



2019–2020 School Accountability Report Card

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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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <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/> 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/> 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.

Leticia Padilla Parra, Director

- Principal, Fenton Avenue Charter

About Our School

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

Principal's Comment

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

Contact

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

Phone: 818-896-7482

Email: iparra@fentoncharter.net

About This School

Contact Information (School Year 2020–2021)

District 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 Contact Information (School Year 2020–2021)	
School Name	Fenton Avenue Charter
Street	11828 Gain St.
City, State, Zip	Lake View Terrace, Ca, 91342-7132
Phone Number	818-896-7482
Principal	Leticia Padilla Parra, Director
Email Address	lparra@fentoncharter.net
Website	http://fentoncharter.net
County-District-School (CDS) Code	19647336017016

Last updated: 1/7/2021

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

Fenton Avenue Charter School is proud to serve our Lake View Terrace community. We have been dedicated to developing the academic achievement of all learners since its conversion from a district school to a charter school in 1993. Fenton Avenue serves students in 3rd, 4th, and 5th grades while our sister school, Fenton Primary Center, serves grades TK through 2nd. As facilitators of learning, we recognize the important role of parents as primary educators of their children and value the important partnership we share.

Fenton Avenue Charter School's dedicated and highly qualified credentialed educators provide all students with rigorous standards-based instruction infused with technology at all grade levels. Our learners have access to an iPad for every child, three computer labs on a rotating basis, as well as 11 devices (desktops, laptops, in every classroom. Along with academics, a particular emphasis is also

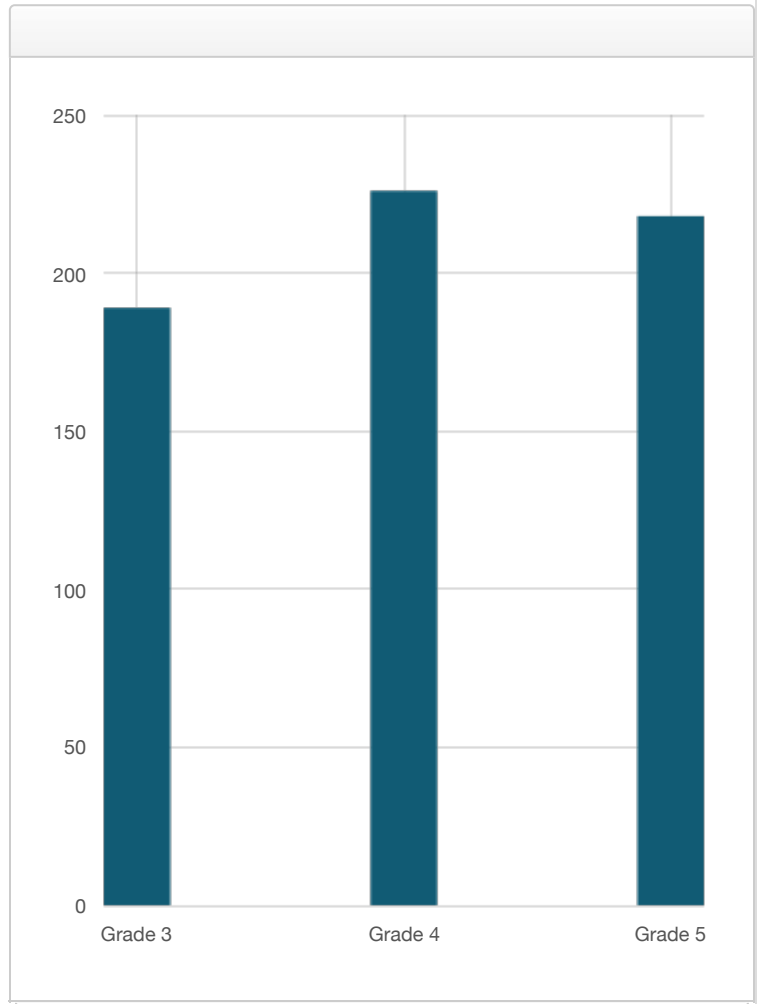
placed on developing the whole child including social and emotional well-being with the use of the Mutt-i-grees® curriculum. This curriculum facilitates the teaching of lifelong skills such as empathy, self-confidence, teamwork, caring, and decision-making.

The mission of Fenton Avenue Charter School is to further instill the joy of learning by creating an environment that promotes confident, self-reliant, interdependent learners who become productive, contributing citizens of the community.

Last updated: 1/7/2021

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

Grade Level	Number of Students
Grade 3	189
Grade 4	226
Grade 5	218
Total Enrollment	633



Last updated: 1/7/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	4.10 %
American Indian or Alaska Native	%
Asian	0.30 %
Filipino	1.40 %

Hispanic or Latino	92.10 %
Native Hawaiian or Pacific Islander	0.20 %
White	1.60 %
Two or More Races	0.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.80 %
English Learners	19.40 %
Students with Disabilities	13.60 %
Foster Youth	1.10 %
Homeless	4.40 %

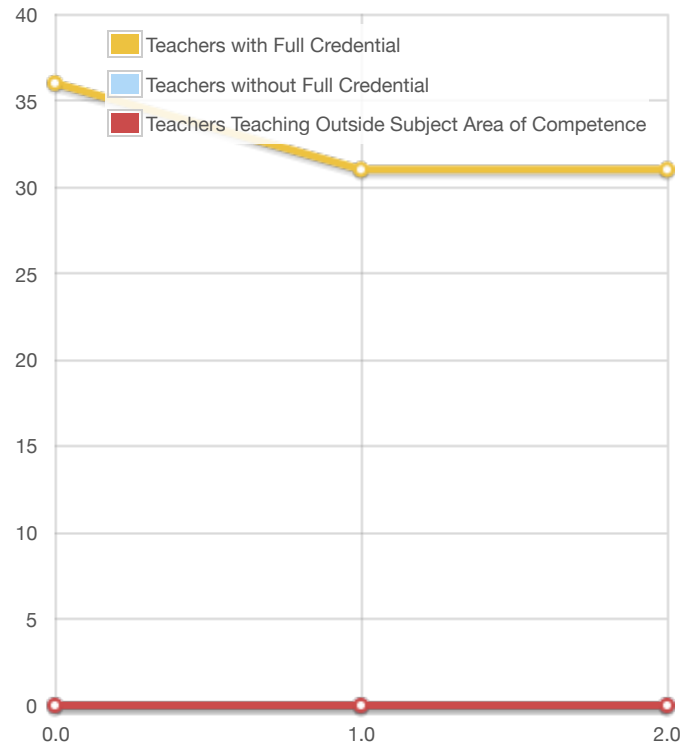
State Priority: Basic

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

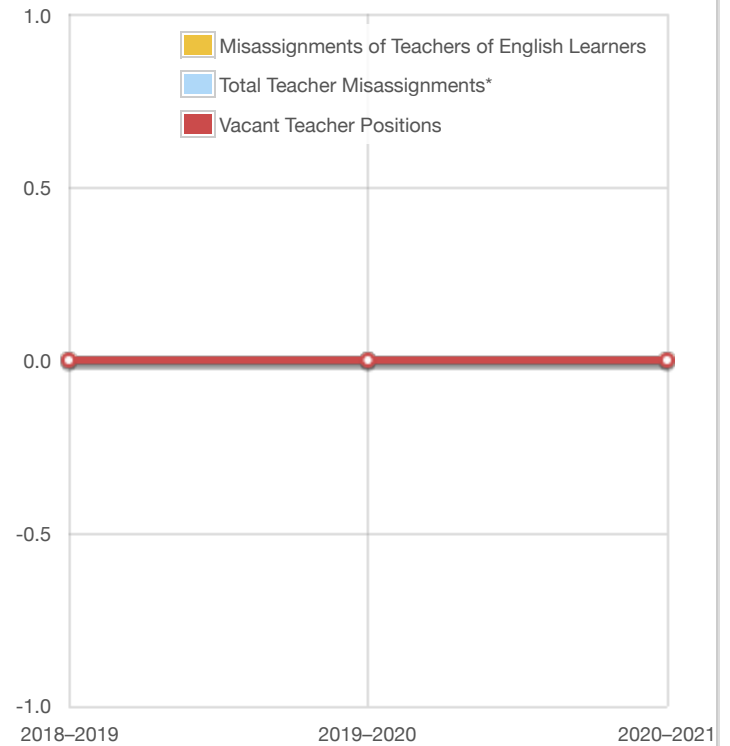
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	36	31	31	21054
Without Full Credential	0	0	0	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/7/2021

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.

Last updated: 1/7/2021

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

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fenton Avenue Charter School adopted Benchmark Education's Benchmark Advance ELA/ELD Literacy series in 2016 Benchmark is fully aligned with the Common Core State Standards and the ELD standards.	Yes	0.00 %
Mathematics	Fenton Avenue Charter School adopted McGraw-Hill Education's My Math series, which is fully aligned with the Common Core State Standards and has been fully implemented since August 2015.	Yes	0.00 %
Science	Fenton Avenue Charter School adopted Scott Foresman's California Science series in 2006.	Yes	0.00 %
History-Social Science	Fenton Avenue Charter School adopted Harcourt Brace's Reflections series in 2005, as well as Studies Weekly in 2016.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2021

School Facility Conditions and Planned Improvements

The custodial and maintenance staff at Fenton Avenue Charter School makes every effort to ensure a safe, clean, and secure environment for students and staff. Classrooms are cleaned daily, and student rest rooms are cleaned three to five times a day. Classroom floors are stripped and waxed four times a year, and all carpets are professionally cleaned two times a year and additionally as needed. The grounds are maintained by the Fenton custodial and maintenance staff, with the added assistance of a

gardener one day per week. The gardener trims plants and trees, weeds, rakes and mows the two grass areas, and removes and replaces plants and flowers as needed. Professional tree trimmers are hired to trim the mature trees (most as old as the 50-year old campus) every three years; all trees were trimmed in 2017. Any areas of the school that are in need of repair are cared for immediately. Routine maintenance such as interior and exterior painting is conducted regularly and as needed.

Last updated: 1/7/2021

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: August 2020

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: August 2020

Overall Rating	Exemplary
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Last updated: 1/7/2021

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)	40.0%		45.0%		50%	
Mathematics (grades 3-8 and 11)	34.0%		34.0%		39%	

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.

Last updated: 1/7/2021

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: 1/7/2021

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: 1/7/2021

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)	23.5%		24.2%			

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: 1/7/2021

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: 1/7/2021

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

N/A

Last updated: 1/7/2021

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/7/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 1/7/2021

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
5	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-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/7/2021

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)

Four governing councils were created to ensure all stakeholders had a voice: Budget, Facilities and Safety; Curriculum and Assessment; Human Resource and Personnel; and School-Community Relations Council. Parents are encouraged and welcome to attend any of the meetings. The Family Center and its full-time director coordinate activities related to adult and parent education. Parents are also encouraged to volunteer in the school and in classrooms. Several activities are held to involve parents. The school hosts Parent Orientation Meetings for each of the grade levels. The purpose is to communicate clear expectations, provide information and establish the partnership envisioned between parents, teachers and students. The School-Community Relations Council hosts evening meetings twice yearly to discuss current events, future plans and address any concerns. Although three reporting periods take place a year, parent conferences are held for the first two reporting periods. During that time, parents are highly encouraged to be in attendance. These opportunities allow for parents and teachers to discuss student growth and any possible needs associated with students meeting academic proficiency. Additional parent education opportunities are offered through the Family Center. In 2020, several parent workshops were offered.

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

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	0.20%	0.40%	0.80%	0.70%	--	--
Expulsions	0.00%	0.00%	0.00%	0.00%	--	--

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	--	--	--
Expulsions	--	--	--

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 Avenue Charter School continues to follow the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city, county, and state building codes are also followed. To secure our campus, two part-time security employees patrol the campus and surrounding perimeter daily. Additionally, a security guard patrols the campus after the regular

workday and on weekends. The school also has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by certificated teachers and/or by paraprofessionals. A nurse or nurse's aide serves students on a regular full-time basis. The Family Center provides some on-site health and social services to our students and their families, and offers services and classes requested by the school community. Fenton Avenue Charter School's Safety Plan is reviewed yearly and revised as needed. It is maintained in the Main Office. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and have a current TB test on file. In addition to the on-going and daily review of school facilities by both the Plant manager and Maintenance and Operations Manager, Fenton Avenue Charter School remains a member of ASCIP and participates in periodic health and safety reviews of the entire campus as part of ASCIP's risk management program. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, the food services area (kitchen and lunch pavilion), custodial storage areas and office (including areas for hazardous materials). The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace. The procedures that Fenton Avenue Charter School follows to ensure the health and safety of pupils and staff includes the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237 [Education Code §47605(b)(5)(F)].

Last updated: 1/7/2021

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 *		
		1-20	21-32	33+
K	17.00	2		
1				
2				
3	21.00	1	10	
4	23.00	1	10	
5	23.00	1	10	
6				
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+

K	13.00	1		
1				
2				
3	21.00	1	10	
4	23.00	1	9	
5	26.00	1	10	1
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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3	26.00		8	
4	25.00		9	
5	25.00		9	
6				
Other**	11.00	1		

* 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.

Last updated: 1/7/2021

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

Title	Ratio
Pupils to Academic Counselor*	316

*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: 1/7/2021

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	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

*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: 1/7/2021

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12382.00	\$2552.00	\$9830.00	\$65811.00
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: 1/7/2021

Types of Services Funded (Fiscal Year 2019–2020)

A variety of supplemental programs and services are available at Fenton Avenue Charter School. After-school programs include the school-funded after school playground and LA 's BEST , as well as Think Together. Additional support staff includes a fulltime psychologist, school counselor, speech and language therapist, nurse's aide and a part-time registered nurse and Family Center Director. Four-hour paraprofessionals support the instructional program daily. One part-time IT assistant is overseen by an Information Technology Manager and services one iPad per student, as well as almost 400 computers in classrooms: eight Mac desktops; four laptops; in all classrooms; and 27 computers in each of the three computer labs.

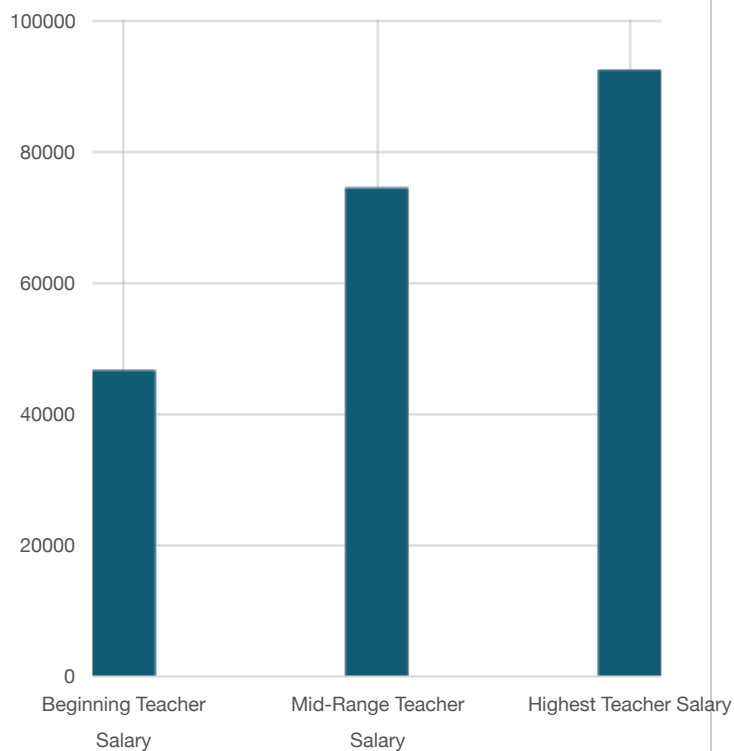
Last updated: 1/7/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

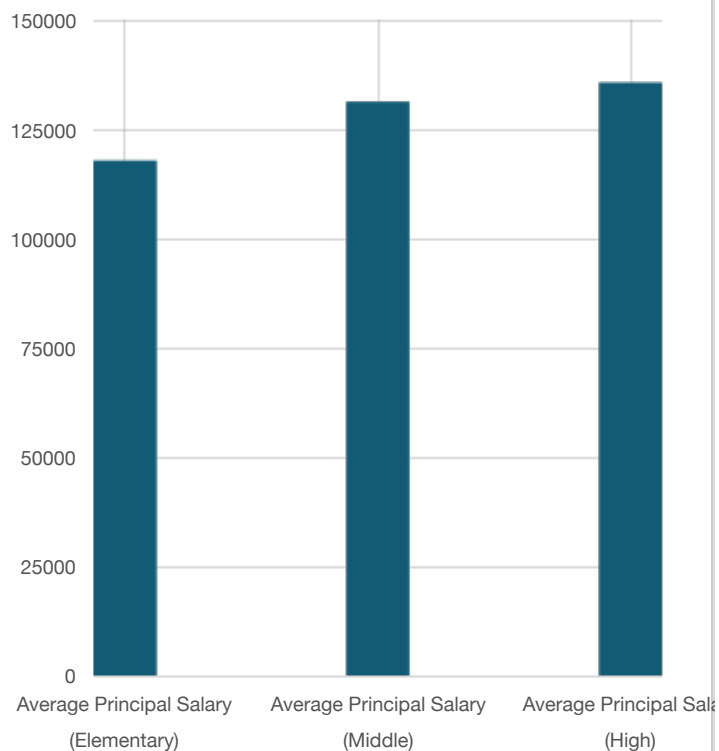
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
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

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814