# 2019–2020 School Accountability Report Card

## School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year
### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at [https://www.cde.ca.gov/ta/ac/sa/](https://www.cde.ca.gov/ta/ac/sa/).

- For more information about the LCFF or LCAP, see the CDE LCFF web page at [https://www.cde.ca.gov/fg/aa/lc/](https://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 at [https://dq.cde.ca.gov/dataquest/](https://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

The California School Dashboard (Dashboard) [https://www.caschooldashboard.org/](https://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**Jennifer Miller, Director**

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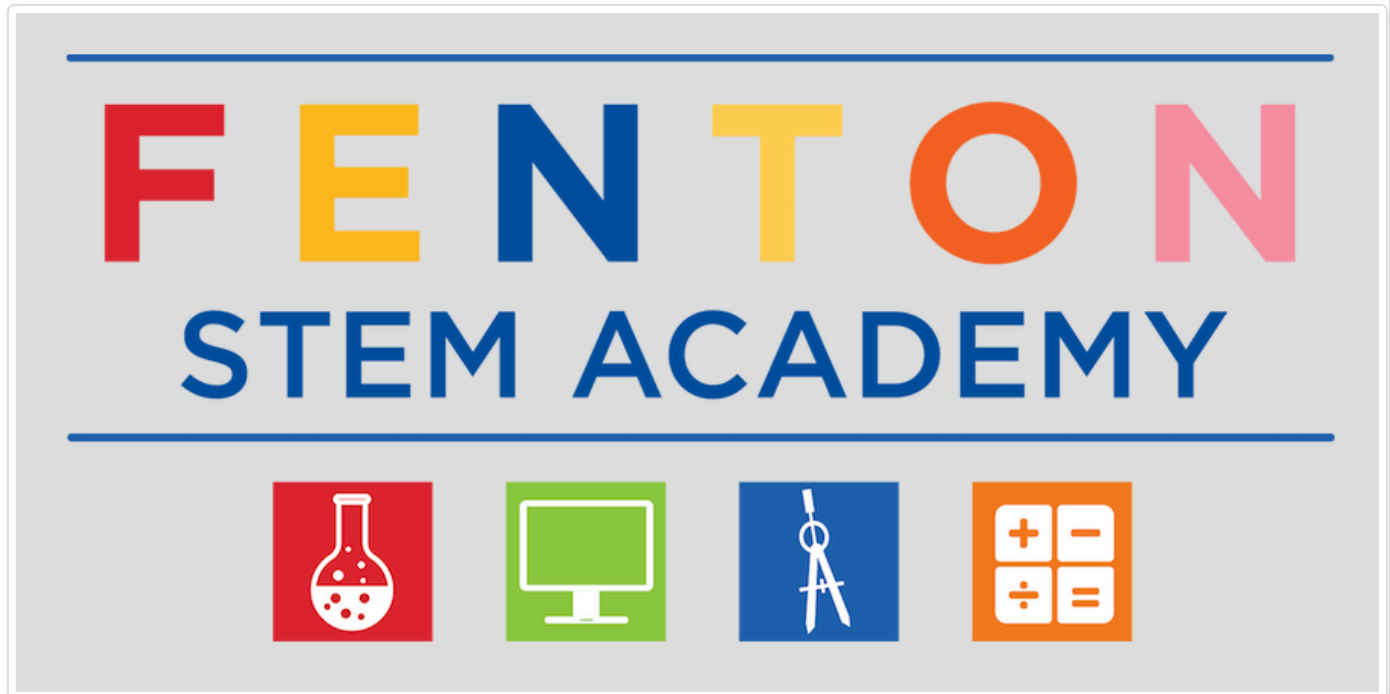


**About Our School**

Fenton STEM Academy (STEM) is an independent charter school, servicing students in grades Transitional Kindergarten through Sixth Grade. The school currently serves approximately 350 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. Comprehensive data analysis reveals student s 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
Email: [jmiller@fentoncharter.net](mailto:jmiller@fentoncharter.net)

## About This School

### Contact Information (School Year 2020–2021)

| | |
|---|---|
| **District Name** | Los Angeles Unified |
| **Phone Number** | (213) 241-1000 |
| **Superintendent** | Austin Beutner |
| **Email Address** | austin.beutner@lausd.net |
| **Website** | www.lausd.net |

| | |
|---|---|
| **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 |
| **Email Address** | jmiller@fentoncharter.net |
| **Website** | https://stem.fentoncharter.net/ |
| **County-District-School (CDS) Code** | 19647330131466 |

*Last updated: 1/13/2021*

### School Description and Mission Statement (School Year 2020–2021)

Opened in August 2015, Fenton STEM Academy is charter number 1605 in the state of California and one of five schools within the Fenton Charter Public Schools charter management organization. STEM's charter was renewed for five additional years during September of 2018 and a material revision was approved during 2019 to expand to 6th grade beginning August 2020. Fenton STEM Academy recieved the highest level of WASC Accreditation during the 2019-2020 school year and continues to serve students with an exceptional distance learning program due to COVID-19. The school is currently undergoing an expansion project with construction on a connecting 22,000 square foot building to serve mostly upper grade students. The new facility will be ready for occupancy by July 2021.

The mission of Fenton ST EM Academy 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.

## Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 64 |
| Grade 1 | 61 |
| Grade 2 | 49 |
| Grade 3 | 50 |
| Grade 4 | 42 |
| Grade 5 | 50 |
| Total Enrollment | 316 |
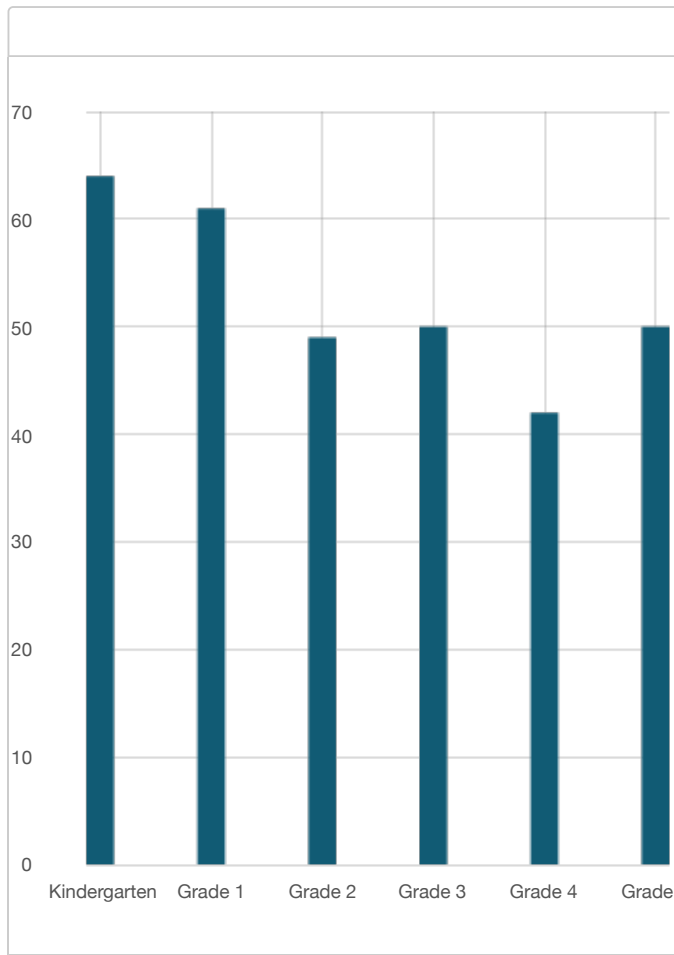
## Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 2.50 % |
| American Indian or Alaska Native | % |
| Asian | 0.90 % |
| Filipino | 1.90 % |

| | |
|---|---|
| Hispanic or Latino | 81.60 % |
| Native Hawaiian or Pacific Islander | % |
| White | 11.40 % |
| Two or More Races | 1.60 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 77.80 % |
| English Learners | 19.90 % |
| Students with Disabilities | 13.30 % |
| Foster Youth | 0.90 % |
| Homeless | 5.10 % |

## State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

| Teachers | School 2018–2019 | School 2019–2020 | School 2020–2021 | District 2020–2021 |
|---|---|---|---|---|
| With Full Credential | 15 | 16 | 16 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Legend:
- Teachers with Full Credential
- Teachers without Full Credential
- Teachers Teaching Outside Subject Area of Competence
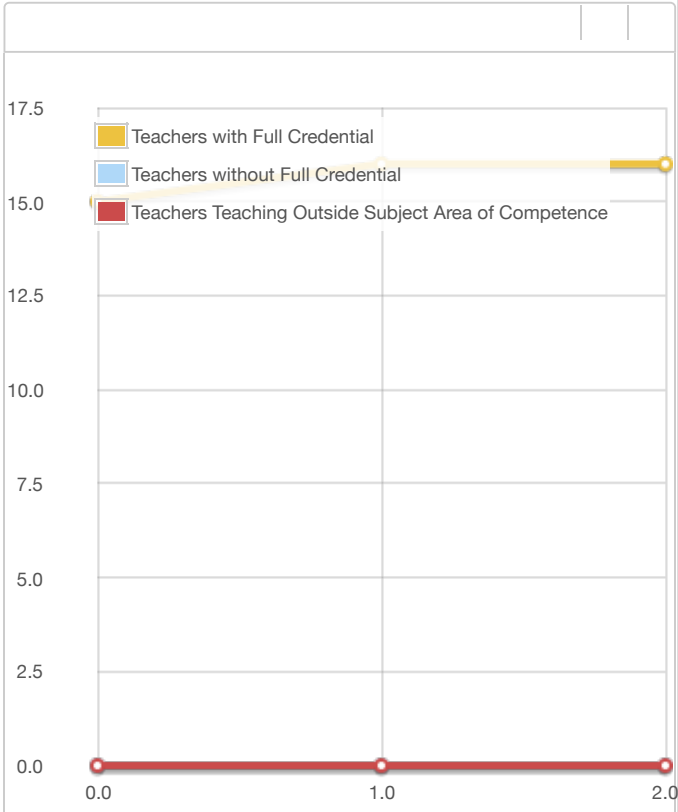
## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |
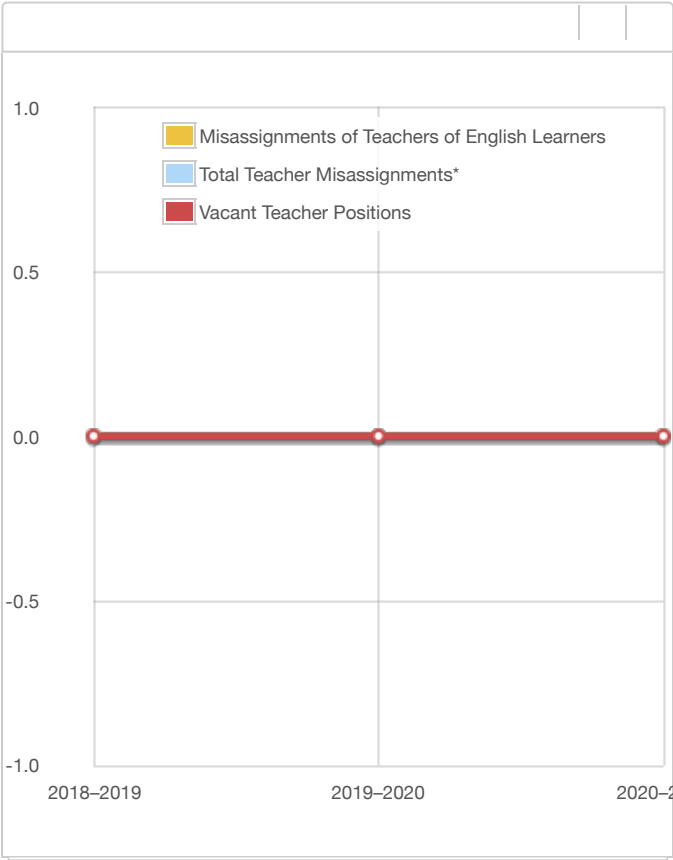


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

| Subject | Textbooks and Other 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 the fall of 2016 as the school wide language arts series. Benchmark Advance is a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multicultural, award-winning literature with explicit instruction and ample practice. Benchmark integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, | Yes | 0.00 % |

| | | | |
|---|---|---|---|
| | small group strategies and resources, and vocabulary tools and strategies. Benchmark Advance is on the approved Language Arts adoption list from the California Department of Education. | | |
| Mathematics | My Math, published by McGraw Hill Education, is the schoolwide mathematics series that has been implemented in all grades since August 2015. The series utilizes hands-on activities to introduce new concepts with rich mathematical conversations, actively engaging students in the learning process, while concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract, as opportunities for connections across mathematical strands are presented daily through mixed practice. The series is aligned with the Common Core State Standards for mathematics. | Yes | 0.00 % |
| Science | Twig Science is a complete TK-6th grade curriculum that is approved by the State Board of Education and aligns with NGSS. This program was implemented in Fall 2019. Students are required to investigate, design, build, and understand phenomena using a blend of hands on, digital, and print resources. Each grade level is provided a supply of materials needed to conduct ongoing science experiments and engineering tasks that correspond and integrate with all subject matter. | Yes | 0.00 % |
| History-Social Science | Freckle Education provides students with history-social studies curriculum through an online platform. Weekly units focus on learning history through diverse perspectives. In many Freckle Social Studies lessons, students will receive character cards. As they learn about historical events through their reading, they reflect on those events from the perspective of their assigned character. Program components include engaging reading passages, interactive videos, and assessments to gauge student comprehension. | Yes | 0.00 % |
| Foreign Language | | | 0.00 % |
| Health | | | 0.00 % |
| 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: 1/13/2021*

## 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 10 iPads. Classrooms for students in grades Third through Sixth grade include 8 Mac Book laptops and 8 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 t wenty 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 out side and inside of the building. A buzzer/keypad system is required to gain access to the perimeter building doors, playground, office, and interior classroom corridor doors. Out door lighting provides additional security after hours and on weekends. Additional features will be added as needed.

**School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

| 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 2021

| Overall Rating | Exemplary |
|---|---|

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | 50.0% | N/A | 45.0% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 34.0% | N/A | 34.0% | N/A | 39% | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Mathematics by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight and High School**

**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | 34 | N/A | 23 | N/A | 30 | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/13/2021*

**CAASPP Tests Results in Science by Student Group**

**Grades Five, Eight and High School (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |

| Homeless | N/A | N/A | N/A | N/A | N/A |
|---|---|---|---|---|---|

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**Career Technical Education (CTE) Programs (School Year 2019–2020)**

N/A

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

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

# 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 2019–2020)**

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

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020–2021)**

Fenton STEM Academy educates and involves parents and community members in a variety of ways. Parent night meetings are held throughout the year to provide critical information regarding the school's purpose, goals, and learner outcomes.

Parents are also invited to attend schoolwide events that showcase the school's focus, such as the STEM Expo. The Director writes a weekly newsletter showcasing STEM integration 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, 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 leadership learning. School social media accounts inform stakeholders and promote engagement opportunitiies.

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.

Due to the COVID-19 global pandemic, families are provided virtual engagement opportunities. All meetings, assemblies, and schoolwide events have been held via the Zoom platform. New technologies provide immediate ways to gain input and parent feedback. In addition, monthly car parades have been hosted on campus to allow materials distribution in a fun, engaging environment. Teachers and school staff have utilized innovative and creative methods for engaging our parent community within the virtual world.

*Last updated: 1/13/2021*
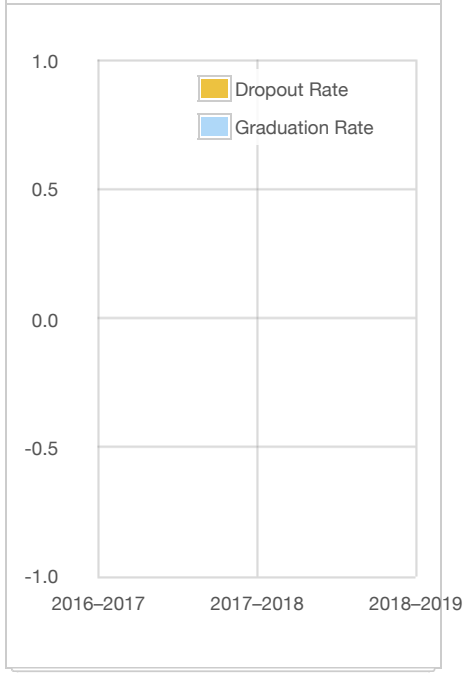
## State Priority: Pupil Engagement

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 2016–2017 | School 2017–2018 | School 2018–2019 | District 2016–2017 | District 2017–2018 | District 2018–2019 | State 2016–2017 | State 2017–2018 | State 2018–2019 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | -- | -- | -- | 10.80% | 11.30% | 10.90% | 9.10% | 9.60% | 9.00% |
| Graduation Rate | -- | -- | -- | 79.70% | 80.10% | 81.50% | 82.70% | 83.00% | 84.50% |

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

## 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**
**(data collected between July through June, each full school year respectively)**

| Rate | School 2017–2018 | School 2018–2019 | District 2017–2018 | District 2018–2019 | State 2017–2018 | State 2018–2019 |
|---|---|---|---|---|---|---|
| Suspensions | 0.30% | 0.00% | 0.80% | 0.70% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% |

**Suspensions and Expulsions for School Year 2019–2020 Only**
**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate | School 2019–2020 | District 2019–2020 | State 2019–2020 |
|---|---|---|---|
| Suspensions | 0.00% | -- | -- |
| Expulsions | 0.00% | -- | -- |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

## School Safety Plan (School Year 2020–2021)

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. T he 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 [Educat ion Code §47605(b)(5)(F)].

During the COVID-19 pandemic, the school has followed all city and state guidance as recommended by the Los Angeles Department of Public Health (LADPH). Screening protocols, facial coverings, sanitization stations, and markers for social distancing are in place. Fenton Charter Public Schools implements a board approved COVID Prevention Policy and has conducted an on site review by the LADPH to ensure all proper procedures are in place.

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.**

## Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 22.00 | | 2 | |
| 1 | 21.00 | 1 | 1 | |

| | | |
|---|---|---|
| 2 | 24.00 | 1 |
| 3 | 22.00 | 2 |
| 4 | 26.00 | 3 |
| 5 | 24.00 | 3 |
| 6 | | |
| Other** | | |

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

\** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 21.00 | 1 | 2 | |
| 1 | 22.00 | | 2 | |
| 2 | 24.00 | | 2 | |
| 3 | 18.00 | 2 | | |
| 4 | 25.00 | | 2 | |
| 5 | 25.00 | | 3 | |
| 6 | | | | |
| Other** | | | | |

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

\** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 21.00 | 1 | 2 | |
| 1 | 20.00 | 1 | 2 | |
| 2 | 25.00 | | 2 | |
| 3 | 25.00 | | 2 | |
| 4 | 21.00 | | 2 | |

| | | | |
|---|---|---|---|
| 5 | 25.00 | | 2 |
| 6 | | | |
| Other** | | | |

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

** "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| Subject | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

| Subject | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

| Subject | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>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.

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
| --- | --- |
| Pupils to Academic Counselor* | 350 |

*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.

### Student Support Services Staff (School Year 2019–2020)

| | Number of FTE* Assigned to School |
| --- | --- |
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.00 |
| Social Worker | |
| Nurse | 1.00 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 4.00 |
| Other | 1.00 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| | Total Expenditures Per | Expenditures Per Pupil | Expenditures Per Pupil | Average Teacher |
| --- | --- | --- | --- | --- |

| Level | Pupil | (Restricted) | (Unrestricted) | Salary |
|---|---|---|---|---|
| School Site | $12756.00 | $4002.00 | $8754.00 | $51463.00 |
| District | N/A | N/A | -- | $78962.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | $7750.12 | $83052.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

*Last updated: 1/13/2021*

## Types of Services Funded (Fiscal Year 2019–2020)

STEM provides students with a variety of services at the school that support and assist students including four and six-hour teacher assistants and supervision aides, afterschool programming through the Think Together Organization, four resource specialist teachers, and various service providers including a full time psychologist, counselor, speech and language pathologist. Various contracted vendors such as Occupational Therapy, Adaptive Physical Education and Deaf and Hard of Hearing provide services to students.

STEM 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, STEM adopted and implements Benchmark Education, the My Math curriculum, employs an interactive Hands on Lab, Reading Garden, and our social emotional learning curriculum focused on teaching Humane Education - the Mutt-i-grees curriculum.

*Last updated: 1/13/2021*

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $46,587 | $50,029 |
| Mid-Range Teacher Salary | $74,412 | $77,680 |
| Highest Teacher Salary | $92,389 | $102,143 |
| Average Principal Salary (Elementary) | $117,849 | $128,526 |
| Average Principal Salary (Middle) | $131,307 | $133,574 |
| Average Principal Salary (High) | $135,702 | $147,006 |
| Superintendent Salary | $350,000 | $284,736 |
| Percent of Budget for Teacher Salaries | 29.00% | 33.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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

### Teacher Salary Chart



### Principal Salary Chart
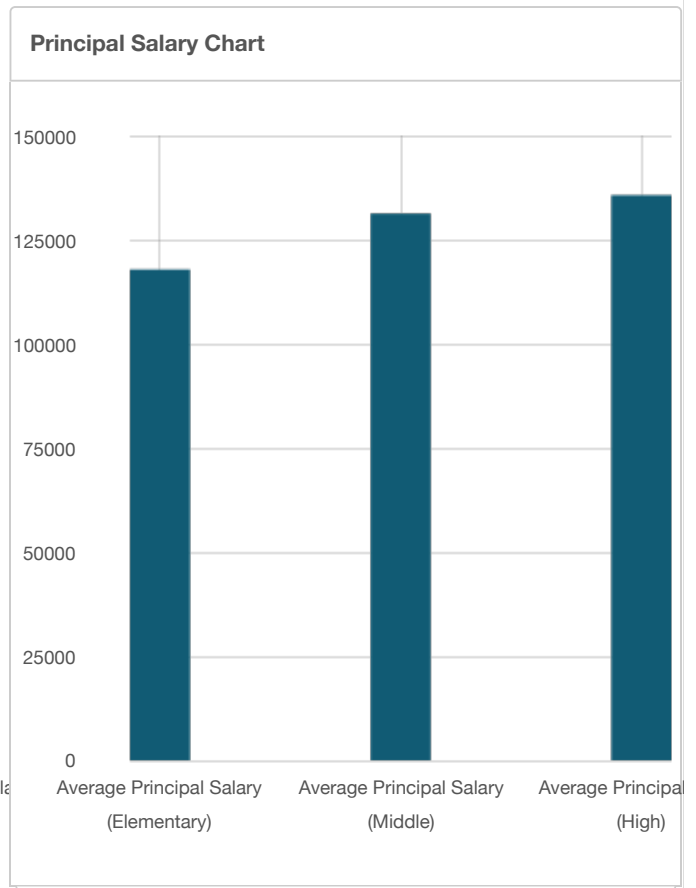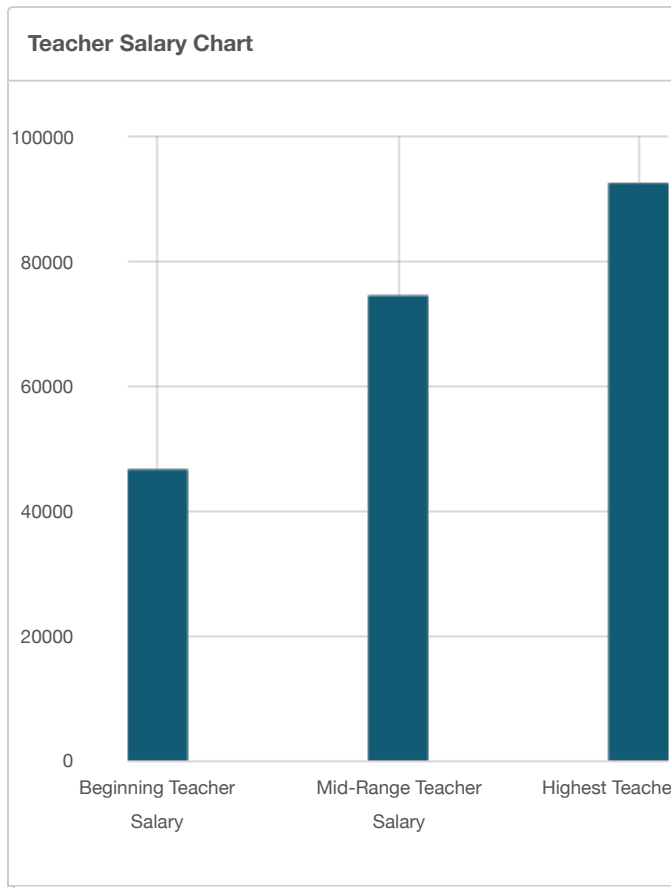
## Professional Development

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 7 |