

Fenton Avenue Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Stacy Carroll Hutter, 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 780 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 3-Year Average API is 809. The school's emphasis on science and technology was enhanced in 2014 with the addition of three computer labs. 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. In 2017-2018, FACS welcomed two transitional kindergarten (TK) classes.

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
E-mail: shutter@fentoncharter.net*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified	School Name	Fenton Avenue Charter
Phone Number	(213) 241-1000	Street	11828 Gain St.
Superintendent	Michelle King	City, State, Zip	Lake View Terrace, Ca, 91342-7132
E-mail Address	michelle.king@lausd.net	Phone Number	818-896-7482
Web Site	www.lausd.net	Principal	Stacy Carroll Hutter, Director
		E-mail Address	shutter@fentoncharter.net
		Web Site	http://fentoncharter.net
		County-District-School (CDS) Code	19647336017016

Last updated: 2/1/2018

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

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.

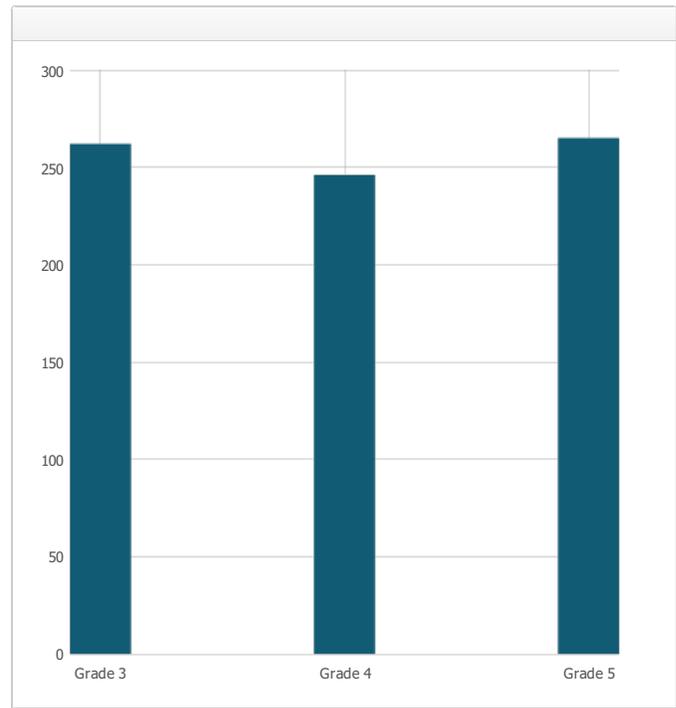
Fenton Avenue Charter School is located in the East San Fernando Valley and serves 773 students in grades 3rd, 4th, 5th and transitional kindergarten (TK). Fenton was the 30th charter school in California, a state that now has over 1,600 charters. All stakeholders are actively involved in sustaining an instructional program that supports the whole child. There is a staff of over 30 classroom teachers, a music instructor, school counselor, school psychologist, speech pathologist, Education Specialist teachers, Administrative Coordinator, Assistant Director, Director, technology team and a nurse and nurse's assistant to support all of the instructional, social and emotional needs of students. There is a Family Center, where parents are provided with enrichment opportunities. Family activities are organized by a Family Center Director, who assists parents with a multitude of community resources. All classrooms are equipped with computers, amplification systems and technology that support the instructional program. Teachers are encouraged to enhance their professional growth and do so through a variety of professional development opportunities. Fenton's Gifted and Talented Education program develops critical thinking skills through a technology based program that focuses on coding. GATE students participated in the Glendale Community College Planetarium enrichment program in 2017. In 2017, many parent engagement opportunities were offered, including Ironbox Math Fluency.

Western Association of Schools and Colleges (WASC): In 2016, Fenton Avenue Charter School was granted a six year accreditation status by the Western Association of Schools and Colleges (WASC). We are proud of the exceptional work of our students, staff, and parents.

Last updated: 2/1/2018

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

Grade Level	Number of Students
Grade 3	262
Grade 4	246
Grade 5	265
Total Enrollment	773



Last updated: 2/1/2018

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

Student Group	Percent of Total Enrollment
Black or African American	4.5 %
American Indian or Alaska Native	0.1 %
Asian	0.4 %
Filipino	0.6 %
Hispanic or Latino	93.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.5 %
Two or More Races	0.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.1 %
English Learners	29.5 %
Students with Disabilities	15.3 %
Foster Youth	1.3 %

Last updated: 1/9/2018

A. Conditions of Learning

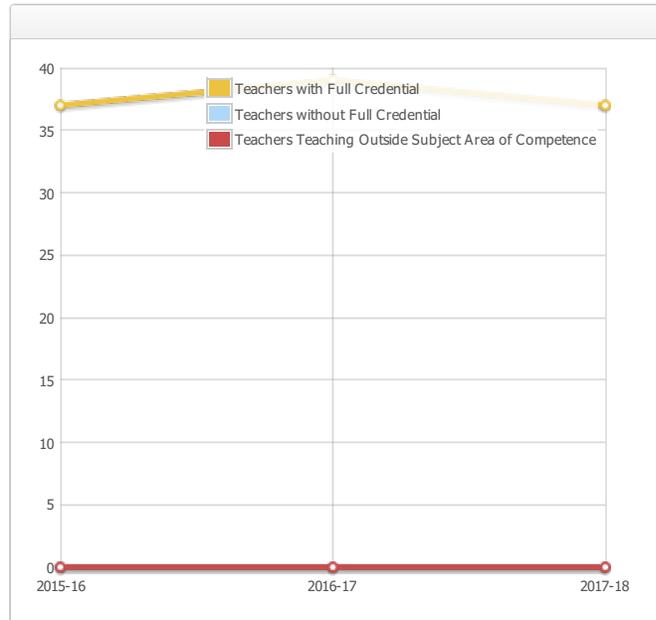
State Priority: Basic

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

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

Teacher Credentials

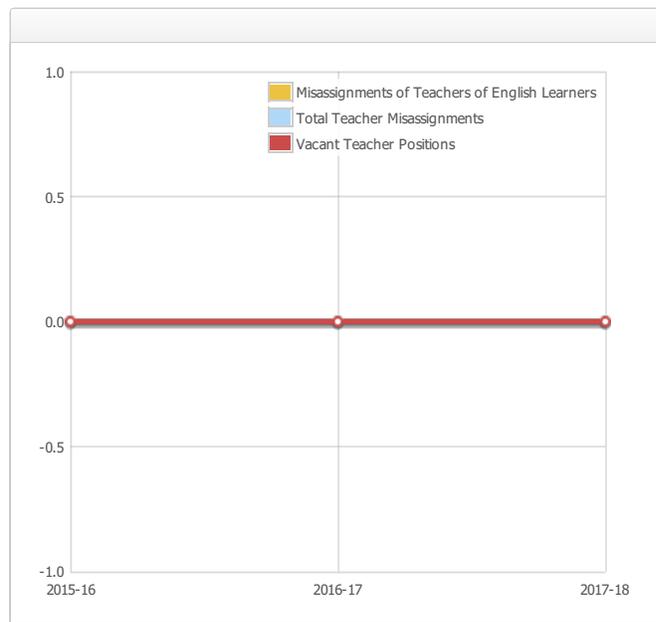
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	37	39	37	21842
Without Full Credential	0	0	0	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/9/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fenton Avenue Charter School (FACS) adopted Benchmark Education's Benchmark Advance ELA/ELD Literacy series in 2016. Benchmark Advance is fully aligned with the Common Core State Standards and the new ELD standards.	Yes	0.0 %
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	0.0 %
Science	Fenton Avenue Charter School adopted Scott Foresman's California Science in 2006.	Yes	0.0 %
History-Social Science	Fenton Avenue Charter School adopted Harcourt Brace's Reflections series in 2005.	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

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 restrooms are cleaned three to five times a day. Classroom floors are stripped and waxed four times a year, and all carpets are professionally cleaned four 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: 1/9/2018

School Facility Good Repair Status

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

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: December 2017

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

Last updated: 1/9/2018

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, 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	33%	31%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	25%	22%	29%	30%	36%	37%

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.

Last updated: 1/9/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	783	779	99.49%	30.94%
Male	396	393	99.24%	24.68%
Female	387	386	99.74%	37.31%
Black or African American	38	36	94.74%	16.67%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	729	727	99.73%	31.36%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	699	695	99.43%	29.78%
English Learners	384	382	99.48%	24.87%
Students with Disabilities	127	127	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth			100.00%	--

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

Note: Double dashes (--) appear in the table when the number of students 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: 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: 1/9/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	783	781	99.74%	21.64%
Male	396	394	99.49%	23.35%
Female	387	387	100.00%	19.90%
Black or African American	38	36	94.74%	11.11%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	729	729	100.00%	21.54%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	699	697	99.71%	19.80%
English Learners	384	384	100.00%	17.19%
Students with Disabilities	127	127	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth			100.00%	18.18%

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

Note: Double dashes (--) appear in the table when the number of students 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: 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: 1/9/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	57.0%	60.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/9/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	19.2%	20.8%	19.2%

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.

Last updated: 1/9/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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. It is 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 2016, many parent workshops were offered, including Ironbox Math Fluency.

State Priority: Pupil Engagement

Last updated: 1/9/2018

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

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

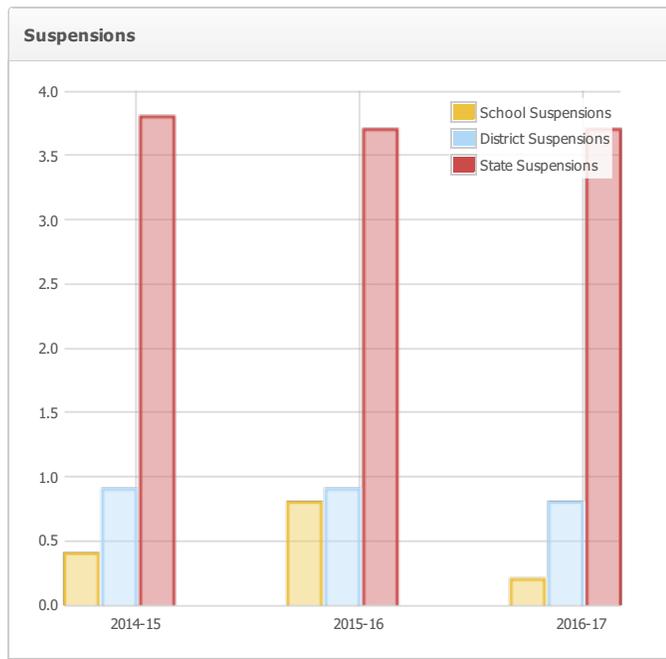
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4%	0.8%	0.2%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

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, three 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: 1/9/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	22.0	0	12	0	24.0	0	10	0	22.0	1	11	0
4	23.0	0	10	0	26.0	0	11	0	22.0	1	10	0
5	23.0	0	10	0	24.0	0	10	0	25.0	1	11	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/9/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10970.0	\$1890.0	\$9080.0	\$72051.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-2.2%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	32.0%	-9.5%

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

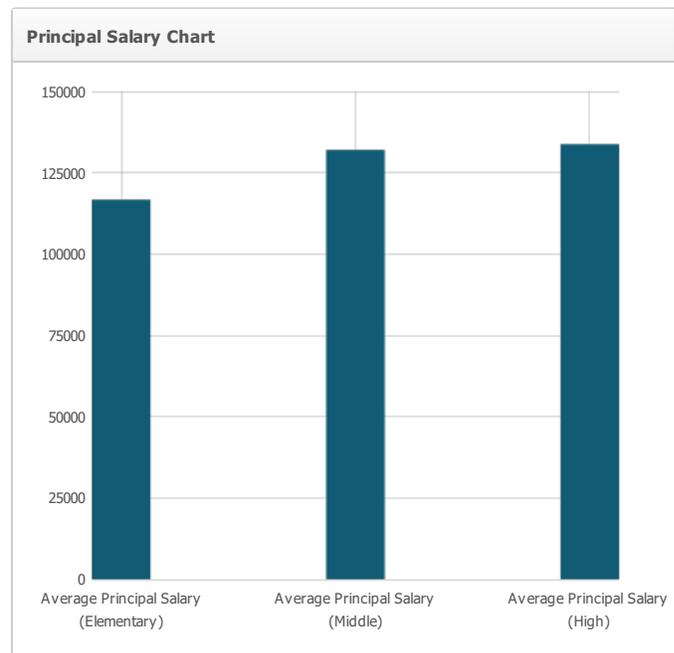
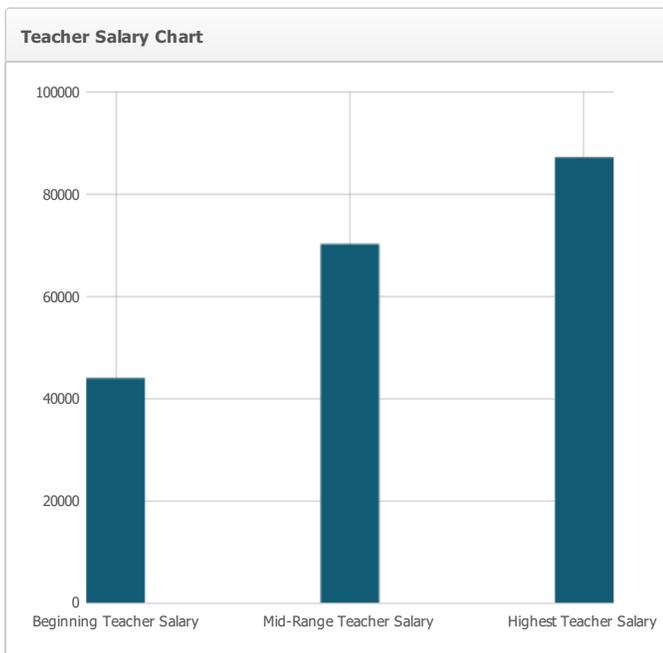
A variety of supplemental programs and services are available at Fenton Avenue Charter School. There is a music instructor who works with each grade level and also facilitates chorus instruction. After-school programs include the school-funded after school playground and LA's BEST. Additional support staff includes a full-time 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 a Information Technology Manager and services over 300 computers in classrooms: eight Mac desktops in all classrooms; 28 in each of the three computer labs.

Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/9/2018

Professional Development

Professional development is a focus for Fenton Avenue Charter School in order to ensure ongoing professional growth. Professional development is multifaceted and is delivered in a variety of ways: seven staff development days, once a week on Wednesdays and twice a week during psychomotor time blocks. The topics for professional development are based on the school's charter as well as teacher needs. Those topics include: differentiation for all students, behavioral support, Fenton Avenue Charter SDAIE strategies for English Learners, English Language Development, Explicit Direct Instruction, Data Analysis, Depth and Complexity, Mutt-i-grees (Social-emotional learning) and the sharing of Best Practices. A school-wide focus has been placed on the implementation of the Common Core State Standards, the implementation of Next Generation Science Standards (NGSS), formative assessment and Smarter Balanced Assessments.

The seven professional development days were added to the school calendar so teachers would have longer periods of time to collaborate. Wednesdays are one hour sessions that are often used for follow up, data analysis and/or the sharing of Best Practices. Psychomotor time is used for collaboration, allowing teachers the opportunity to discuss work samples, rubrics and analyze data as a grade level.

Last updated: 1/9/2018