

Fenton Primary Center

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.



Richard Parra, Director

Principal, Fenton Primary Center

About Our School

Fenton Primary Center is a Fenton Charter Public School that serves students in transitional kindergarten through second grade and is located at 11351 Dronfield Avenue, Pacoima, CA 91331. The Director of the school is Richard Parra. This is Mr. Parra's seventh year as Director of the school. The state-of-the-art building opened its doors in 2013 after moving from the co-located site at Fenton Avenue Charter School in Lake View Terrace. Fenton Primary Center has 35 classrooms with an enrollment average of 22 students per class. The school's highly qualified staff continues to provide the best educational practices and are fully trained to deliver the state standards in Language Arts and Mathematics. Fenton Primary Center has 100% highly qualified teachers and its last API was 832. Fenton Primary Center's classrooms have the latest technology with interactive white boards and computers at a ratio of 1 computer for every 3 students. Our students grow and learn everyday in highly interactive classrooms. Fenton Primary Center is a happy, engaging, and collaborative environment that brings out the best in all children!

Contact

Fenton Primary Center
11351 Dronfield Ave.
Pacoima, CA 91331-1404

Phone: 818-485-5900
E-mail: rparra@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 Primary Center
Street	11351 Dronfield Ave.
City, State, Zip	Pacoima, Ca, 91331-1404
Phone Number	818-485-5900
Principal	Richard Parra, Director
E-mail Address	rparra@fentoncharter.net
Web Site	http://fentoncharter.net
County-District-School (CDS) Code	19647330115048

Last updated: 1/10/2018

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

The 2016-2017 school year was a huge success for Fenton Primary Center. The Charter School continued to implement a structured reading intervention program that included specific strategies that helped struggling readers, including English Learners, and students with special needs. FPC also has a strong special education program to serve over 60 students with special needs. The program included a full-time roster of a counselor, a psychologist, three education specialists, a speech therapist, and part-time support from an occupational therapist, an adapted physical education teacher, as well as a full-time coordinator to help monitor the program. Fenton Primary Center has successfully implemented its goals set every year. The Charter School is really showing tremendous growth in student learning. FPC is clearly on the right path in providing students with a rigorous curriculum and an amazing learning environment.

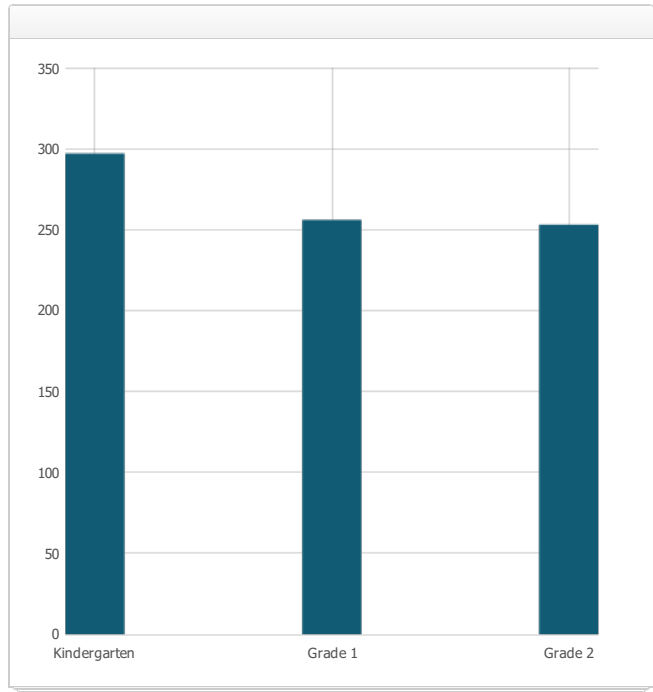
This school year (2017-2018) the school continues to provide a rich learning environment that follows the mission and vision. The mission of the Fenton Primary Center is to cultivate a love of learning by fostering an environment that promotes self-discovery, independence and an awareness of the connectedness between self and others. All members of the FPC community are responsible for the school-wide vision:

- The students of FPC will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous CCSS.
- The students, parents and employees of FPC 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 FPC will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The FPC community will work cooperatively and collaboratively to create a child-centered environment that is safe, and free of violence, drugs and fear, in which all partners are empowered by their own sense of ownership and responsibility to the Charter School. The FPC community and partners will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

Last updated: 1/10/2018

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

Grade Level	Number of Students
Kindergarten	297
Grade 1	256
Grade 2	253
Total Enrollment	806



Last updated: 1/10/2018

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

Student Group	Percent of Total Enrollment
Black or African American	5.5 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	1.5 %
Hispanic or Latino	90.7 %
Native Hawaiian or Pacific Islander	0.1 %
White	1.9 %
Two or More Races	0.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.1 %
English Learners	50.6 %
Students with Disabilities	9.0 %
Foster Youth	1.1 %

Last updated: 1/10/2018

A. Conditions of Learning

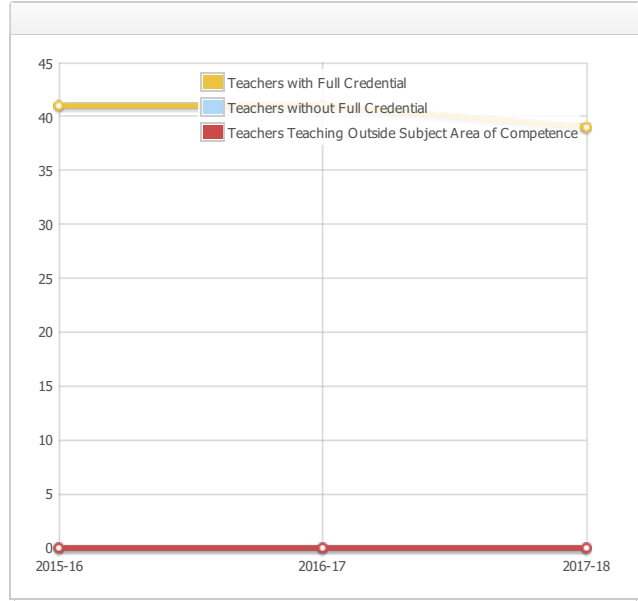
State Priority: Basic

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

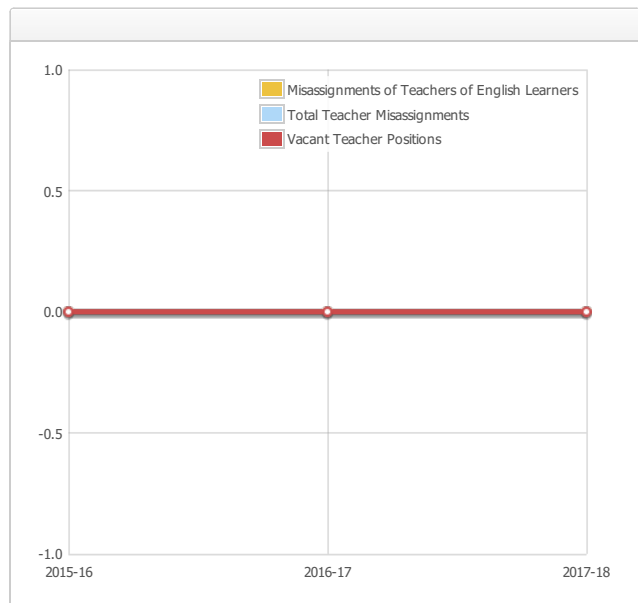
Teachers	School		District
	2015-16	2016-17	2017-18
With Full Credential	41	41	39
Without Full Credential	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



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: 1/10/2018

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

Year and month in which the data were collected: June 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The school uses California Wonders for language arts and My Math for mathematics. Both programs are published by McGraw-Hill and adopted by the state.	Yes	0.0 %
Mathematics	The school uses California Wonders for language arts and My Math for mathematics. Both programs are published by McGraw-Hill and adopted by the state.	Yes	0.0 %
Science	The school uses Scott Foresman California Science published by Pearson Scott Foresman.	Yes	0.0 %
History-Social Science	The school uses Reflections: California Series published by Harcourt School Publishers.	Yes	0.0 %
Foreign Language	This is not applicable.		0.0 %
Health	Not applicable.		0.0 %
Visual and Performing Arts	Not Applicable.		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

Our state-of-the-art building opened in 2013. The custodial and maintenance staff of Fenton Primary Center make every effort to ensure a safe, clean, secure environment for students and staff. Classrooms are cleaned daily, and student restrooms are cleaned at least three times a day. Classroom floors are stripped and waxed at least two times a year, and all carpets are professionally cleaned three times a year. The facility is maintained by the Fenton custodial and maintenance staff with added assistance of a gardener one two days a month. The gardener trims plants and trees, weeds, rakes planted areas, and removes and replaces plants and flowers. Since our building is fairly new, we have a variety of warranties and repair plans in place in case things are not working properly. Any areas of the school that are in need of repair are taken care of immediately. Routine maintenance, such as interior and exterior painting, is conducted regularly.

Last updated: 1/10/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None at this time.
Interior: Interior Surfaces	Good	None at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None at this time.
Electrical: Electrical	Good	None at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials	Good	None at this time.
Structural: Structural Damage, Roofs	Good	None at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None at this time.

Overall Facility Rate

Year and month of the most recent FIT report: June 2017

Overall Rating	Exemplary
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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 Primary Center parents have an opportunity to participate in a variety of activities and school functions provided by the school's Parent Advocacy Committee. A few examples are; annual parent orientation meetings to discuss expectations in each classroom with all parents, parent conferences held twice a year to give parents a chance to review student academic progress on a one-to-one basis with the teacher, and open house in late spring that allows parents to visit classrooms and see the latest student projects and accomplishments for the year. Every classroom creates a visual and performing arts performance for parents and all parents are welcome. There are many other events that involve parents and the community such as; Career Day, Book Fair Week, and various School Spirit weeks. The school has a robust parent volunteer program and all teachers welcome volunteers to assist in their classroom. The Family Center along with the Parent Advocacy Committee offer numerous opportunities for parent involvement including night meetings, ESL classes, workshops, field trips and assistance with fundraising activities. All Fenton Primary Center parents are also welcome to participate in four formal governance committees; Parent Advocacy, Instruction, Personnel, and Finance and Safety. We also have three advisory committees; English Language Acquisition Committee, Parent Review Board and School Site Council that provide parents with additional opportunities to be part of the decision-making of the school.

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

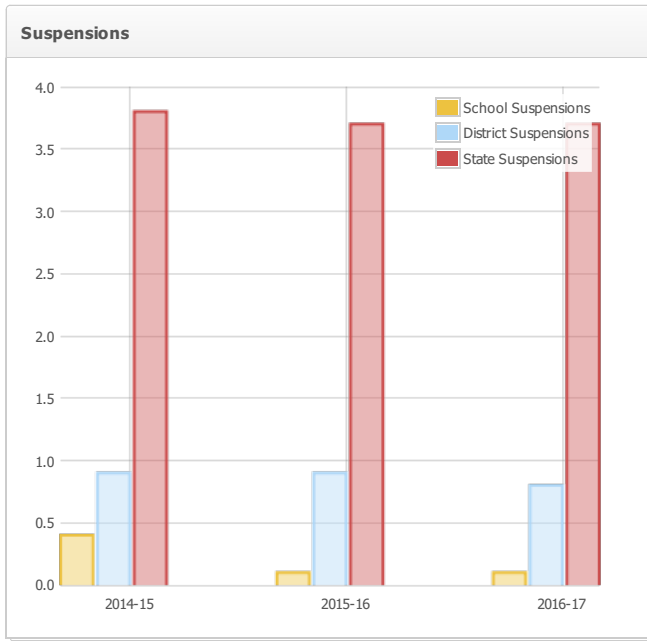
State Priority: School Climate

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	0.4%	0.1%	0.1%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	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)

The Fenton Primary Center 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, one full-time and two part-time campus security employees patrol the campus and surrounding perimeter daily. Additionally a private security guard patrols the campus after the regular workday and on weekends. The school also has an intrusion and surveillance 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 when on the yard or out of the classroom. A nurse and/or nurse's aide serves students on a regular full-time basis. The school nurse or the full-time School Counselor coordinate on-site health and social services to our students and their families. They also coordinate parent education classes requested by the school community.

The Fenton Primary Center's Safety Plan is reviewed yearly and revised as needed. It is located in the school's main office. All employees and volunteers 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 ongoing and daily review of school facilities by the facilities Manager, Fenton Primary Center is a member of ASCIP and CharterSafe and participates in their periodic health and safety reviews. The entire campus participates in the risk management program annually. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, food service areas (kitchen and multi-purpose room), custodial storage areas and office (including areas for storage of hazardous materials) and report any findings or corrections that need to be made. The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace.

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)

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	22.0	1	11	0	23.0	0	12	0	75.0	2	11	1
1	23.0	0	11	0	23.0	0	10	0	23.0	0	11	0
2	23.0	0	11	0	23.0	0	12	0	23.0	0	11	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	23.0	0	1	0	24.0	0	1	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

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	1.0	25.0
Counselor (Social/Behavioral or Career Development)	0.0	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)	3.0	N/A
Other	1.0	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	\$11114.0	\$1674.0	\$9440.0	\$68713.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-7.0%
State	N/A	N/A	\$6574.0	\$79228.0

Percent Difference – School Site and State	N/A	N/A	35.8%	-14.2%
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Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

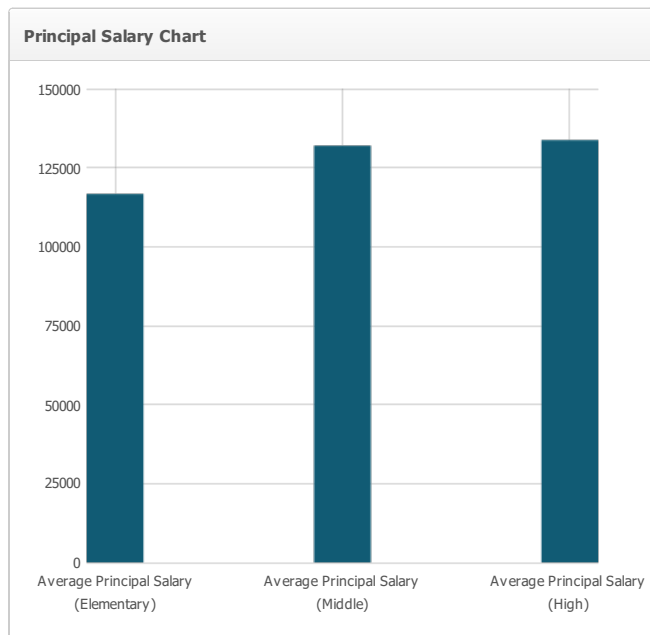
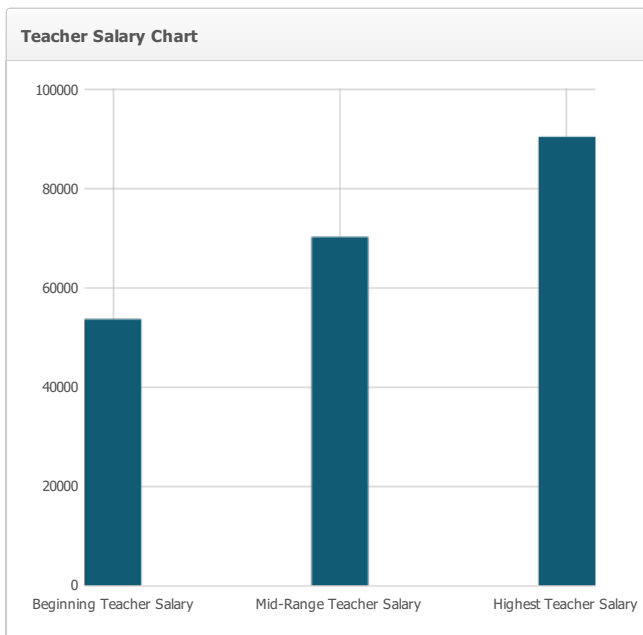
Fenton Primary has a variety of supplemental programs and services available at the school site for all students. The school hires art and music specialists to work with all grade and all classrooms. The school provides a variety of after school programs including a school-funded chorus class once a week, after school care and 21st Century Kids program for over 200 students daily. Fenton Primary Center has a full-time positive behavior support room and an academic intervention support room for students in need. The school's positive behavior intervention and support (PBIS) program is coordinated by a full-time administrative coordinator. This person also oversees the discipline data and reviews the progress in positive school culture and discipline. The intervention room has a full-time certificated teacher that helps plan, schedule, and assess students performing at the bottom 15-20%. Students are carefully monitored for success. Additional support staff are available to support all students. The additional staff includes a full-time psychologist, full-time school counselor, full-time speech and language therapist, full-time nurse's aide, part-time registered nurse and a part-time Family Center Director. The majority of our classrooms have a 2.5 hour paraprofessional that supports the instructional program by providing intervention activities created by the teacher for students with academic needs. The school also has a robust technology implementation plan. Eight computers in every class helps provide the newest technology tools to support all students. Two full-time technology specialists service over 320 computers in classrooms. 100% of our teachers create and use technology integrated lessons in the classroom.

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	\$53,584	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$90,300	\$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

Fenton Primary Center's 191-day school calendar includes seven professional development days for certificated staff. Our three areas of focus include;

Compliance Training - Mandated Reporting, Bloodborne Pathogens, First Aid and AED, Suspension/Explosion, Sexual Harassment, School Safety and the Employee Handbook.

Instruction Focus - Explicit Direct Instruction, Thinking Maps, English Learner Strategies, Technology, and curriculum adoption including Common Core implementation.

student focus - Multi-grade Social Emotional Building Curriculum, Positive Behavior Implementation, and anti-bullying training.

These areas of focus were created using surveys from students, parents, and staff. We also reviewed our student demographic data along with our academic performance to help create an emphasis in the instructional focus. The school also provides additional professional development for whole staff on Wednesdays for one hour and this is documented on the professional development calendar. There are six shortened days (half-days) that provide additional hours for professional development. We also have an organized psychomotor (physical education) program that provides teachers a forty-five minute block of time to meet by grade level, twice a week. During this time, grade levels can discuss student progress and grade level trends. Our certificated staff also participates in conferences, seminars, and trainings provided by various agencies (Los Angeles County of Education, Los Angeles Unified School District, Special Education, and the California Charter School Association) that are linked to building capacity in the various focus areas listed above. Teachers are supported in a variety of methods. Teachers meet with administration at the beginning of the year for yearly goal setting. School and student data and overall school goals are discussed. During these goal setting meetings teachers choose their method of participation in school activities that improve the overall student performance by selecting a cognitive coaching project, continuing their education - Masters Program, observations, or building a portfolio.

Last updated: 1/10/2018