

**Fenton STEM Academy: Elementary Center for Science
Technology Engineering and Mathematics
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education**

Address:	8926 Sunland Blvd. Sun Valley, CA , 91352-2843	Principal:	Jennifer Miller, Director
Phone:	(818) 962-3636	Grade Span:	K-6

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 and access to prior year reports, 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.

Internet Access

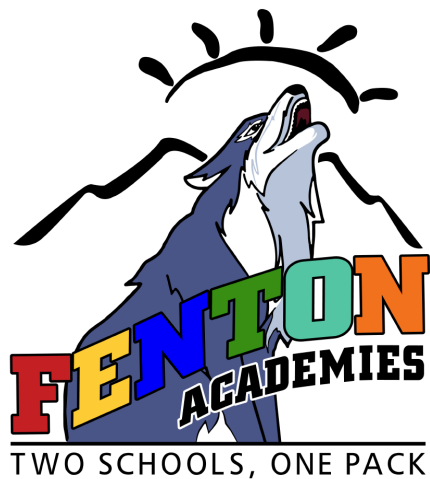
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, 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.

About This School

Jennifer Miller, Director

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

About Our School



Contact

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8926 Sunland Blvd.
Sun Valley, CA 91352-2843

Phone: [\(818\) 962-3636](tel:8189623636)

Email: jmiller@fentoncharter.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

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: 1/17/24

School Description and Mission Statement (School Year 2023–24)

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 received the highest level of WASC Accreditation during the 2019–2020 school year and continues to serve students with an exceptional instructional program with the safest learning environment possible.

Beginning the 2021 school year, the school opened its doors to the additional 22,000 square foot building for upper grade students and staff. Fenton STEM Academy continues to enhance its facility and learning program to benefit all stakeholders. 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.

The mission of Fenton STEM 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.

The Charter School is committed to serving a wide range of students that require a rigorous program that includes acceleration, differentiated instruction, and depth and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and to chart a course for the new year based on students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.

The Charter School's educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them for advancement in all areas. Students struggling with basic skills are targeted for support by a wide range of experts including Education Specialists, school counselor, school psychologist, speech pathologist, classroom teachers and administrators.

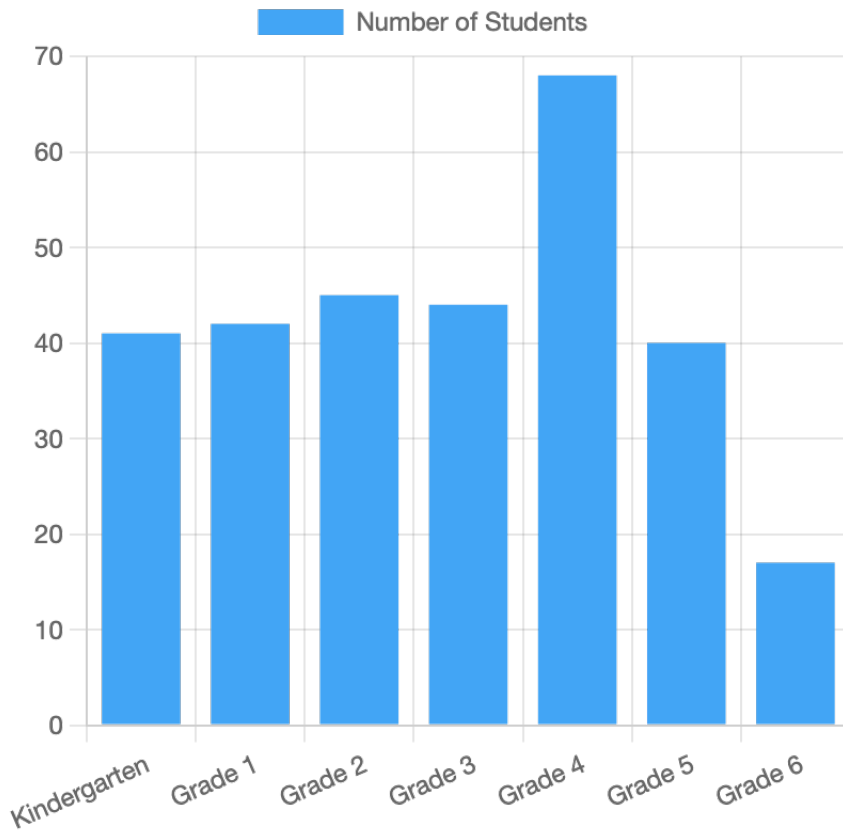
The Charter School created its own culture of awareness with caring, dedicated, and hardworking teachers serving the needs of our students. Many visitors, including the LAUSD Charter Schools Division oversight committee, WASC visiting committee, and the CDE have recognized the positive culture at the Charter School.

Assessments are used to: Identify students and subgroups who need additional instruction or intervention; Prescribe a re-teaching or intervention focus for individual students; Identify professional development needs and target school resources.

Last updated: 1/17/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	41
Grade 1	42
Grade 2	45
Grade 3	44
Grade 4	68
Grade 5	40
Grade 6	17
Total Enrollment	297



Last updated: 1/17/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	45.50%
Male	54.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.70%
Black or African American	2.00%
Filipino	2.70%
Hispanic or Latino	82.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.70%
White	10.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.50%
Foster Youth	1.00%
Homeless	6.10%
Migrant	0.00%
Socioeconomically Disadvantaged	81.10%
Students with Disabilities	14.80%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	100.00%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	15.00	100.00%	27194.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	88.89%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	11.11%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	18.00	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>•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, awardwinning literature with explicit instruction and ample practice. Benchmark integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension· strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. Benchmark Advance is on the approved Language Arts adoption list from the California Department of Education. ?</p>	Yes	0
Mathematics	<p>•i-Ready Classroom Mathematics, published by Curriculum Associates is a robust mathematics program that helps students become strong, independent mathematical thinkers. The program uses an enhanced and strategic approach to math instruction, focusing on reason, problem solving, and student-to-student conversations about conceptual mastery.? 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</p>	Yes	0

mixed practice. The series is aligned with the Common Core State Standards for mathematics. ?			
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
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
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/17/24

School Facility Conditions and Planned Improvements

The school undergoes a rigorous facility inspection each August to ensure all equipment is working properly, repairs have been addressed, the school is structurally sound and absent of any safety hazards. This walkthrough is conducted by the Chief Operating Officer, school Director, school Plant Manager. - August 2023. Monthly needs assessments take place, as well as short and long term planning for facility upgrades and improvements.

Fenton STEM Academy is in great condition with no safety hazards or structural damage. The restrooms, sinks, fountains, playground, school grounds, windows, doors, gates, and fences are all in great condition. Facilities are cleaned throughout the school day. Maintenance staff ensures hallways, bathrooms, and lunch tables are clean at all times. They are quick to respond to teacher requests.

The classroom environment is clean, safe, and nurturing. Furniture is arranged in an organized manner to create sufficient space for movement. Student and teacher materials are assembled for easy accessibility. Student work is proudly displayed throughout the room. Learning objectives and state standards are evident in all student work displayed. Students are provided access to the curriculum from resources within the classroom. The room environment is warm, friendly, and inviting upon entering the classroom. Students are made aware of acceptable use policies to ensure internet safety.

Last updated: 1/17/24

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 2024

System Inspected	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 2024

Overall Rating	Exemplary
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Last updated: 1/17/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	49%	48%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	40%	44%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/18/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	183	100.00%	0.00%	47.54%
Female	84	84	100.00%	0.00%	40.48%
Male	99	99	100.00%	0.00%	53.54%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	145	100.00%	0.00%	46.21%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	26	100.00%	0.00%	50.00%
English Learners	30	30	100.00%	0.00%	16.67%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	150	150	100.00%	0.00%	43.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	36	100.00%	0.00%	16.67%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/17/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	182	99.45%	0.55%	43.96%
Female	84	83	98.81%	1.19%	32.53%
Male	99	99	100.00%	0.00%	53.54%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	144	99.31%	0.69%	40.97%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	26	100.00%	0.00%	53.85%
English Learners	30	29	96.67%	3.33%	27.59%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	150	149	99.33%	0.67%	40.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	36	100.00%	0.00%	33.33%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/17/24

**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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	40.00%	16.28%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/17/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	43	100.00%	0.00%	16.28%
Female	17	17	100.00%	0.00%	23.53%
Male	26	26	100.00%	0.00%	11.54%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	36	36	100.00%	0.00%	16.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	35	35	100.00%	0.00%	14.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

Last updated: 1/17/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97%	97%	97%	97%	97%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Fenton STEM Academy engages parents in multiple ways. Parent information meetings (open to all parents), and monthly board meetings have been held throughout the year to inform parents and community members about the transition to the Local Control Funding Formula, and the corresponding plan which describes how funding will be expended at the school.

The school operates a School Site Council and English Language Advisory Committee which meet monthly to review the instructional program of the school, review budgetary action, and discuss school wide topics.

Parents are invited on campus multiple times throughout the year including Fall Family Math Night (October), Winter Holiday Show (December), STEM Expo (April), Open House (June), and Sixth Grade Culmination (June). Parents meet virtually with teachers through Parent Teacher Conferences (November

and March). In addition, they are invited for monthly field trips, school wide assemblies, fundraisers, and community events.

Parents are kept informed via weekly school newsletters, website postings, and social media accounts.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	331	322	10	3.1%
Female	152	149	4	2.7%
Male	179	173	6	3.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	0	0.0%
Black or African American	6	6	1	16.7%
Filipino	8	8	0	0.0%
Hispanic or Latino	264	256	9	3.5%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	5	5	0	0.0%
White	45	44	0	0.0%
English Learners	59	58	1	1.7%
Foster Youth	3	3	0	0.0%
Homeless	18	18	1	5.6%
Socioeconomically Disadvantaged	271	268	10	3.7%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	55	54	4	7.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

Last updated: 1/17/24

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 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.00%	0.00%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

Fenton STEM Academy (STEM) follows the established standards of health and safety as commonly practiced in California public schools. According to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1 and 45122.1. All city, county and state building codes are also followed. To secure our campus, a full-time security employee patrols the campus and surrounding perimeter daily. Additionally, a security guard patrols the campus after the regular workday and on weekends. The school has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by administration and supervision staff when on the yard and the school also routinely participates in monthly emergency drills to ensure students and staff are aware of appropriate procedures in case of emergency. A school nurse serves students on a regular full-time basis.

The STEM Safety Plan is reviewed yearly and revised as needed through input from all stakeholders. It is maintained in the Main Office. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and are required to provide a negative TB test result no more than 60 days prior to their first day of work. In addition to the ongoing and daily review of school facilities by the facilities plant manager and administrator of operations, STEM is a member of ASCIP and participates in periodic health and safety reviews of the entire campus as part of ASCIP's risk management program. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, food service areas (multipurpose room and servery), custodial storage areas and office (including areas for storage of hazardous materials).

The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace. The procedures that STEM follows to ensure the health and safety of pupils and staff includes the requirement that each employee of the school furnish the school with a criminal record summary as described in 44237 [Education Code 47605(b)(5)(F)].

Last updated: 1/17/24

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) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		3	
1	22.00		2	
2	22.00		3	
3	25.00		2	
4	24.00		2	
5	22.00		2	
6	23.00		1	
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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	2	2	
1	24.00		2	
2	22.00		2	
3	23.00		3	
4	22.00		2	
5	23.00		2	
6	24.00		2	
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	1	0
1	21.00	1	1	0
2	23.00	0	2	0
3	22.00	0	2	0
4	23.00	0	3	0
5	20.00	1	1	0
6	24.00	0	1	0
Other**	0.00	0	0	0

* 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 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Last updated: 1/17/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	297

* 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: 1/17/24

Student Support Services Staff (School Year 2022–23)

Title	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	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/17/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18913.00	\$7129.00	\$10609.00	\$80938.00
District	N/A	N/A	\$9920.00	\$81337.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/18/24

Types of Services Funded (Fiscal Year 2022–23)

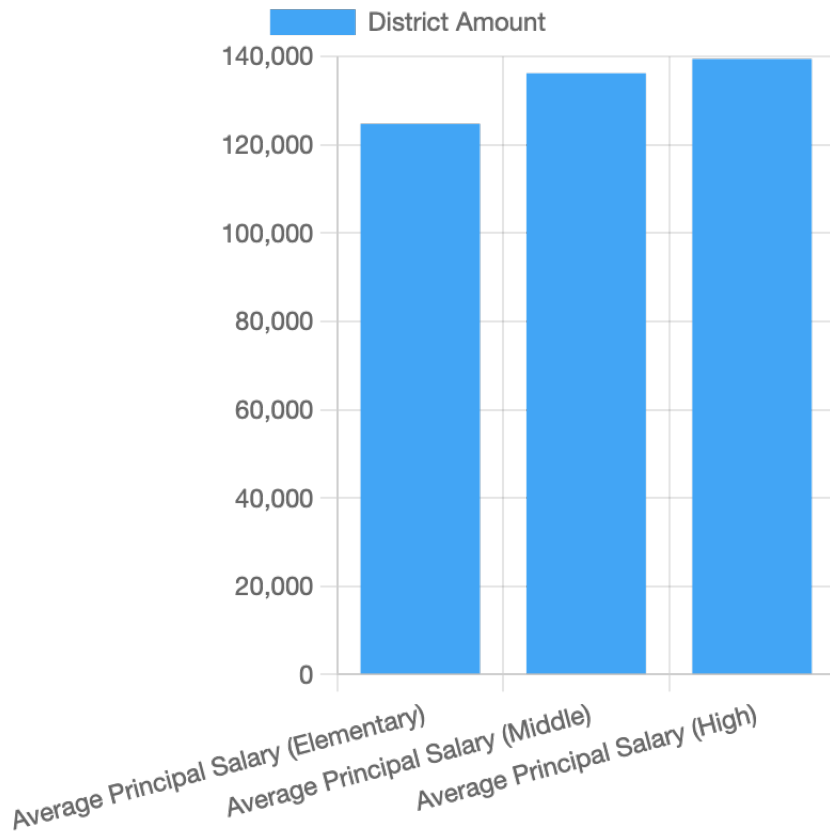
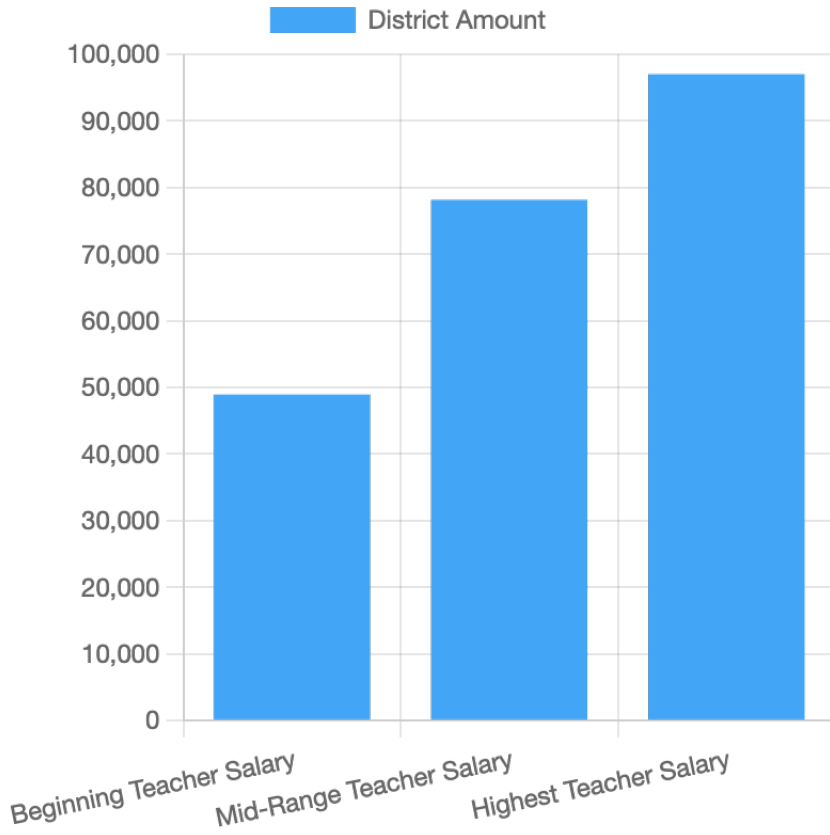
?STEM provides students with a variety of services at the school that support and assist students including four and six-hour teacher assistants and supervision aides, after school programming through the Think Together Organization and the Fenton Expanded Learning Program, four resource specialist teachers, and i 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, Ready 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: 1/17/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48916.00	\$55549.60
Mid-Range Teacher Salary	\$78133.00	\$80702.84
Highest Teacher Salary	\$97008.00	\$109417.68
Average Principal Salary (Elementary)	\$124723.00	\$137703.47
Average Principal Salary (Middle)	\$136178.00	\$143759.63
Average Principal Salary (High)	\$139415.00	\$159020.77
Superintendent Salary	\$440000.00	\$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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



Last updated: 1/17/24

Professional Development

Professional development activities are determined by the advisory committees and are selected based on a review of student assessments, new programs and policies being implemented by the state or federal government, or the specific curricular needs of the student body. As needs overlap, professional development will overlap at the five Fenton schools. For example, there are often different needs for new hires, and one school may schedule a presenter who will present a topic that is most relevant to new hires. All schools will arrange to send their new teachers to the one site for that particular presentation. The same is true for a presentation on new adoptions. All Lead Teachers may attend a presentation at one site, or one grade level may gather at one site. This type of scheduling encourages faculty with similar needs and interests at different sites to meet, interact, and share resources and knowledge. It is also a better use of fiscal and material resources.

The Charter School involves all stakeholders in the monitoring process of students. The governance board receives reports of students' progress at the monthly board meetings. The staff looks at student data at grade-level meetings multiple times during the month. Parent orientation meetings are conducted at the beginning of every school year for all grade levels. Teachers conduct parent conference twice yearly to review student progress as well as monthly progress reports to report student progress toward mastery of standards. The school also has monthly student awards assemblies to recognize positive citizenship, achievement, work habits and attendance.

The Charter School provides ongoing trainings, professional development, and resources to support families to understand and exercise their legal rights and advocate for their own students and all students. The Charter School will continue to seek innovative and unique ways to increase and improve the engagement of underrepresented families.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	4	7	7

Last updated: 1/17/24