

**Fenton Primary Center**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	11351 Dronfield Ave. Pacoima, CA , 91331-1404	<b>Principal:</b>	Sirui Thomassian, Director
<b>Phone:</b>	(818) 485-5900	<b>Grade Span:</b>	K-2

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.

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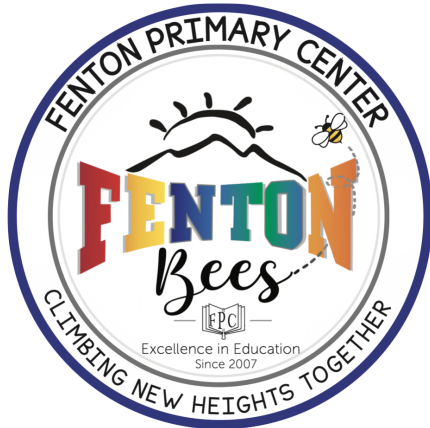
## About This School

### Sirui Thomassian, Director

📍 Principal, Fenton Primary Center

### About Our School

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Sirui Thomassian is the Director of Fenton Primary Center. She is in her 30th year in the field of education. Mrs. Thomassian received her Bachelor's degree in Biology and her Master's degree in Instructional Leadership from National University. She received her Clear Administrative Credential from National University. Her passion is to provide an excellent educational opportunity to all students and families especially in underserved and low socioeconomic status communities.?

### Contact

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

Phone: [\(818\) 485-5900](tel:8184855900)

Email: [sthomassian@fentoncharter.net](mailto:sthomassian@fentoncharter.net)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Carvalho, Alberto
<b>Email Address</b>	<a href="mailto:superintendent@lausd.net">superintendent@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Fenton Primary Center
<b>Street</b>	11351 Dronfield Ave.
<b>City, State, Zip</b>	Pacoima, CA , 91331-1404
<b>Phone Number</b>	(818) 485-5900
<b>Principal</b>	Sirui Thomassian, Director
<b>Email Address</b>	<a href="mailto:sthomassian@fentoncharter.net">sthomassian@fentoncharter.net</a>
<b>Website</b>	<a href="http://www.fpc.fentoncharter.net">www.fpc.fentoncharter.net</a>
<b>County-District-School (CDS) Code</b>	19647330115048

*Last updated: 1/12/24*

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

Fenton Primary Center is a Fenton Charter Public School that serves students in transitional kindergarten through second grade and is located at 11351 Dronfield Avenue, Pacoima, CA 91331. The Director of the school is Sirui Thomassian. The state-of-the-art building opened its doors in 2013 after being co-located at Fenton Avenue Charter School (sister school) in Lake View Terrace. Fenton Primary Center has 30 classrooms with an enrollment average of 22 students per class. The school's highly qualified teaching staff continues to provide the best educational practices and are fully trained to deliver the state standards in in all necessary elementary subjects including Language Arts and Mathematics. Fenton Primary Center has 100% highly qualified teachers. Fenton Primary Center's classrooms have the latest technology with interactive white boards and iPads at a ratio of 1 per student. Our students grow and learn every day in highly interactive classrooms. Fenton Primary Center is a happy, engaging, and collaborative environment that brings out the best in all children!

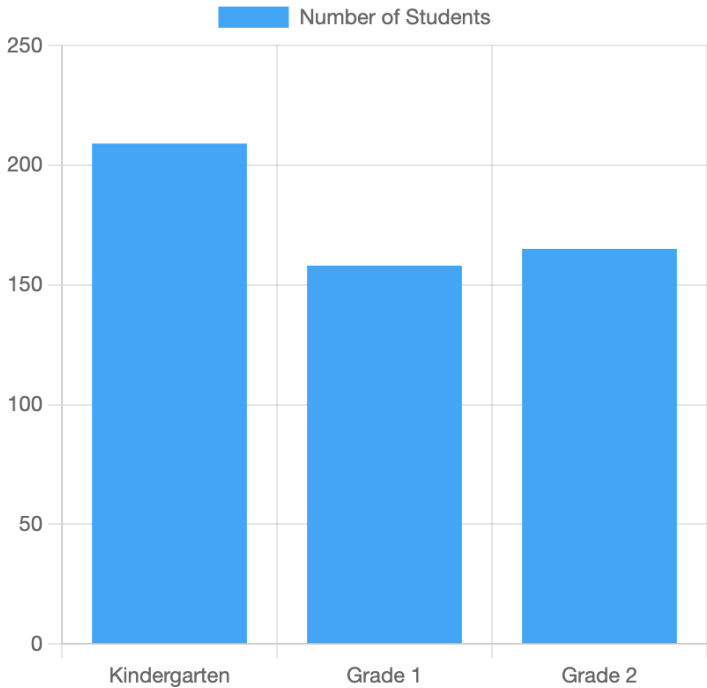
**Mission Statement: The mission of the Fenton Primary Center is to build a foundation for academic and social success for all students through a language-rich learning environment where hands-on experiences and research-based strategies come together.**

*Last updated: 1/12/24*



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

Grade Level	Number of Students
Kindergarten	209
Grade 1	158
Grade 2	165
Total Enrollment	532



Last updated: 1/12/24

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

Student Group	Percent of Total Enrollment
Female	52.60%
Male	47.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	0.40%
Black or African American	4.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	39.80%
Foster Youth	1.30%
Homeless	4.50%
Migrant	0.00%
Socioeconomically Disadvantaged	85.90%
Students with Disabilities	12.60%

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Filipino	0.80%
Hispanic or Latino	92.30%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	0.40%
White	1.30%

## **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)	28.00	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	28.00	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: 1/12/24*

### 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)	32.00	100.00%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	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	32.00	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: 1/12/24*

**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: July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The school adopted Benchmark Advance for Language Arts in 2019. The curriculum is on the state adoption list.	Yes	0
Mathematics	The school adopted iReady Mathematics. This curriculum is on the state adoption list.	Yes	0
Science	The school uses Mystery Science. This curriculum is on the state adoption list.	Yes	0
History-Social Science	The school uses Benchmark curriculum with the history-social studies standards embedded. This curriculum is on the state adoption list.	Yes	0
Foreign Language	This is not applicable in primary grades.		0
Health	This is not applicable in primary grades.		0
Visual and Performing Arts	The school uses a combination of self-created curriculums to meet the state standards in visual and performing arts. The school also contracts with Education Through Music - Los Angeles to provide music instruction.		0
Science Lab Eqpmt	N/A	N/A	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
(Grades 9-12)			

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

*Last updated: 1/12/24*

## School Facility Conditions and Planned Improvements

Fenton Primary Center's state-of-the-art building opened in 2013. The custodial and maintenance staff of Fenton Primary Center make every effort to ensure a safe, clean, and secure environment for students and staff. Classrooms are cleaned daily, and student restrooms are cleaned at least three times a day. Classroom floors are deep cleaned and waxed at least two times a year, and all carpets are professionally cleaned two times a year. The facility is maintained by the Fenton custodial and maintenance staff with the added assistance of a contracted gardener two days a month and contracted cleaning service. The gardener trims plants and trees, weeds, rakes planted areas and removes and replaces plants and flowers. Any areas of the school that are in need of repair are taken care of immediately. Routine maintenance and repairs, such as interior and exterior painting, is conducted regularly.?

*Last updated: 1/12/24*

## 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: July 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Not applicable.
<b>Interior:</b> Interior Surfaces	Good	Not applicable.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Not applicable.
<b>Electrical:</b> Electrical	Good	Not applicable.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Not applicable.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Not applicable.
<b>Structural:</b> Structural Damage, Roofs	Good	Not applicable.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Artificial grass was replaced summer 2023. Shade structures were evaluated and a new shade structure is currently being installed.

**Overall Facility Rate**

Year and month of the most recent FIT report: July 2023

Overall Rating	Exemplary
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*Last updated: 1/12/24*

## 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**

Fenton Primary Center does not participate in CAASPP. It does not have students in grades 3 through 12. Our Dashboard ELA and Math score is produced by the 3rd grade scores of the school most of our students (98%) matriculate too. Our students matriculate to Fenton Avenue Charter School. For the 2023 CA Dashboard Fenton Primary Center is "Green" in Language Arts, Mathematics, and English Learner Progress.

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)						46%
Mathematics (grades 3-8 and 11)						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: 1/12/24*

**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)**

Fenton Primary Center does not participate in CAASPP. It does not have students in grades 3 through 12. Our Dashboard ELA and Math score is produced by the 3rd grade scores of the school most of our students (98%) matriculate too. Our students matriculate to Fenton Avenue Charter School. For the 2023 CA Dashboard Fenton Primary Center is "Green" in Language Arts, Mathematics, and English Learner Progress.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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: 1/12/24*

**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)**

Fenton Primary Center does not participate in CAASPP. It does not have students in grades 3 through 12. Our Dashboard ELA and Math score is produced by the 3rd grade scores of the school most of our students (98%) matriculate too. Our students matriculate to Fenton Avenue Charter School. For the 2023 CA Dashboard Fenton Primary Center is "Green" in Language Arts, Mathematics, and English Learner Progress.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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: 1/12/24*

## 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

## 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 Primary Center is in the planning phase of the Community Schools grant. The school is evaluating how to better serve its community. This school year, the school has provided parent workshops, in-person orientation, visual and performing arts presentations, one-on-one parent conferences, parent and community workshops (virtual and in-person), parent technology classes, and parenting classes. The school also revamped its volunteer policy and has over 40 parents on the volunteer list.



## State Priority: Pupil Engagement

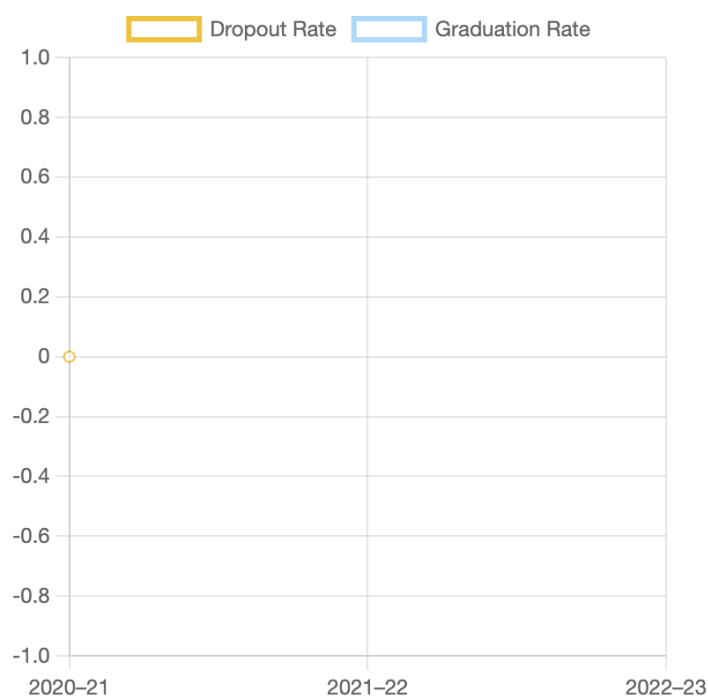
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate				8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate				83.5%	87.4%	86.1%	83.6%	87%	86.2%

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: 1/12/24

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

Fenton Primary Center is currently in "blue" under chronic absenteeism on the CA Dashboard.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	577	17	2.9%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Female	305	301	10	3.3%
Male	281	276	7	2.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	2	2	0	0.0%
Black or African American	30	29	0	0.0%
Filipino	4	4	0	0.0%
Hispanic or Latino	535	527	17	3.2%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	3	3	0	0.0%
White	9	9	0	0.0%
English Learners	234	231	9	3.9%
Foster Youth	19	16	1	6.3%
Homeless	39	35	1	2.9%
Socioeconomically Disadvantaged	521	513	16	3.1%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	100	98	2	2.0%

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: 1/12/24*

## 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

Fenton Primary Center is currently in "blue" under suspension rate on the CA Dashboard.

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: 1/12/24*

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

Fenton Primary Center is currently in "blue" under suspension rate on the CA Dashboard.

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: 1/12/24*

## School Safety Plan (School Year 2023–24)

The Fenton Primary Center follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1 and 45122.1. All city, county and state building codes are also followed. To secure our campus, one full-time and one part-time campus security employees patrol the campus and surrounding perimeter daily. Additionally, a private security guard patrols the campus after the regular workday and on weekends. The school also has an intrusion and surveillance alarm with sensors in all classrooms, offices and entry doors. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by certified teachers and/or by supervision staff while on campus. A nurse and/or nurse's aide serves students on a regular full-time basis. The school nurse or the full-time School Counselor coordinates on-site health and social services to our students and their families. They also coordinate parent education classes requested by the school community. The Fenton Primary Center's Safety Plan is reviewed yearly and revised as needed. It is located in the school's main office. All employees and volunteers are fingerprinted and cleared through the Department of Justice as required by Education Code 44237 and have a current TB test on file. In addition to the ongoing and daily review of school facilities by the facilities Manager, Fenton Primary Center is insured and a member of ASCIP and CharterSafe and participates in their periodic health and safety reviews. The entire campus participates in the risk management program annually. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, food service areas (kitchen and multi-purpose room), custodial storage areas and office (including areas for storage of hazardous materials) and report any findings or corrections that need to be made. The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace. Since COVID, we have added additional cleaning procedures that include disinfecting daily. We continue to provide tests for COVID as needed. Classrooms have upgraded air filters in addition to a medical grade air purifier.

*Last updated: 1/12/24*

## 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	19.00	11		
1	24.00		9	
2	25.00		8	
3				
4				
5				
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 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	7	4	
1	20.00	7	2	
2	20.00	8	2	
3				
4				
5				
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 2022–23)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	6	5	0
1	20.00	8	0	0
2	18.00	9	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	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.

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

Title	Ratio
Pupils to Academic Counselor*	532

\* 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: 1/11/24*

#### 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	1.00
Social Worker	
Nurse	1.00
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: 1/11/24*

#### 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	\$20654.00	\$7454.00	\$13200.00	\$93977.00
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



Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/11/24*

### Types of Services Funded (Fiscal Year 2022–23)

Fenton Primary has a variety of supplemental programs and services available at the school site for all students. The school contracts music specialists to work with all grades and all classrooms. The school provides a variety of after school programs including a school funded chorus class once a week, after school enrichment, and Think Together after school programs for over 250 students daily. Fenton Primary Center has a full-time Extended Learning Opportunity Coordinator (ELOP) that helps coordinate the enrichment classes. The school also implements a positive behavior support plan with a team that oversees the discipline data and reviews the progress in positive school culture and discipline. The intervention room has a full-time certificated teacher (Acceleration Specialist) that helps plan, schedule, and assess students performing at the bottom 5–15%. Students are carefully monitored for success. The additional support staff is available to support all students. The additional staff includes a full-time psychologist, a full-time school counselor, a full time speech and language therapist, a full-time nurse's aide, a part-time registered nurse, and a full-time Family Center Director. Our classrooms have paraprofessionals that support the instructional program by providing intervention activities created by the teacher for students with academic intervention needs. The school also has a robust technology implementation plan. Every child is provided an iPad to complete homework and use as a tool to succeed academically. 100% of our teachers create and use technology integrated lessons in the classroom.?

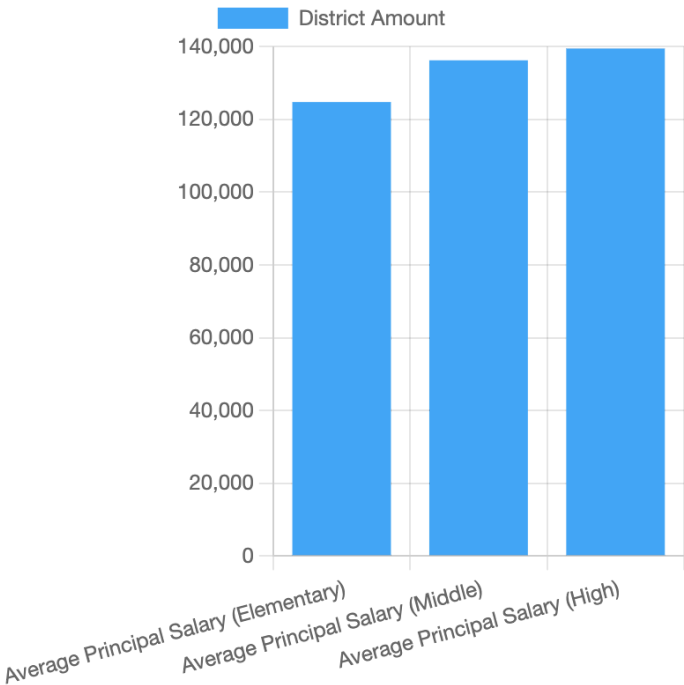
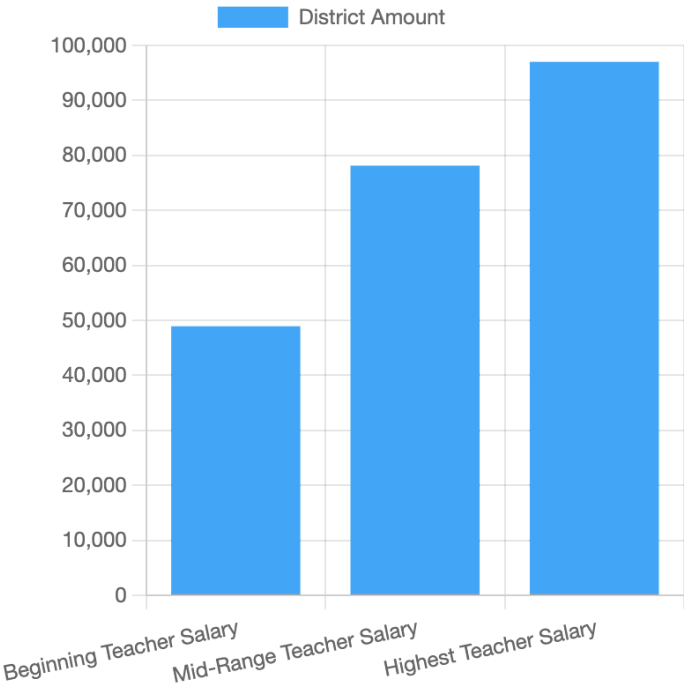
*Last updated: 1/11/24*

### 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

Category	District Amount	State Average For Districts In Same Category
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: 1/11/24

Teachers are provided seven days of professional development above the 184 instructional days.

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

*Last updated: 1/11/24*