social values, and respect for cultural diversity.
- The employees of the Fenton Academy for Social and Emotional Learning will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The FCLA School community will work cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to the school.
- The FCLA School community and parents will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The most unique aspect of the Fenton Academy for Social and Emotional Learning is the school's focus on the integration of social and emotional learning (SEL) into all aspects of the instructional day, a concept that is very much in alignment with the recent accountability reporting system articulated by the California State Board of Education.

Last updated: 1/9/2018

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	66
Grade 2	74
Total Enrollment	232



Last updated: 1/9/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.2 %
American Indian or Alaska Native	0.4 %
Asian	0.9 %
Filipino	2.6 %
Hispanic or Latino	83.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	9.5 %
Two or More Races	1.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.4 %
English Learners	31.9 %
Students with Disabilities	7.8 %
Foster Youth	0.0 %

Last updated: 1/9/2018

A. Conditions of Learning

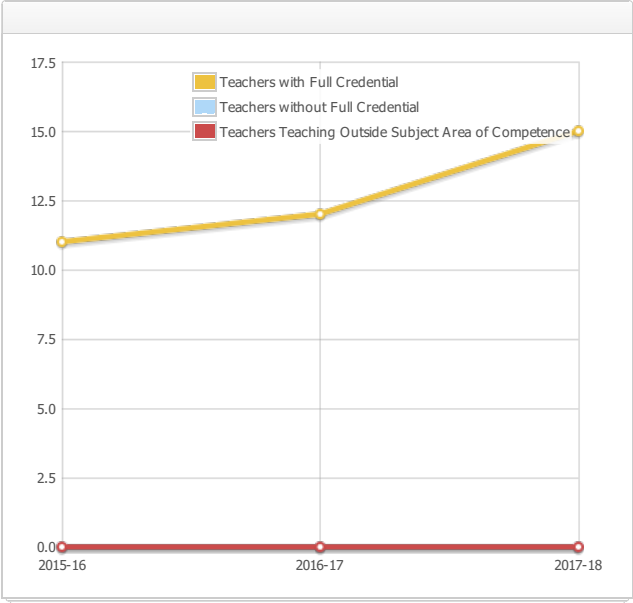
State Priority: Basic

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

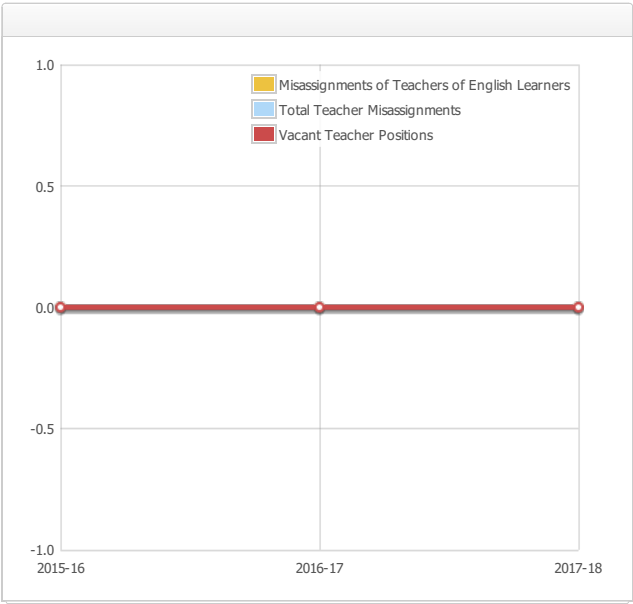
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	12	15	15
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/9/2018

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	As new state adoptions for instructional materials are recommended by the State Board of Education (SBE), materials are discussed at Instruction Committee meetings, previewed and even piloted by teachers, selected by the faculty and requested for approval by the FCPS Board of Directors. These purchases are prioritized as critical by the Board and typically purchased as requested to ensure materials are up-to-date and aligned with state standards, currently the California Common Core State Standards (CCSS). FCLA purchased Benchmark Advance this school year for its English Language Arts and English Language Development program.	Yes	0.0 %
Mathematics	As new state adoptions for instructional materials are recommended by the State Board of Education (SBE), materials are discussed at Instruction Committee meetings, previewed and even piloted by teachers, selected by the faculty and requested for approval by the FCPS Board of Directors. These purchases are prioritized as critical by the Board and typically purchased as requested to ensure materials are up-to-date and aligned with state standards, currently the California Common Core State Standards (CCSS). FCLA purchased My Math as its math adoption when it opened in 2015.	Yes	0.0 %
Science	As new state adoptions for instructional materials are recommended by the State Board of Education (SBE), materials are discussed at Instruction Committee meetings, previewed and even piloted by teachers, selected by the faculty and requested for approval by the FCPS Board of Directors. These purchases are prioritized as critical by the Board and typically purchased as requested to ensure materials are up-to-date and aligned with state standards, currently the California Common Core State Standards (CCSS). FCLA implements components of Scott Foresman California Science, as well as supplemental materials aligned to the Next Generation Science Standards, for its science program.	Yes	0.0 %
History-Social Science	As new state adoptions for instructional materials are recommended by the State Board of Education (SBE), materials are discussed at Instruction Committee meetings, previewed and even piloted by teachers, selected by the faculty and requested for approval by the FCPS Board of Directors. These purchases are prioritized as critical by the Board and typically purchased as requested to ensure materials are up-to-date and aligned with state standards, currently the California Common Core State Standards (CCSS). FCLA implements components of Harcourt Reflections Social Studies program, Studies Weekly, and Scholastic Magazine as well as supplemental online materials.	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/9/2018

School Facility Conditions and Planned Improvements

The custodial and maintenance staff of Fenton Charter Leadership Academy (FCLA) make 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 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.

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. Safety padding lines all metal poles on the playground to ensure safety during unstructured times and new cafeteria tables were installed for additional seating in the Multi-purpose Room. Additional features will be added as needed.

The campus is also well-equipped with state-of-the-art technology (information as of 08/17):

- 6 iMac desktop computers and 10 iPads in all classrooms for grades K-3
- 8 Mac Book laptops in all classrooms for grade 3
- Interactive projection unit and voice amplification system in all classrooms grades K-3
- Digital clocks that also function as a PA system and message board in all classrooms and office areas
- Audio-visual equipment installed in the multi-purpose room includes a dual screen laser projection unit and surround sound speaker system
- Hands-On Lab equipped with 25 Mac Book laptops, 25 iPads, and Apple TV functionality
- Conference room equipped with a 70-inch screen that utilizes ClickShare, a wireless presentation system designed to allow for multiple users to project from their laptop via a USB.

Last updated: 1/9/2018

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: 1/9/2018

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)						
Mathematics (grades 3-8 and 11)						

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

Last updated: 1/9/2018

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

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

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

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

Last updated: 1/9/2018

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

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

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

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

Last updated: 1/9/2018

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)					56%	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: 1/9/2018

Career Technical Education Participation (School Year 2016-17)

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

Last updated: 1/9/2018

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)

Percentage of Students Meeting Fitness Standards			
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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

Last updated: 1/10/2018

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)

The Fenton Charter Leadership Academy has an involved and active community of parents. The school encourages parent involvement by allowing for frequent classroom volunteers, holding parent night meetings, schoolwide performances and family events, parent orientation meetings, parent teacher conferences, and various other school events such as the Book Fair, Open House, and Leadership Summit. To begin the year, FCLA holds a "Meet and Greet" to provide an opportunity to meet their child's teacher, see their child's classroom and become familiar with the school. As the year begins, parents are welcomed to attend Parent Orientations for a more in-depth look at their child's classroom and understand academic and behavior expectations for the year. As the year progresses, parents receive weekly newsletters, intermittent robocalls throughout the year, they are in constant communication with teachers using Class Dojo and administrators have an open-door policy for the parents and community to schedule meetings when needed.

The Fenton Family Center was established in 1992, prior to the conversion of Fenton Avenue Charter School. A result of a district initiative at the time, each school in the northeast San Fernando Valley was encouraged to fund a part-time director and identify a location within the school where parents could meet for parent education activities and support services. The ultimate vision was the ability to provide total "wrap-around" services for the neighboring community. As resources became scarce, many Family Centers in the area closed. At Fenton, the conversion to charter in 1993 allowed the school to fund a full-time director and maintain a "set aside" classroom for parent services. The Fenton Family Center has continued to operate for over twenty-four years, even through the Great Recession. The director, Tony Peña, a community member and former Fenton student, continues to serve as the full-time single staff member. Classes and services continue to be scheduled and offered to all Fenton schools in the San Fernando Valley (Santa Monica Boulevard Community Charter School is located in east Hollywood and has its own Parent Center and director).

Here are examples of services and activities:

- Classes in prenatal care
- Classes in proper nutrition and health/weight management
- Referrals for medical, dental, vision
- Legal aid
- Assistance with immigration issues
- ESL and citizenship classes Additionally, the Family Center oversees the fundraising efforts of all San Fernando Valley Fenton campuses raising funds to assist families during emergencies and crisis. The school staff has also been actively engaged in activities to connect with the larger community, hosting a number of events and activities:
- Student recruitment fair involving parents and businesses (such as the Grocery Outlet across the street from the school)
- Partnering with Sol del Valle, a community service organization to offer services to families • Participating in the Sun Valley Neighborhood Council (poster contest, street clean-up day activities, etc.)
- Hosting a "Family Math Night" and Book Fair
- Hosting a Thanksgiving Family Event
- Inviting Hathaway-Sycamores Child and Family Services on campus to assist families in need • Providing free after school supervision
- Hosting Parent Orientation Meetings at the beginning of the year to introduce school policies, procedures, and expectations
- Hosting formal parent conferences twice yearly
- Hosting Fenton Charter Public Schools Board of Directors meetings
- All parents are invited to participate on field trips, to class events, to help in classrooms (Volunteer Handbook), and to monthly awards assemblies
- Parents are asked to participate in school fundraisers

State Priority: Pupil Engagement

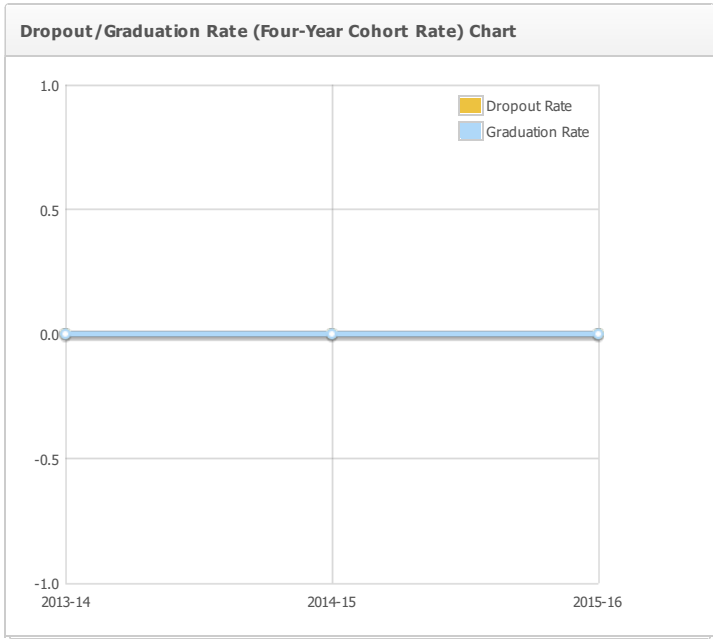
Last updated: 1/10/2018

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%



Last updated: 1/9/2018

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	--	--	--

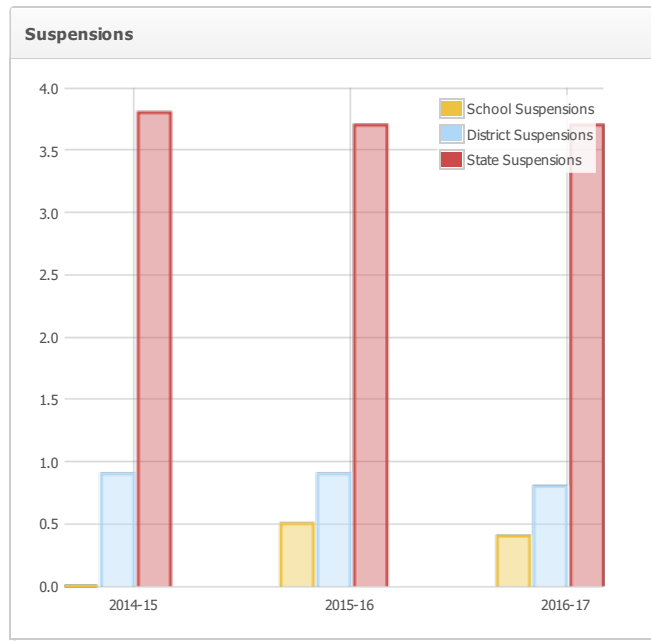
State Priority: School Climate

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	--	0.5%	0.4%	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: 1/9/2018

School Safety Plan (School Year 2017-18)

The Fenton Charter Leadership Academy 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 (kitchen and lunch pavilion), 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)].

The School Safety plan was updated in July 2017 after careful review and scrutiny by the leadership team, composed of faculty representatives and lead teachers. The Safety plan includes the following key elements:

- School emergency operations
- School crisis team members
- Crisis Intervention Support Network
- FCLA campus map and evacuation maps
- List of certificated staff members
- Daily Schedule
- Emergency operations contingency plan
- Drive-by shooting, Lock down, or other yard emergency
- Missing or runaway students

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: 1/9/2018

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	24.0	0	3	0	23.0	0	4	0
1	0.0	0	0	0	26.0	0	2	0	22.0	1	2	0
2	0.0	0	0	0	23.0	0	2	0	25.0	0	3	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	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: 1/9/2018

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: 1/9/2018

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	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: 1/9/2018

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	\$14413.0	\$1893.0	\$12520.0	\$60585.0
District	N/A	N/A	\$7909.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	45.1%	-19.5%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	62.3%	-26.7%

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

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

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 Youth Policy Institute, three resource specialist teachers, and various service providers including speech and language pathologists, 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.

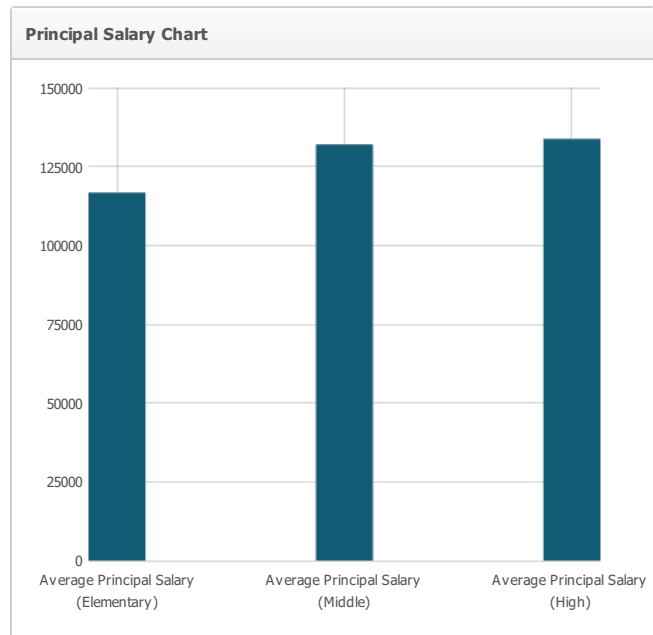
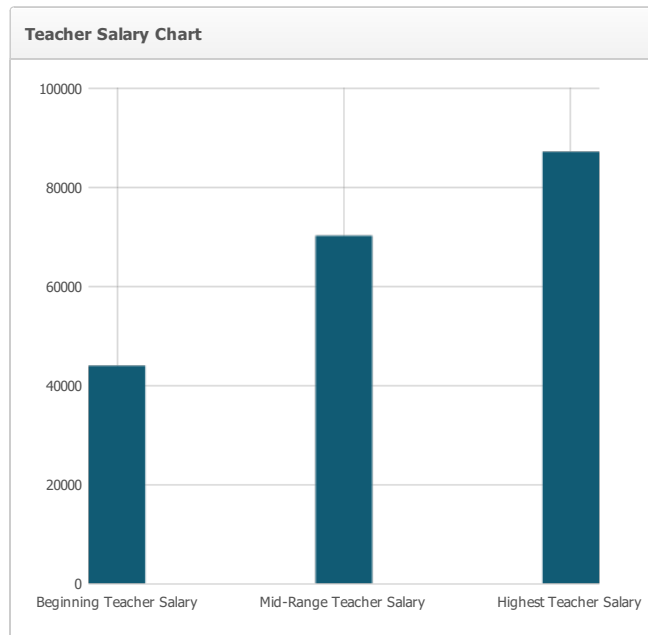
In addition to these services, FCLA adopted and implements Benchmark Education, the My Math curriculum, employs and interactive Hands on Lab, Reading Garden, and our social emotional learning curriculum focused in teaching Humane Education - the Mutt-i-grees curriculum.

Last updated: 1/9/2018

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: 1/9/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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

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

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

Last updated: 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 will be 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 serving as the trainers and mentors.

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 implementing social and emotional learning in the classroom.

Professional development at FCLA primarily focuses on Common Core Instruction/Curriculum, Next Generation Science Standards, Explicit Direct Instruction, Thinking Maps, Mutt-i-grees, Social and Emotional Learning, Student Behavior and Management, Special Education, English Language Learners, and Sharing of Best Practices.

Fenton Academy's mission statement defines the vision and direction of the Charter School: The mission of the Fenton Academy for Social and Emotional Learning 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, to make individual and cooperative decisions and to actively participate in and be accountable for their academic and social learning. All professional development focuses on the mission of the Charter School.

The Mutt-i-grees lead team provides ongoing training, mentoring and support for the implementation of the Mutt-i-grees curriculum. These individuals have at least one year's experience teaching/supporting the instructional program and have been trained in the program. Additionally, all staff at the FCLA receive training in social and emotional learning through the ongoing partnership with Yale University and the North Shore Animal League America. To refine and align the instructional practice of the entire teaching staff, Data Works, an educational research group, worked with most teachers from the Fenton Charter Public Schools to implement its "Explicit Direct Instruction" (EDI) methodology.

Although similar to the Seven-Step Lesson Plan format, EDI places significant emphasis on the consistent incorporation of SDAIE (Specifically Designed Academic Instruction in English), and cognitive strategies. Recent studies in brain research support all aspects of this approach. Lead Teachers and other selected staff members from the FCPS have been trained in EDI classroom coaching techniques and will train and mentor teachers at the Fenton Academy for Social and Emotional Learning in lesson plan development and classroom observation and feedback. Research supports the use of an explicit instructional methodology, particularly with student groups similar in demographics to the students who will attend the Fenton Academy: "A traditional approach makes clear to the student what the objectives are and specifies the various learning tasks to be mastered in an increasing order of difficulty. Because of this explicitness, it is of particular benefit to those who are less well prepared." The Academic Achievement Challenge: What Really Works in the Classroom, 2000 Jeanne Chall Technology-enriched instructional strategies and learning opportunities will be evident in all classrooms as teachers utilize custom-designed workstations to enhance direct instruction.

Interactive Short-Throw projectors, laptop computers, and DVD players will all be connected to a ceiling-mounted video projection unit which will project images on to a retractable six-by-eight foot screen. A wireless voice amplification system for teachers and handheld microphones for students will complete this multi-sensory teacher station to enhance the visual and auditory dimensions of all lessons. The consistent implementation of a specific instructional delivery system enhanced by technology, and regular classroom observations and coaching by Lead Teachers and other selected staff, will ensure continued emphasis on standards for teaching. Enhancing Professional Practice: A Framework for Teaching has served as the foundation of the teacher evaluation system for the Fenton Charter Public Schools. The work is a framework for novice and experienced teachers based on the PRAXIS III, the classroom performance assessments developed by the Educational Testing Service. Utilizing both the EDI coaching matrix, Robert Marzano's Observation and Feedback Protocol, and the rubric for effective teaching practices from Enhancing Professional Practice, a clear and well-articulated description of thoughtful lesson implementation will be in place.

The Fenton Charter Public Schools have adopted and implemented the use of Thinking Maps school-wide, and this practice will be followed by the Fenton Charter Leadership Academy. Thinking Maps are eight essential thought processes defined and illustrated by graphic representations. With the implementation of Thinking Maps, Fenton Academy teachers will provide students with the fundamental skills and tools necessary to be self-directed learners and independent thinkers. Thinking Maps promote "equity of access to and explicit teaching of higher order thinking tools for every child and every adult on the journey to lifelong learning." Thinking Maps: A Language for Learning. The Fenton Charter Public Schools have trained the entire staff on the proper usage and implementation of Thinking Maps and utilizes a classroom teacher from a partner school, who is fully trained as a Trainer of Trainers by Thinking Maps, Inc., to provide ongoing support. This teacher will train and support the teaching staff of Fenton Academy. All programs and school-wide initiatives will be implemented with ongoing support from vendors and consultants. A trainer-of-trainers model will often be used to utilize the skill, expertise and experience of the Lead Teachers and Mutt-i-grees lead team who will serve as trainers and mentors. Seven full days of professional development for all certificated staff are scheduled. The Instruction Committee will recommend the focus areas for staff development days after careful analysis of CAASPP test results for all FCPS schools from the previous year. Final determination will be made by the Board of Directors.

Last updated: 1/9/2018