



## Board of Education Report

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**File #:** Rep-099-24/25, **Version:** 1

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### **Approval of the Renewal Petition for Fenton Primary Center [PUBLIC HEARING] November 19, 2024 Charter Schools Division**

#### **Action Proposed:**

Approve the renewal petition for Fenton Primary Center (“Charter School”), located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 840 students in grades TK-2 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

Fenton Primary Center is a TK-2 school currently serving 460 students on a private facility in Pacoima at 11351 Dronfield Avenue, Pacoima, CA, 91331 in Board District 6 and Region North. Fenton Primary Center was originally approved by the LAUSD Board of Education on March 13, 2007. On September 20, 2016, the charter school was renewed for a five-year term to serve 840 students in grades TK-2. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Fenton Primary Center expires June 30, 2025.

On August 21, 2024, Fenton Primary Center submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 2024.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

#### **Due Diligence:**

Current Fenton Primary Center governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager, was performed by the Office of the Inspector General.

#### **Statutory Framework and Criteria for Renewal:**

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

**Criterion 1:** The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

**Criterion 2:** The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

**Criterion 3:** Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607 (e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

#### **Expected Outcomes:**

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

#### **Board Options and Consequences:**

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 099, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of the Charter School renewal petition.

**Policy Implications:**

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

**Budget Impact:**

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5). Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

**Student Impact:**

As stated in the LAUSD Policy and Procedures for Charter Schools, “[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools,” (Policy, p.3). Based on a comprehensive review and assessment of Charter School’s renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Fenton Primary Center Data Set

Attachment C - Verified Data Reports

Attachment D - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:

[≤https://drive.google.com/drive/folders/1HFXDaxqODK7mpDqQDi1D\\_GHw2gUsu-jO?usp=drive\\_link≥](https://drive.google.com/drive/folders/1HFXDaxqODK7mpDqQDi1D_GHw2gUsu-jO?usp=drive_link)

**Informatives:**

Not applicable

**Submitted:**

10/22/24

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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VERONICA ARREGUIN  
Chief Strategy Officer  
Office of the Chief Strategy Officer

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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DEVORA NAVERA REED  
General Counsel

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JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

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NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

\_\_\_ Approved as to budget impact statement.

ATTACHMENT A

**STAFF ASSESSMENT AND RECOMMENDATION REPORT**  
**RENEWAL PETITION**

Board of Education Report 099-24/25  
November 19, 2024

School Name:	Fenton Primary Center			BOARD IS REQUIRED TO TAKE ACTION BY:  <b>November 19, 2024</b>
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Fenton Charter Public Schools			
Location Code:	3746			
Type of Site(s):	Private			
Site Address(es):	11351 Dronfield Avenue, Pacoima, CA 91331			
Board District(s):	6	Region(s):	North	
Grade Levels Served:	TK-2	Current Enrollment:	460	
Grade Levels Authorized in Current Charter:	TK-2	Approved Enrollment in Current Charter:	840	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2025-2030)			
PROPOSED BENCHMARKS:	None			

**STAFF ASSESSMENT**

**I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Fenton Primary Center ("FPC" or "Charter School"), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 840 students in grades TK-2 in each year of the charter term.

**II. RENEWAL REQUIREMENTS**

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

**Criteria for Charter School Renewal and Grounds for Nonrenewal**

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the

Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)  
**These criteria have been determined not to be bases for denial.**
- Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?  
**These criteria have been determined not to be bases for denial.**
- Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)  
**These criteria have been determined not to be bases for denial.**

**Charter Petition Requirement:**

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?  
**This requirement has been determined not to be a basis for denial.**

### III. GENERAL SCHOOL INFORMATION

#### A. School History

	<b>Fenton Primary Center</b>
<b>Initial Authorization:</b>	On March 13, 2007, Fenton Primary Center was authorized by the LAUSD Board of Education to serve 480 students in grades K-1.
<b>Most Recent Renewal</b>	<p>The charter was renewed on September 20, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 840 students in grades TK-2.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Fenton Primary Center expires June 30, 2025.</p>

	<b>Fenton Primary Center</b>
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	Not applicable
<b>Submission of Renewal Petition Application:</b>	Fenton Primary Center submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	FPC implements its own Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	FPC participates in LAUSD Special Education Local Plan Area (SELPA) Option 3

#### **B. Charter School Operator**

Fenton Primary Center is operated by Fenton Charter Public Schools (FCPS), a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools.

### **IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

#### **a. Summary**

Fenton Primary Center has been identified by the state as a Middle performing charter school. Consistent with Education Code section 47607.2 (b)(1), California’s ESSA State Plan and the 2023 Dashboard Technical Guide: Academic Indicators (“Dashboard Technical Guide”) the recommendation for renewal has considered “Pair and Share”<sup>1</sup> academic performance data based on the grade three Distance From Standard (DFS) results of the school(s) where the grade two students matriculate to (in this case, Fenton Avenue Charter) and the state and local indicators reported on the California School Dashboard; and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable. The charter school has attained measurable increases in academic

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<sup>1</sup>Per the [Dashboard Technical Guide](#) published by the California Department of Education, “schools that serve kindergarten, grade one, and/or grade two only (non-testing grades) are required to receive a performance level on the Academic Indicator even though students in these grades are not administered the ELA and Mathematics assessments. The process of assigning DFS results to these schools is called “Pair and Share.” These schools are specifically assigned ... the grade three DFS results of the school(s) where the grade two students matriculate to. The district or school informs the CDE of the matriculation patterns for up to three schools.” The Dashboard Technical Guide also notes that Pair and Share schools do not receive student group data, do not receive participation rates, and are not held responsible for meeting the 95 percent participation rate goal. The Dashboard Technical Guide also notes: “The federal Pair and Share requirement only applies to the Academic Indicators. The data for the other state indicators are based on these schools’ own data.”



achievement schoolwide, and, per submitted verified data, student groups. Please see the attached Fenton Primary Center Data Set and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 Dashboard Performance Levels (colors) based on two years' data are provided.

**Fenton Primary Center Dashboard Indicators**

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Low	Not applicable	High	Not applicable	Very Low
2022-2023	Green	Green	Green	Not applicable	Blue	Not applicable	Blue

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

Fenton Primary Center was assigned a “Status Level” in 2022, and a Performance Level (color) and “Change Level” in 2023 through the application of the state’s “Pair and Share” methodology for the ELA indicator. Schools assigned “Pair and Share” data only receive schoolwide performance data and do not receive student group performance data. In 2022 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students. In 2023 in ELA, the charter school’s DFS was higher than the state for All Students.

**Fenton Primary Center - English Language Arts Indicator - 2021-2022**

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Not Applicable	Low	-37.4	Low	-12.2	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**Fenton Primary Center - English Language Arts Indicator - 2022-2023**

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Not Applicable	Green	-1.3	36.1	Orange	-13.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Math Indicator

Fenton Primary Center was assigned a “Status Level” in 2022, and a Performance Level (color) and “Change Level” in 2023 through the application of the state’s “Pair and Share” methodology for the Math indicator. Schools assigned “Pair and Share” data only receive schoolwide performance data and do not receive student group performance data. In

2022 in Math, the charter school's DFS was higher than the state for All Students. In 2023 in Math, the charter school's DFS was higher than the state for All Students.

#### Fenton Primary Center - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Not Applicable	Low	-29.9	Low	-51.7	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### Fenton Primary Center - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Not Applicable	Green	-2.6	27.2	Orange	-49.1	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level Low was lower than the state's Status Level of Medium. The charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate.

#### Fenton Primary Center - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	37.4%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### Fenton Primary Center - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	49.2%	11.7%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### f. College/Career Indicator

Not applicable

#### g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the

charter school's rate of chronic absenteeism was lower than the state for All Students and for all five numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022 and 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met."

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022 and 2022-2023 have not been published by the state.

l. Additional Information

Not applicable

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Fenton Primary Center's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	<i>Developing</i>
2023-2024	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 was due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

**VI. VERIFIED DATA**

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes.

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

**ELA**

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 ("Final Diagnostic" or "Spring (March 2- End of Year)") for All Students and for the following student groups<sup>2</sup>: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 431 students were assessed in Reading and 444 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 116%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median

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<sup>2</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g. "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

Progress to Typical Growth targets<sup>3</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

<b>i-Ready Diagnostic Growth Reading 2023-2024</b>				
<b>Student Groups</b>	<b>Number of Students Tested</b>	<b>i-Ready Growth Target</b>	<b>Reading: Progress to Annual Typical Growth (Median)</b>	<b>One Year’s Progress</b>
All Students Grade K-2	431	Grades K-5: 75%	116%	Met
English Learner	146	Grades K-5: 75%	108%	Met
Latino	397	Grades K-5: 75%	114%	Met
Socioeconomically Disadvantaged	367	Grades K-5: 75%	114%	Met
Students with Disabilities	39	Grades K-5: 75%	102%	Met

\*Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all four of the school’s student groups in Reading in 2022-2023.

## MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic” or “Spring (March 2- End of Year)”) for All Students and for the following student groups<sup>4</sup>: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 429 students were assessed in Math and 444 students were

<sup>3</sup> In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

<sup>4</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 119%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>5</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	429	Grades K-5: 80%	119%	Met
English Learner	145	Grades K-5: 80%	121%	Met
Latino	395	Grades K-5: 80%	119%	Met
Socioeconomically Disadvantaged	365	Grades K-5: 80%	121%	Met
Students with Disabilities	39	Grades K-5: 80%	97%	Met

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all four of the school’s student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Fenton Primary Center included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023 and 2023-2024, Fenton Primary Center appears to have met 95 percent participation rate for schoolwide and all student groups.

<sup>5</sup> i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

## VII. FISCAL MANAGEMENT AND PERFORMANCE

### a. Fiscal Condition

Fenton Primary Center's fiscal condition has been positive since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$4,489,807	\$6,630,064	\$6,657,010	\$6,439,065	\$6,509,230
Net Income/Loss	\$328,362	\$2,140,257	\$123,461	(\$217,945) <sup>2</sup>	\$70,165
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	(\$96,515) <sup>1</sup>	\$0	\$0
Norm Enrollment <sup>3</sup>	687	620	604	481	502

<sup>1</sup> Per Fenton Charter Public Schools, the prior-year adjustment of (\$96,515) in Fiscal Year 2021-2022 represented the amount due to the grantor related to the Clean Energy Jobs Act projects.

<sup>2</sup> According to Fenton Charter Public Schools, Charter School incurred a net loss of (\$217,945) for Fiscal Year 2022-2023 primarily due to the decrease in student enrollment and the implementation of the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 842 (Leases), which introduced new accounting requirements for long-term leased assets, effective in Fiscal Year 2022-2023.

<sup>3</sup> According to Fenton Charter Public Schools, the charter operator continues to adapt to meet the evolving needs of Fenton Primary Center's students and families. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

### b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

### c. Other Significant Fiscal Information

Fenton Charter Public Schools provides its employees with Post-Employment Benefits Other than Pensions (OPEB). According to Fenton Charter Public Schools' most current actuarial report and independent audit report for the 2022-2023 school year, the organization had a net defined benefit plan liability of \$348,943 for the organization.

The financial condition of the charter operator is summarized in the table below.

<b>FENTON CHARTER PUBLIC SCHOOLS</b>					
<b>Source: Independent Audit Report for the Year Ending June 30, 2023</b>					
<b># of Charter Schools</b>		<b><u>Including</u> related parties and charter schools</b>		<b><u>Excluding</u> related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	\$33,704,571	\$941,415	\$3,329,990	\$28,828



## ATTACHMENT B

## Fenton Primary Center

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	6	3746	Fenton Primary Center	All Students	200	-37.4	Low	-12.2	Low	Lower	165	Green	-1.3	36.1	Increased Significantly	Orange	-13.6	-1.4	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	0	--	--	-57.7	Low	--	0	--	--	--	--	Orange	-59.6	-2	Maintained	--
				English Learner	0	--	--	-61.2	Low	--	0	--	--	--	--	Orange	-67.7	-6.5	Declined	--
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	0	--	--	-38.6	Low	--	0	--	--	--	--	Orange	-40.2	-1.7	Maintained	--
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	0	--	--	-41.4	Low	--	0	--	--	--	--	Orange	-42.6	-1.2	Maintained	--
				Students with Disabilities	0	--	--	-97.3	Very Low	--	0	--	--	--	--	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	ELA Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 *	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2022 *	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2023	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2023	--	--	--	--	--	--	--	--	--	--	--	--	--	--

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Fenton Primary Center

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	6	3746	Fenton Primary Center	All Students	200	-29.9	Low	-51.7	Low	Higher	165	Green	-2.6	27.2	Increased Significantly	Orange	-49.1	2.6	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	0	--	--	-106.9	Very Low	--	0	--	--	--	--	Red	-104.5	2.6	Maintained	--
				English Learner	0	--	--	-92.0	Low	--	0	--	--	--	--	Orange	-93.4	-1.4	Maintained	--
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	0	--	--	-83.4	Low	--	0	--	--	--	--	Orange	-80.8	2.6	Maintained	--
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	-84.0	Low	--	0	--	--	--	--	Yellow	-80.8	3.2	Increased	--
				Students with Disabilities	0	--	--	-130.8	Very Low	--	0	--	--	--	--	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2022 *	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2023	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2023	--	--	--	--	--	--	--	--	--	--	--	--	--	--

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Fenton Primary Center

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School				2023 State					
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
N	6	3746	Fenton Primary Center	English Learner	131	37.4%	Low	50.3%	Medium	Lower	118	Green	49.2%	11.7%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	249	248	99.6%	Yes
2023	219	219	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Fenton Primary Center		State
ELs Who Progressed at Least One ELPI Level	35.1%	47.5%
ELs Who Maintained ELPI Level 4	2.3%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	26.7%	31.4%
ELs Who Decreased at Least One ELPI Level	35.9%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Fenton Primary Center		State
ELs Who Progressed at Least One ELPI Level	49.2%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	27.1%	32.7%
ELs Who Decreased at Least One ELPI Level	23.7%	18.6%

# Fenton Primary Center

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																				
R G	B D	Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
N	6	3746	Fenton Primary Center	All Students	662	16.8%	High	30.0%	Very High	Lower	577	Blue	2.9%	-13.8%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	33	27.3%	Very High	42.9%	Very High	Lower	29	No Color	0.0%	-27.3%	Declined	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	284	16.2%	High	33.6%	Very High	Lower	231	Blue	3.9%	-12.3%	Declined Significantly	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	*	--	No Performance Level	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	16	18.8%	No Performance Level	42.1%	Very High	--	16	No Color	6.3%	-12.5%	Declined	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	22	27.3%	No Performance Level	45.1%	Very High	--	35	No Color	2.9%	-24.4%	Declined	Yellow	38.7%	-6.4	Declined Significantly	Lower
				Latino	605	16.5%	High	35.8%	Very High	Lower	527	Blue	3.2%	-13.3%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	558	18.8%	High	37.4%	Very High	Lower	513	Blue	3.1%	-15.7%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	93	18.3%	High	39.6%	Very High	Lower	98	Blue	2.0%	-16.2%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

# Fenton Primary Center

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
N	6	3746	Fenton Primary Center	All Students	673	0.0%	Very Low	3.1%	Medium	Lower	586	Blue	0.0%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	33	0.0%	Very Low	7.9%	High	Lower	30	Blue	0.0%	0.0%	Maintained	Red	8.8%	0.9%	Increased	Lower
				English Learner	289	0.0%	Very Low	3.2%	Medium	Lower	234	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	*	--	No Performance Level	1.2%	Low	--	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--
				Foster Youth	18	0.0%	No Performance Level	12.4%	Very High	--	19	No Color	0.0%	0.0%	Maintained	Red	13.6%	1.2%	Increased	--
				Homeless Youth	23	0.0%	No Performance Level	5.5%	High	--	39	No Color	0.0%	0.0%	Maintained	Orange	6.5%	1.0%	Increased	Lower
				Latino	615	0.0%	Very Low	3.3%	Medium	Lower	535	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	568	0.0%	Very Low	4.0%	Medium	Lower	521	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	93	0.0%	Very Low	5.4%	High	Lower	100	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

# Fenton Primary Center

## Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	6	3746	Fenton Primary Center	528	84.8%	0.0%	0.0%	0.6%	3.8%	37.1%	1.1%	1.7%	5.1%	91.1%	0.0%	0.2%	0.2%	84.8%	15.2%	0.4%	2.7%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	6	3746	Fenton Primary Center	532	85.5%	0.0%	0.2%	0.4%	4.3%	39.8%	0.8%	1.1%	4.5%	92.3%	0.0%	0.4%	0.0%	85.9%	12.6%	0.4%	1.3%
Statewide				5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
Los Angeles Unified				538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

# Fenton Primary Center

## RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
N	6	3746	Fenton Primary Center	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesreclass.asp>

# Fenton Primary Center

## Long-Term English Learners (LTEL) and "At-Risk"

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	6	3746	Fenton Primary Center	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	0	0.0%	144,190	7.1%	0	0.0%	136,190	9.6%
				EL 0-3 Years	211	90.9%	505,487	24.8%	194	87.0%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	1	0.4%	236,323	11.6%	2	0.9%	207,773	10.4%
				EL total	212	91.4%	1,112,535	54.5%	196	87.9%	1,074,833	53.8%
				RFEP	20	8.6%	927,723	45.5%	27	12.1%	924,460	46.2%
				Total (Ever)	232	100.0%	2,040,258	100.0%	223	100.0%	1,999,293	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>



# Fenton Primary Center

## Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cn/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

**2023-2024 Special Education Enrollment**

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	6	3746	Fenton Primary Center	528	80	15.2%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	6	3746	Fenton Primary Center	532	67	12.6%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

**2023-2024 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	6	3746	Fenton Primary Center	64.8%	35.2%	21	0	0	0	0	0	4	0	5	0	6	35	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

**2022-2023 Special Education Enrollment**

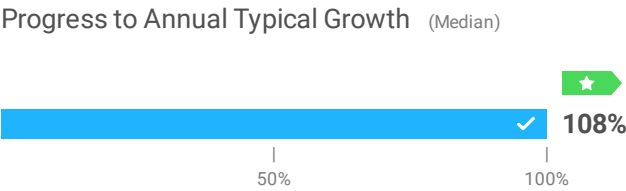
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	6	3746	Fenton Primary Center	71.6%	28.4%	16	0	0	0	0	0	3	0	6	0	10	32	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

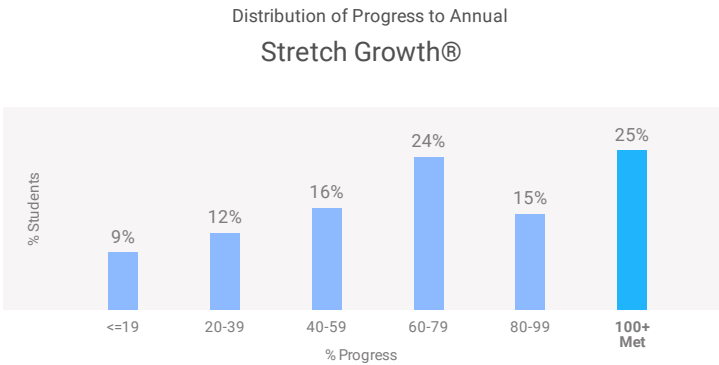
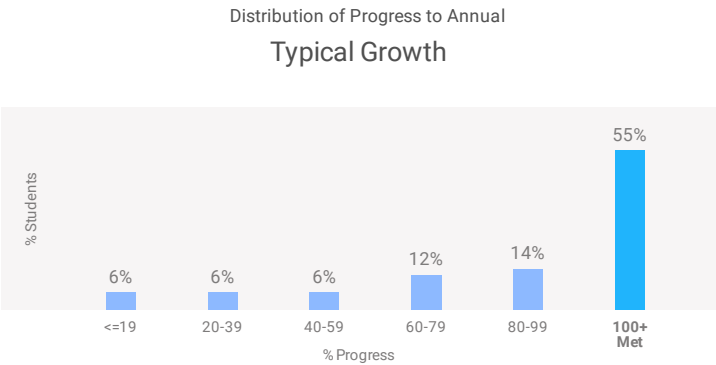
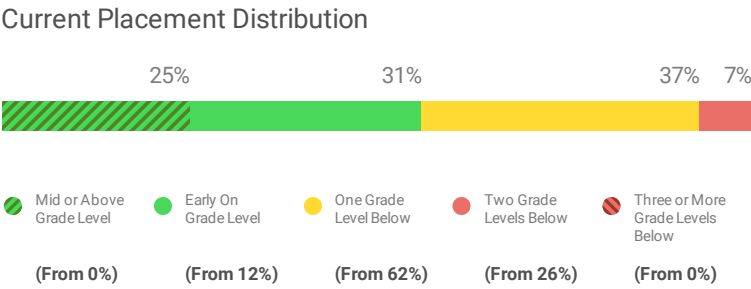
Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 146/152



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

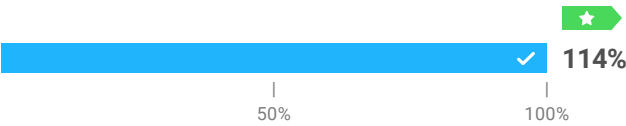
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div></div> 94%	47%	<div><div></div></div> 69%	22%	76%	55/56
Grade 1	<div><div></div></div> 108%	61%	<div><div></div></div> 67%	33%	67%	33/36
Grade 2	<div><div></div></div> 120%	60%	<div><div></div></div> 70%	22%	71%	58/60

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

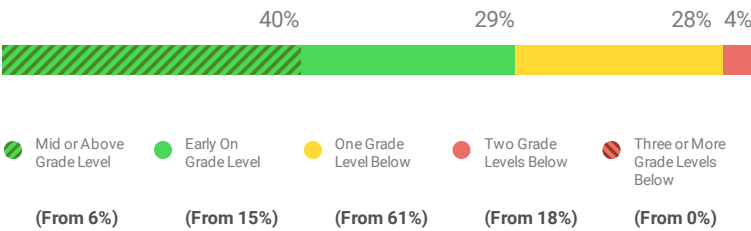
Students Assessed/Total: 397/409

Progress to Annual Typical Growth (Median)



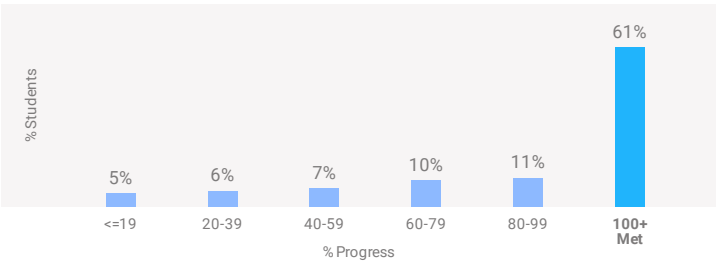
The median percent progress towards Typical Growth for this school is 114%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

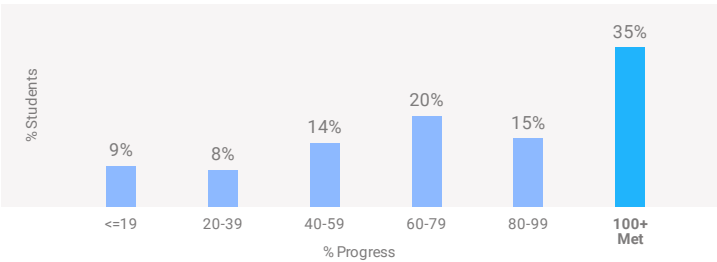


Mid or Above Grade Level (From 6%) Early On Grade Level (From 15%) One Grade Level Below (From 61%) Two Grade Levels Below (From 18%) Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

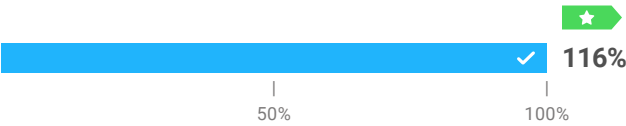
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	100%	50%	73%	25%	80%	123/128
Grade 1	118%	65%	82%	40%	74%	118/123
Grade 2	127%	66%	84%	38%	74%	156/158

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

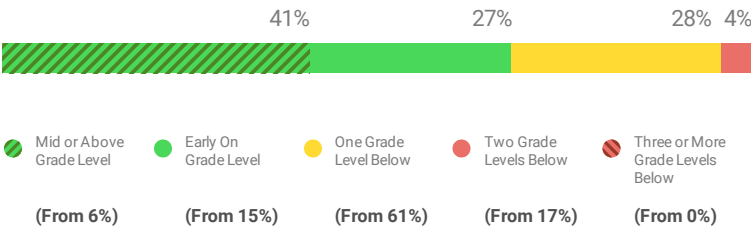
Students Assessed/Total: 431/444

Progress to Annual Typical Growth (Median)

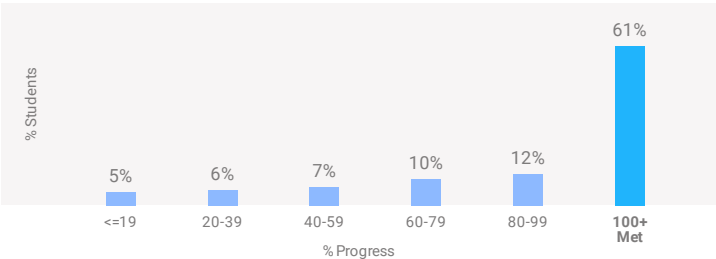


The median percent progress towards Typical Growth for this school is 116%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

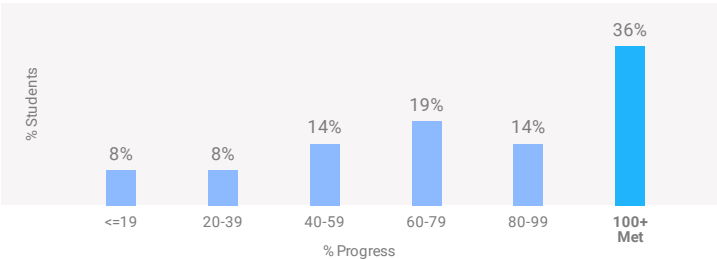
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



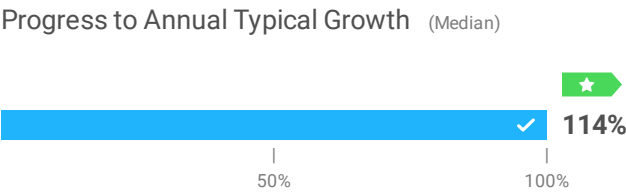
Distribution of Progress to Annual Stretch Growth®



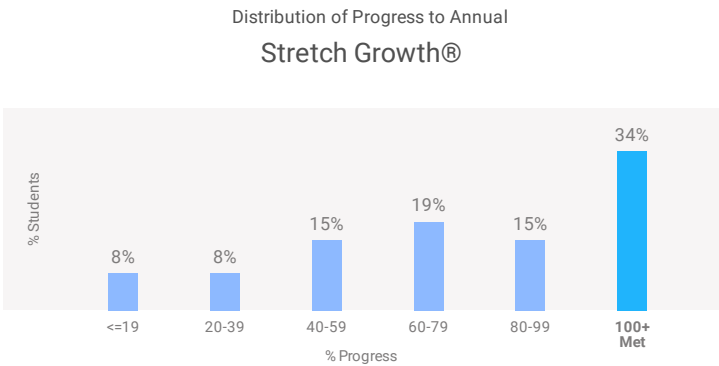
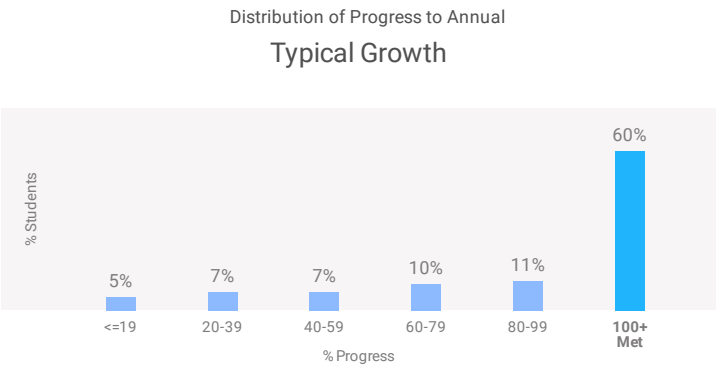
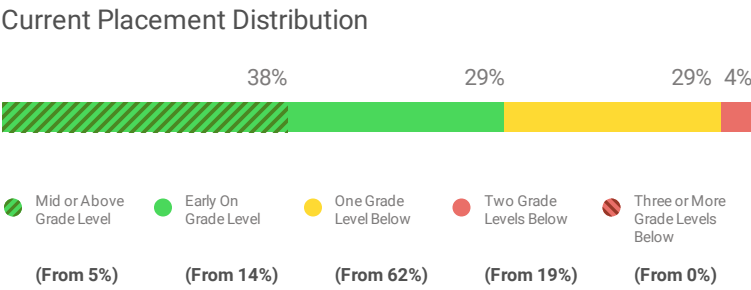
Choose to Show Results By						
Grade						
						Showing 3 of 3
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div></div> 100%	51%	<div><div></div></div> 73%	27%	80%	135/140
Grade 1	<div><div></div></div> 111%	63%	<div><div></div></div> 80%	38%	71%	126/132
Grade 2	<div><div></div></div> 135%	68%	<div><div></div></div> 86%	41%	75%	170/172

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 367/380



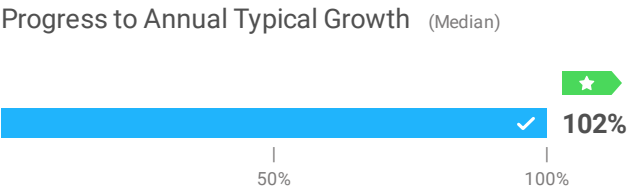
The median percent progress towards Typical Growth for this school is 114%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



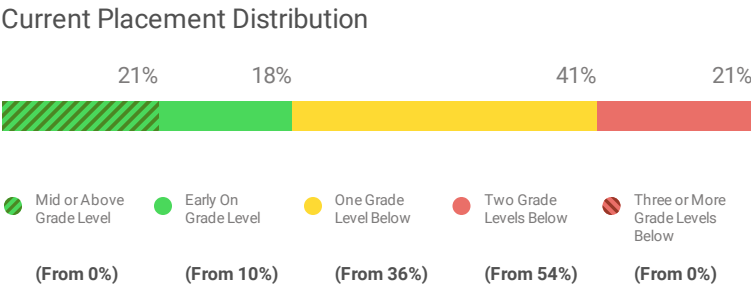
Choose to Show Results By						
Grade						
						Showing 3 of 3
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div>100%</div>	51%	<div><div></div>73%</div>	26%	82%	117/122
Grade 1	<div><div></div>110%</div>	58%	<div><div></div>77%</div>	35%	66%	106/112
Grade 2	<div><div></div>132%</div>	68%	<div><div></div>86%</div>	40%	76%	144/146

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

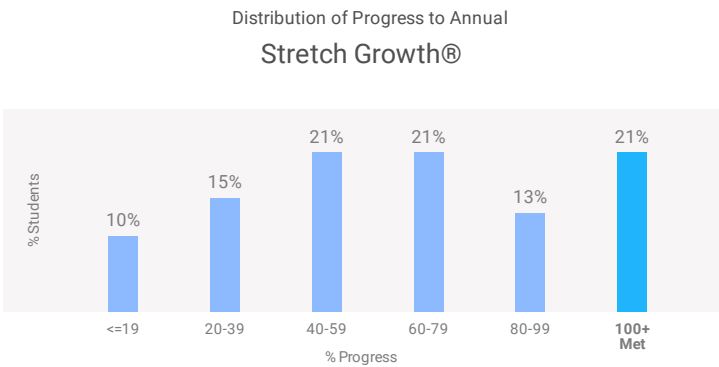
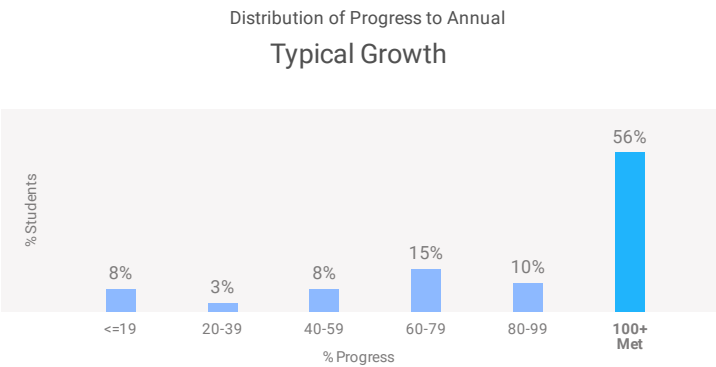
Students Assessed/Total: 39/46



The median percent progress towards Typical Growth for this school is 102%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.









Mid or Above Grade Level (From 0%) Early On Grade Level (From 10%) One Grade Level Below (From 36%) Two Grade Levels Below (From 54%) Three or More Grade Levels Below (From 0%)



Choose to Show Results By

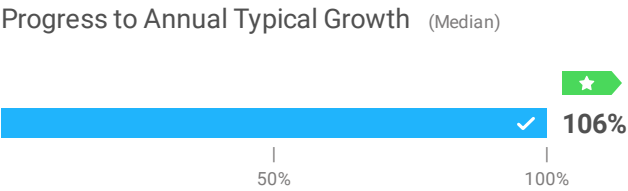
Grade

Showing 3 of 3

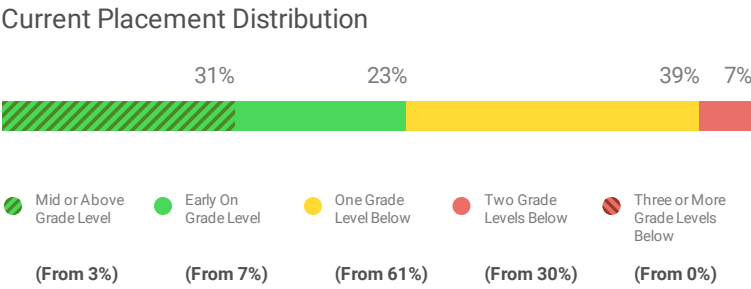
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 79%	33%	 58%	0%	83%	6/7
Grade 1	 102%	62%	 60%	15%	77%	13/17
Grade 2	 129%	60%	 77%	30%	65%	20/22

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

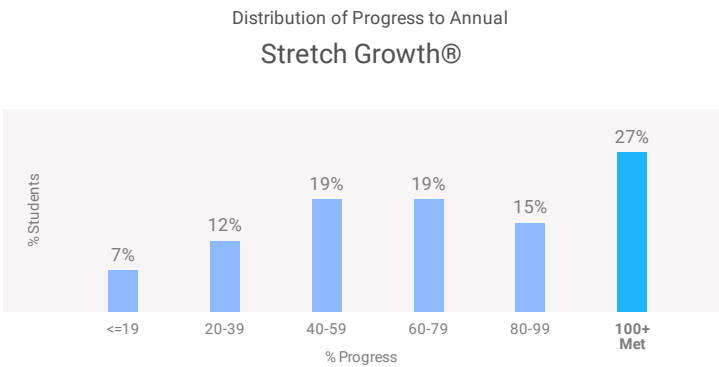
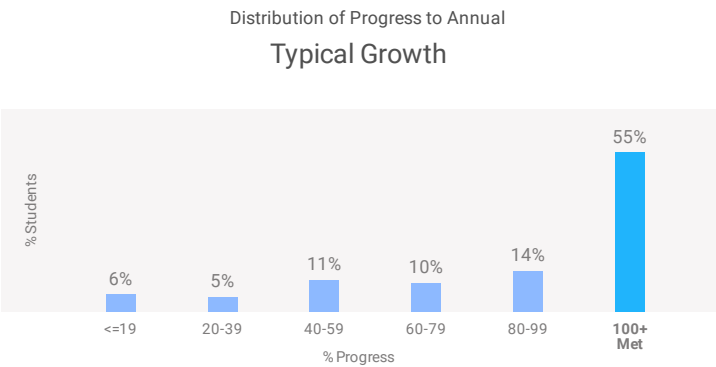
Students Assessed/Total: 176/180



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.









Mid or Above Grade Level (From 3%)  
Early On Grade Level (From 7%)  
One Grade Level Below (From 61%)  
Two Grade Levels Below (From 30%)  
Three or More Grade Levels Below (From 0%)



Choose to Show Results By

Grade

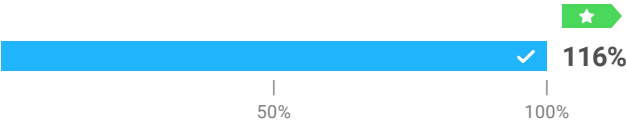
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 96%	46%	 70%	25%	75%	52/54
Grade 1	 105%	57%	 72%	25%	68%	60/60
Grade 2	 138%	61%	 80%	31%	72%	64/66

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

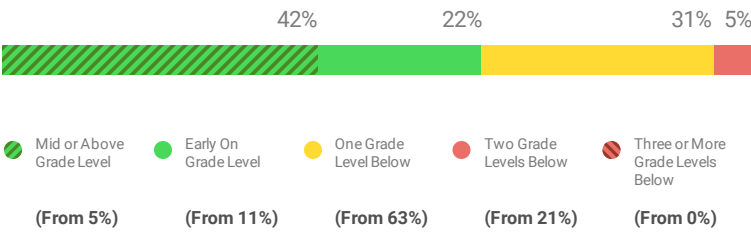
Students Assessed/Total: 429/439

Progress to Annual Typical Growth (Median)



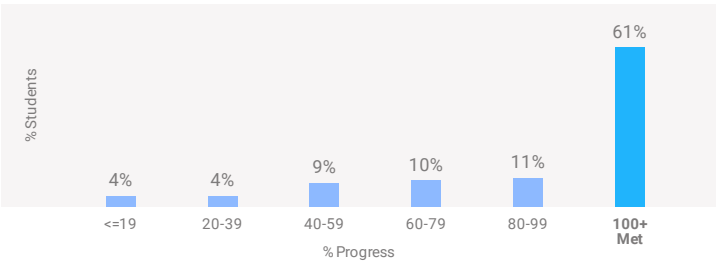
The median percent progress towards Typical Growth for this school is 116%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

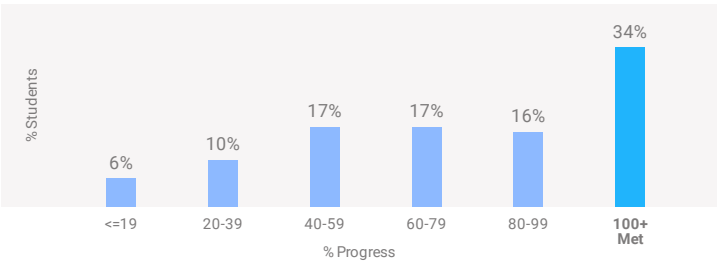


Mid or Above Grade Level (From 5%)  
Early On Grade Level (From 11%)  
One Grade Level Below (From 63%)  
Two Grade Levels Below (From 21%)  
Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth

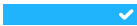







Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade Showing 3 of 3

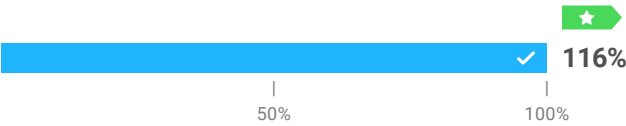
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 112%	60%	 82%	35%	80%	127/132
Grade 1	 108%	60%	 79%	36%	74%	145/146
Grade 2	 123%	63%	 79%	32%	76%	157/161



School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

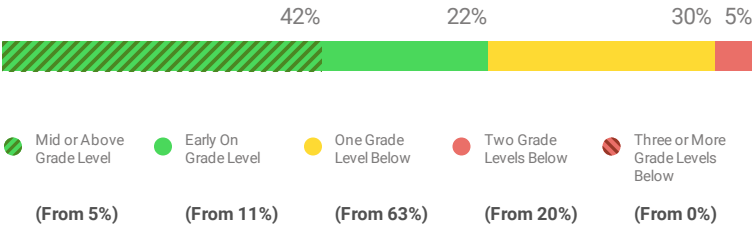
Students Assessed/Total: 463/476

Progress to Annual Typical Growth (Median)

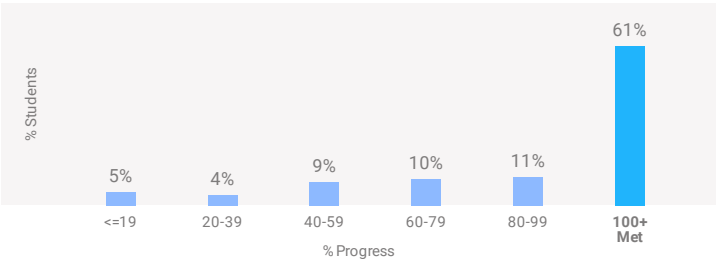


The median percent progress towards Typical Growth for this school is 116%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

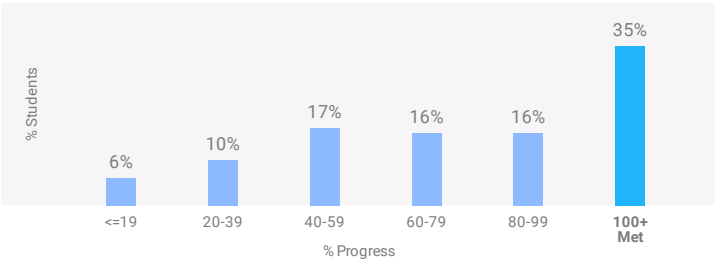
Current Placement Distribution



Distribution of Progress to Annual Typical Growth




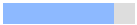



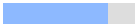
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

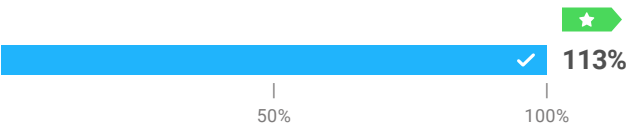
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 114%	60%	 84%	35%	79%	133/140
Grade 1	 108%	59%	 79%	35%	73%	160/161
Grade 2	 123%	64%	 80%	34%	76%	170/175

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

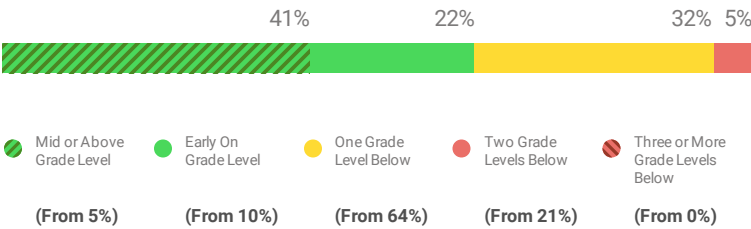
Students Assessed/Total: 404/415

Progress to Annual Typical Growth (Median)

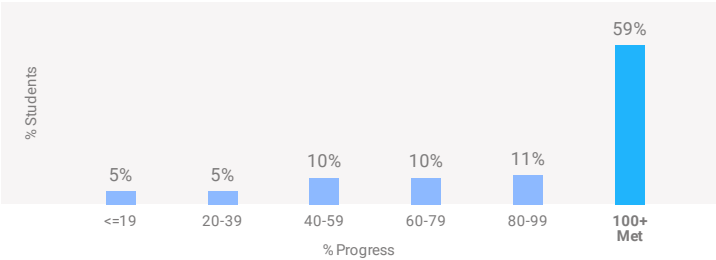


The median percent progress towards Typical Growth for this school is 113%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

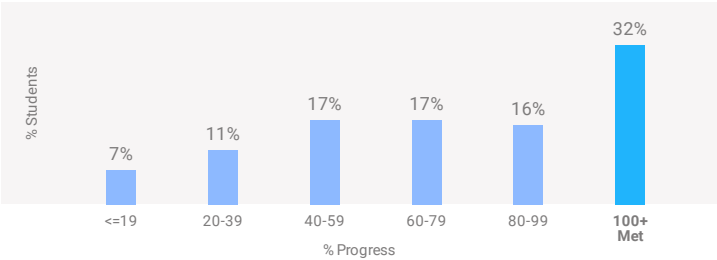
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

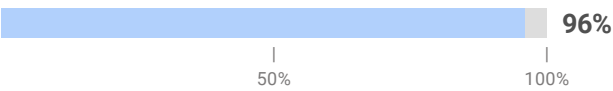
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	109%	57%	80%	30%	77%	114/121
Grade 1	106%	58%	78%	32%	70%	139/140
Grade 2	123%	62%	79%	34%	76%	151/154

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

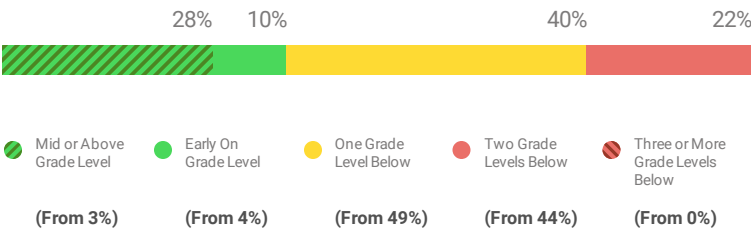
Students Assessed/Total: **68/72**

Progress to Annual Typical Growth (Median)

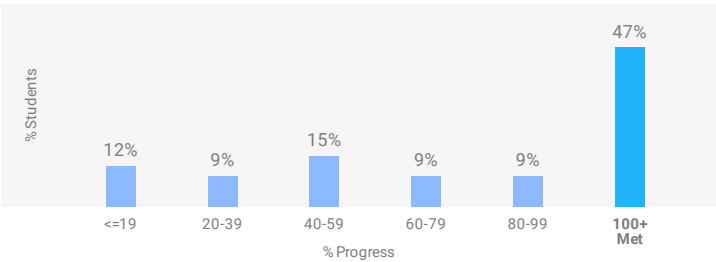


The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

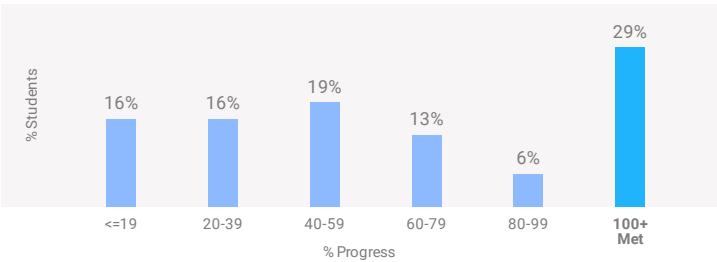
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

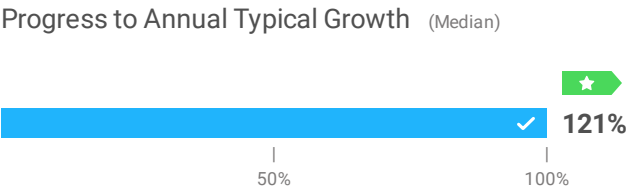
Grade

Showing 3 of 3

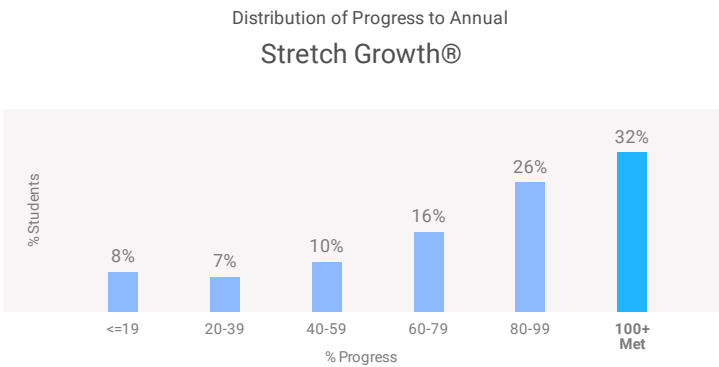
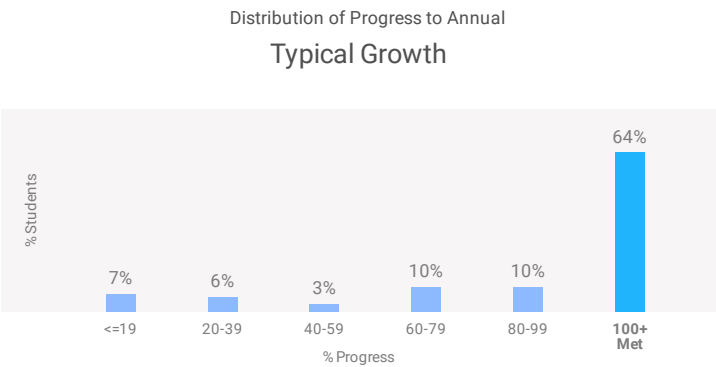
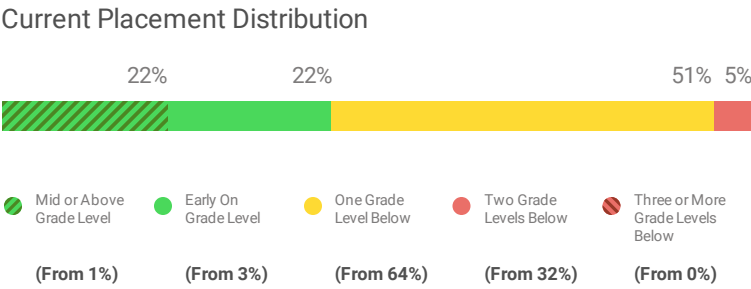
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	55%	19%	42%	6%	50%	16/20
Grade 1	108%	63%	74%	38%	75%	24/24
Grade 2	95%	50%	52%	36%	50%	28/28

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 145/152









The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

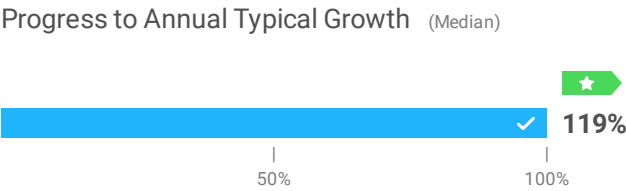
Grade

Showing 3 of 3

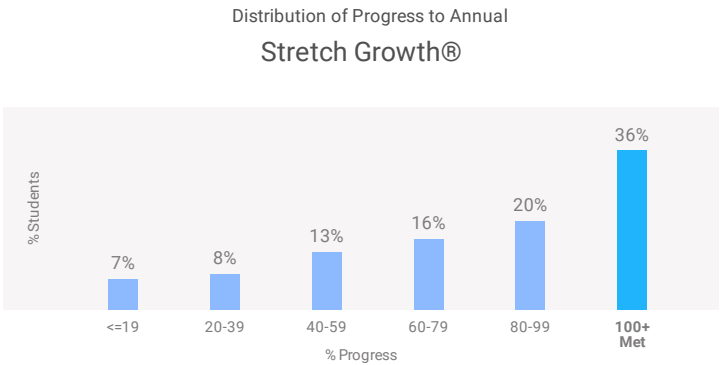
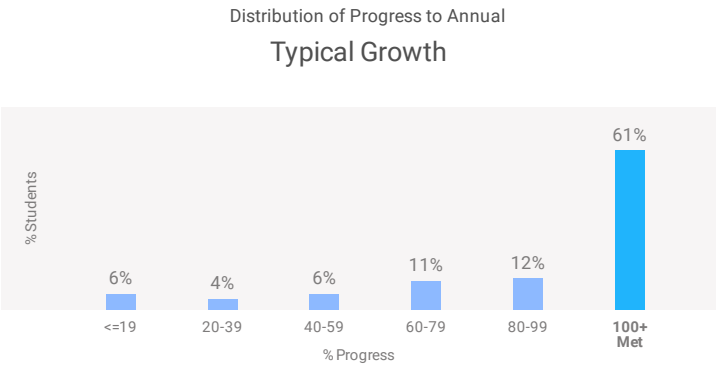
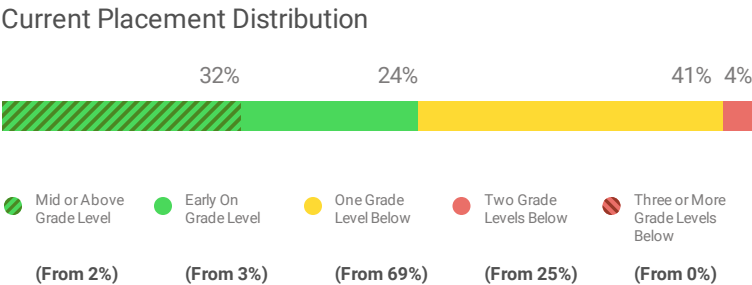
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 108%	59%	 89%	39%	57%	54/56
Grade 1	 128%	70%	 95%	42%	64%	33/36
Grade 2	 128%	66%	 81%	21%	71%	58/60

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 395/409









The median percent progress towards Typical Growth for this school is 119%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

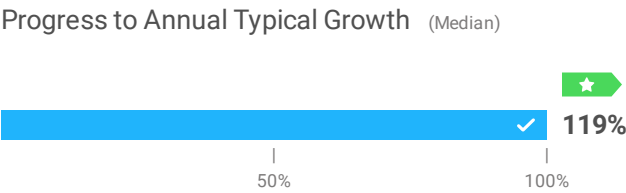
Grade

Showing 3 of 3

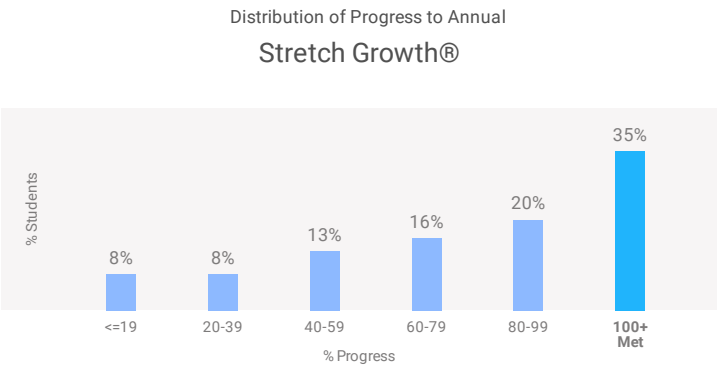
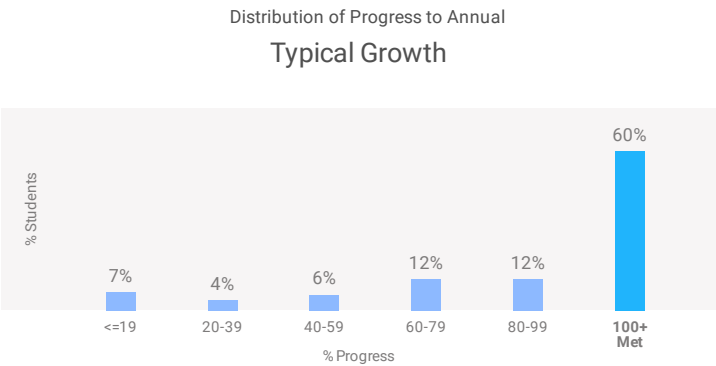
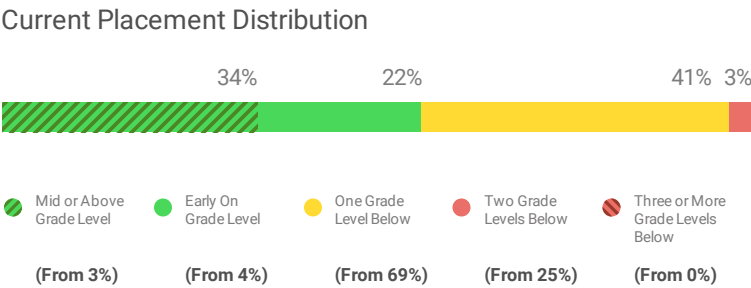
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 103%	51%	 82%	38%	65%	121/128
Grade 1	 130%	64%	 95%	46%	66%	118/123
Grade 2	 127%	65%	 83%	28%	77%	156/158

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 429/444



The median percent progress towards Typical Growth for this school is 119%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

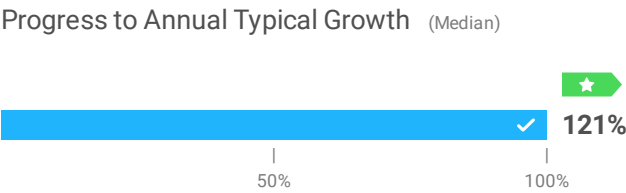
Grade

Showing 3 of 3

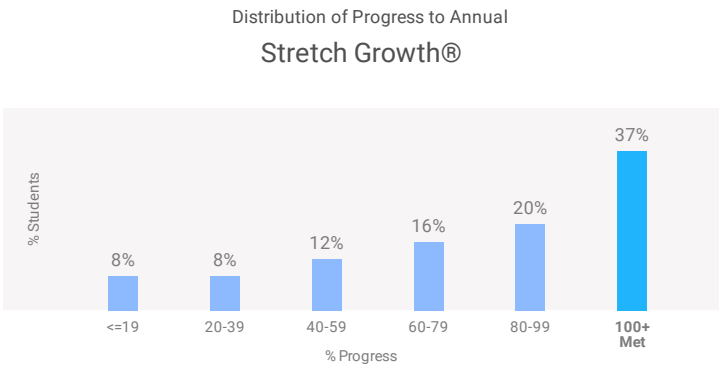
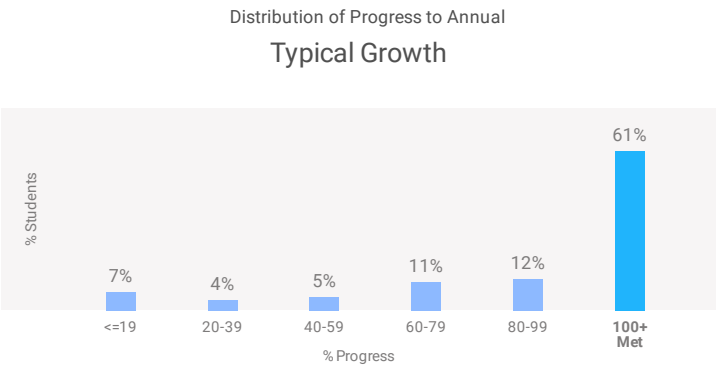
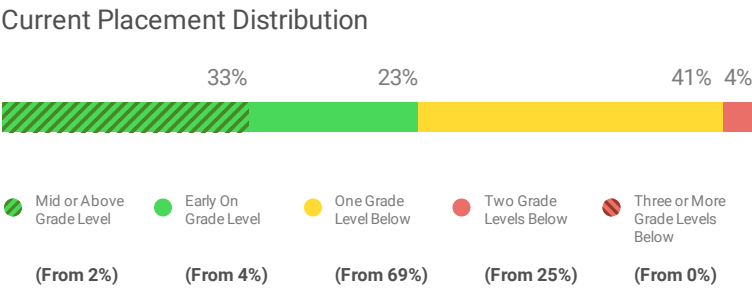
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div></div> 100%	51%	<div><div></div></div> 79%	38%	65%	133/140
Grade 1	<div><div></div></div> 128%	61%	<div><div></div></div> 94%	45%	65%	127/132
Grade 2	<div><div></div></div> 127%	66%	<div><div></div></div> 83%	27%	78%	169/172

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 365/380






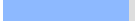

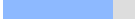
The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

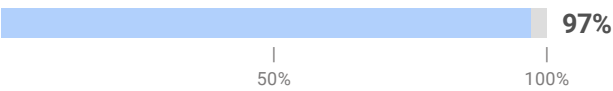
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 106%	52%	 85%	39%	63%	115/122
Grade 1	 131%	64%	 95%	47%	64%	107/112
Grade 2	 127%	65%	 83%	27%	78%	143/146

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

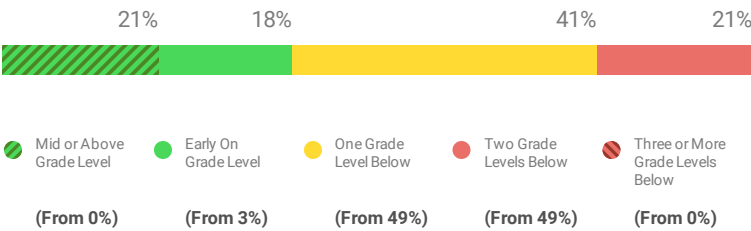
Students Assessed/Total: 39/46

Progress to Annual Typical Growth (Median)

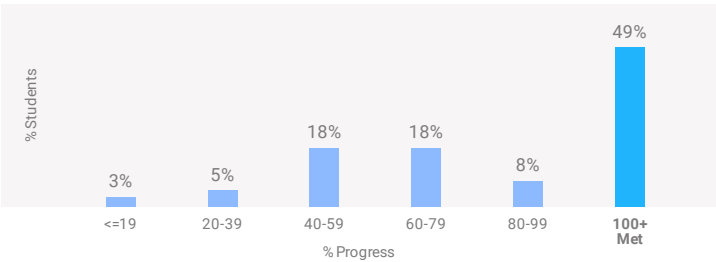


The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

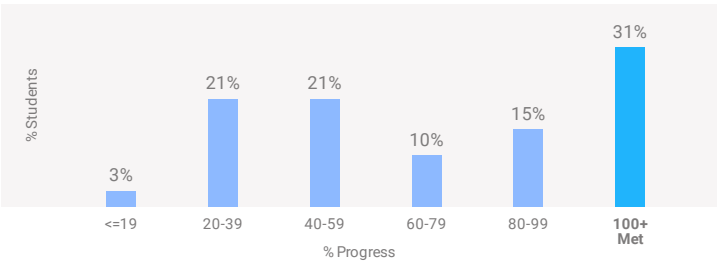
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

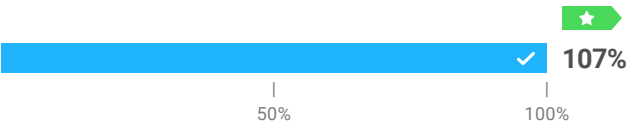
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div></div> 83%	33%	<div><div></div></div> 68%	17%	50%	6/7
Grade 1	<div><div></div></div> 117%	54%	<div><div></div></div> 92%	31%	46%	13/17
Grade 2	<div><div></div></div> 113%	50%	<div><div></div></div> 68%	35%	60%	20/22



School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

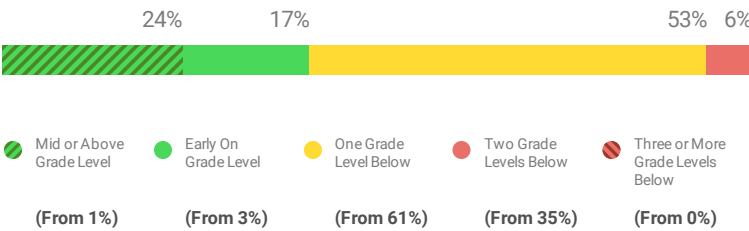
Students Assessed/Total: 175/180

Progress to Annual Typical Growth (Median)



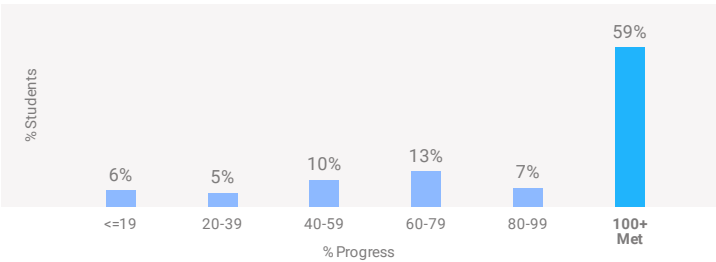
The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

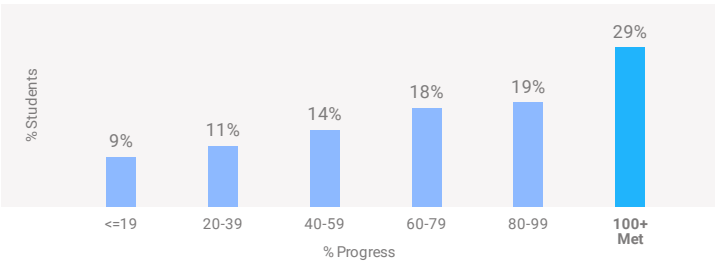


Mid or Above Grade Level (From 1%) Early On Grade Level (From 3%) One Grade Level Below (From 61%) Two Grade Levels Below (From 35%) Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



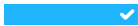





Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

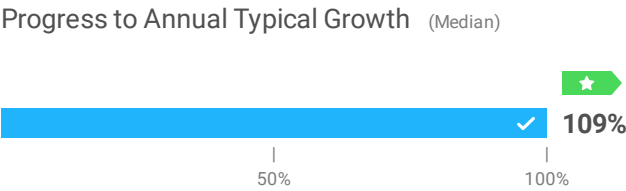
Grade

Showing 3 of 3

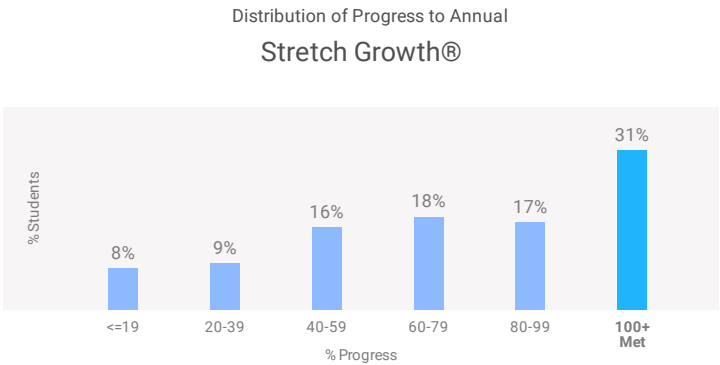
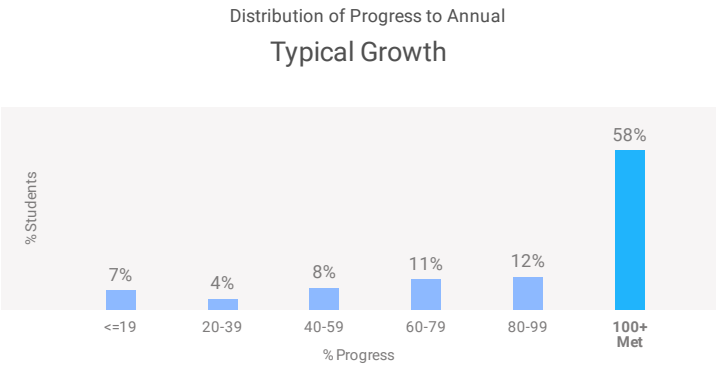
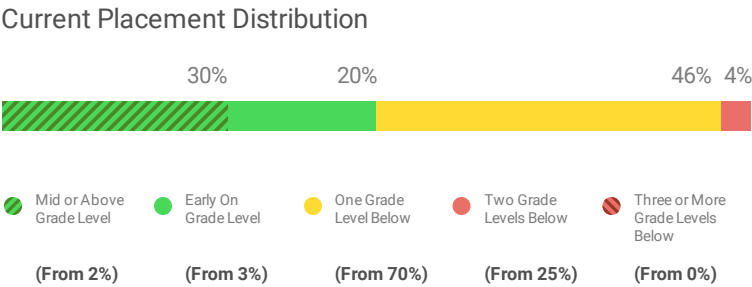
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 113%	61%	 92%	31%	67%	51/54
Grade 1	 105%	60%	 78%	33%	55%	60/60
Grade 2	 111%	56%	 72%	22%	70%	64/66

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 428/439









The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

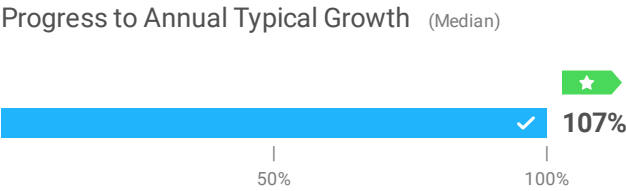
Grade

Showing 3 of 3

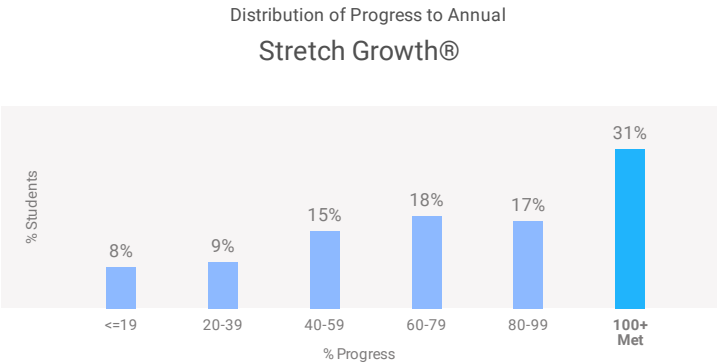
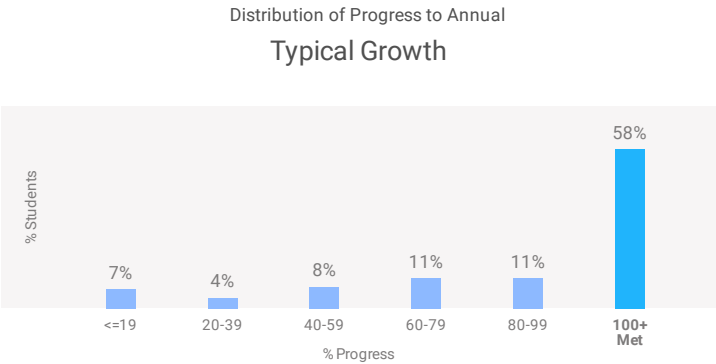
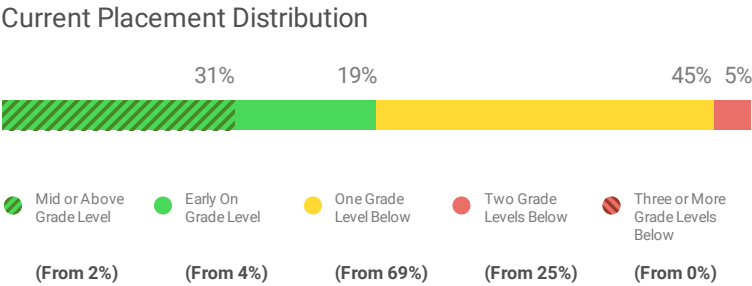
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 113%	60%	 92%	38%	67%	126/132
Grade 1	 114%	62%	 84%	39%	61%	145/146
Grade 2	 103%	53%	 69%	19%	71%	157/161

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 462/476



The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

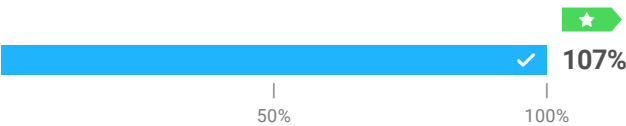
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div></div> 113%	60%	<div><div></div></div> 92%	39%	65%	132/140
Grade 1	<div><div></div></div> 107%	61%	<div><div></div></div> 83%	38%	61%	160/161
Grade 2	<div><div></div></div> 103%	53%	<div><div></div></div> 69%	19%	70%	170/175

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

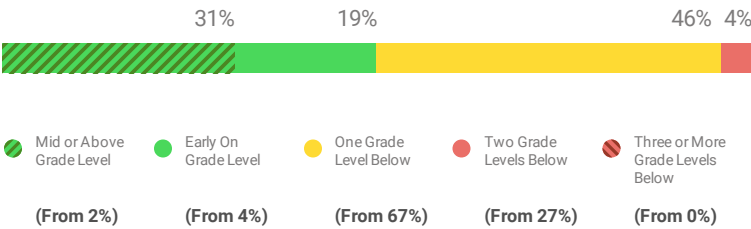
Students Assessed/Total: 403/415

Progress to Annual Typical Growth (Median)

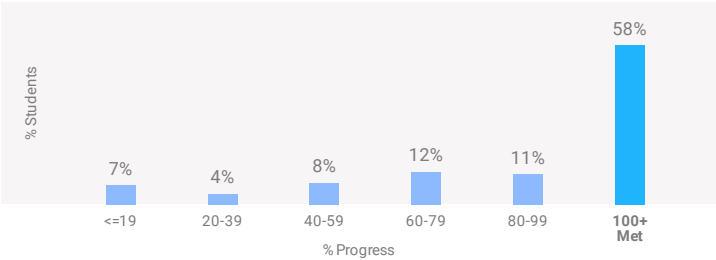


The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

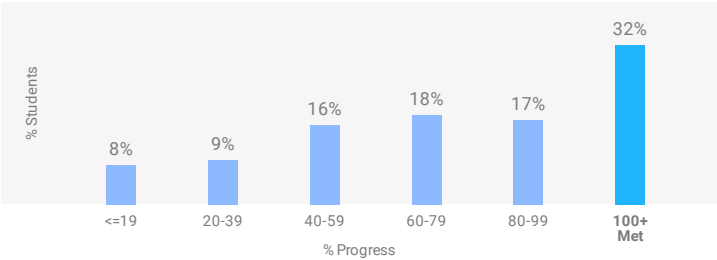
Current Placement Distribution



Distribution of Progress to Annual Typical Growth




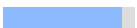
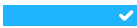


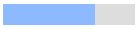
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

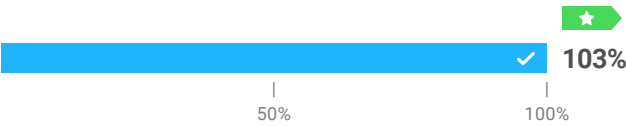
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 109%	58%	 90%	36%	62%	113/121
Grade 1	 114%	63%	 84%	40%	63%	139/140
Grade 2	 104%	54%	 69%	21%	73%	151/154

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

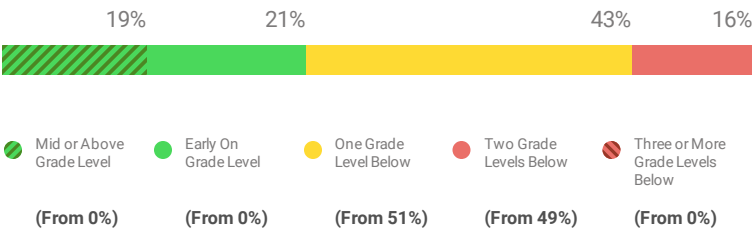
Students Assessed/Total: 67/72

Progress to Annual Typical Growth (Median)

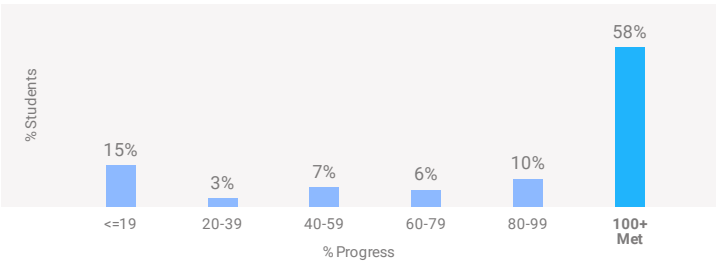


The median percent progress towards Typical Growth for this school is 103%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

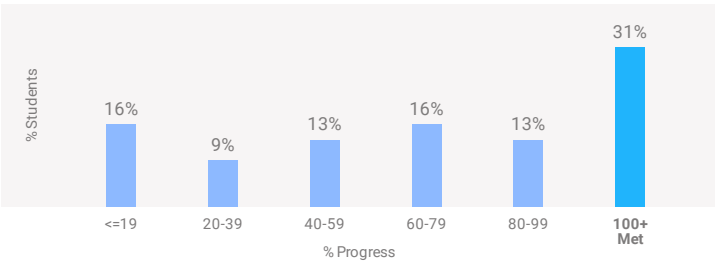
Current Placement Distribution



Distribution of Progress to Annual Typical Growth









Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 86%	44%	 71%	13%	44%	16/20
Grade 1	 161%	75%	 118%	54%	71%	24/24
Grade 2	 100%	52%	 60%	22%	67%	27/28