



FENTON CHARTER PUBLIC SCHOOLS

The mission of the Fenton Charter Public Schools is to offer a high-quality innovative education to all students in a safe, secure, nurturing environment where students, parents and staff become a community of learners achieving collaborative and successful outcomes.

FCPS: 8928 B Sunland Boulevard, Sun Valley, CA 91352 • (818) 962-3630

FACS: 11828 Gain Street, Lake View Terrace, CA 91342 • (818) 896-7482

SMBCCS: 1022 North Van Ness Avenue, Los Angeles, CA 90038 • (323) 469-0971

FPC: 11351 Dronfield Avenue, Pacoima, CA 91331 • (818) 485-5900

STEM and FCLA: 8926 Sunland Boulevard, Sun Valley, CA 91352 • (818) 962-3636

REGULAR MEETING - BOARD OF DIRECTORS

August 18, 2022 – 4:30 P.M.

Join Zoom Meeting: <https://us02web.zoom.us/j/87479668758>

Meeting ID: 874 7966 8758

AGENDA

The Fenton Charter Public Schools (“Charter Schools”) welcome your participation at the meetings of the Board of Directors (“Board”). The purpose of a public meeting of the Board is to conduct the affairs of the Fenton Charter Schools in public and encourage continued community interest in our organization.

MODIFIED MEETING PROCEDURES AS PER EXECUTIVE ORDER N-15-21

Executive Order N-29-20, adopted in March of 2020, suspended various procedures under the Ralph M. Brown Act governing “Brown Act Committee” meetings due to the COVID-19 global pandemic. Pursuant to the later Executive Order N-08-21, those suspended provisions were to continue until September 30, 2021. On September 16, 2021, Governor Gavin Newsom signed Assembly Bill (AB) 361 into law, which gave local agencies, including local educational agency (LEA) governing boards, flexibility in conducting public meetings virtually during a declared state of emergency (wildfires, floods, pandemics, etc.). AB 361 authorizes, until January 1, 2024, a local agency to use teleconferencing for public meetings, without complying with certain Brown Act requirements, in any of the following circumstances: 1) State or local officials have imposed or recommended measures to promote social distancing; 2) the board holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; 3) the board holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

Instructions for Presentations to the Board by Parents and Citizens

If you wish to make a public comment, please follow these instructions:

1. A Google survey “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the “speaker cards” available at meetings. <https://bit.ly/2wDdxrM>
2. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
4. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.
6. After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

I. PRELIMINARY

- A. **Call to Order** – Chairperson of the Board – Joe Lucente
- B. **Roll Call** – Secretary of the Board – Irene Sumida
- C. **Approval of the Agenda** – Chair Lucente

The Chair will request any amendments to the agenda, and then approval.

- D. **Minutes of Previous Regular Meeting** - Chair Lucente

Minutes of the July 21, 2022 Regular Meeting of the Board of Directors will be presented for approval.

II. COMMUNICATIONS

- A. **Presentations from the Public** – Chair Lucente

Any persons present desiring to address the Board of Directors on any proper matter.

Agenda items: No individual presentation shall be for more than five (5) minutes and the total time for this purpose shall not exceed thirty (30) minutes per agenda item.

Non-agenda items: No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes.

Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

- B. **Public Hearing** – Chief Executive Officer, Dr. David Riddick

Sufficiency of Instructional Materials - *Education Code* Section 60119: The Board will encourage participation from parents, teachers and community members regarding the sufficiency of textbooks and instructional materials for each student.

- C. **Committee/Council Reports**

Committee and Council reports will resume in September. Committee and Council chairs for 2022-2023 for each site are listed below:

1. **Finance Committee:** *Sarah Ananta, Maria Patrón (FPC); Kristine Khachian, Donald Ausherman (SMBCCS); Jennifer Hines (FCLA); Dominica Yasuda (STEM)*
Budget, Facilities and Safety Council: *Martin Penner (FACS)*
2. **Instruction Committee:** *Brianna Ellis, Jackie Penner (FPC); Carmen Solis, Bunny Wolfer (SMBCCS); Yesenia Fuentes (FCLA); Elisa Vallejo (STEM)*
Curriculum and Assessment Council: *Christopher Torres (FACS)*

3. **Personnel Committee:** *Karen Knapp, Judy Lee (FPC); Marie Kirakossian, Megan Rol (SMBCCS); Kate Hetu (FCLA); Priscilla Gentry (STEM)*
Human Resource and Personnel Council: *Leanna Hendrix (FACS)*
4. **Parent/Community Advocacy Committee:** *Gurpreet Gill, Bridget Ruiz (FPC); Evelia Manzo, Aaron Veals (SMBCCS); Brennan Mack (FCLA); Melissa Katchen (STEM)*
School-Community Relations Council: *Tony Peña (FACS)*
 - a. **School Site Council:** *(FACS); (FPC); (SMBCCS); (FCLA/STEM)*
 - b. **English Learner Advisory Committee:** *(FACS); (FPC); (SMBCCS); (FCLA/STEM)*

D. Financial Business Manager's Report

Erik Okazaki, Associate Client Manager and Colleague to Kristin Dietz, Vice President of EdTec and Financial Business Manager of the FCPS, will present the Unaudited Actual Reports for June 30, 2022 and any updates to the 2022-2023 approved budget.

E. Directors' Reports

Directors' reports will resume in September.

F. Chief Operating Officer's Report – Mr. Jason Gonzalez

G. Chief Executive Officer's Report – Dr. David Riddick

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Chief Executive Officer recommends approval of all consent agenda items.

- A. Recommendation to approve continued remote viewing option via tele/video conferencing meetings for the Fenton Charter Public Schools Board of Directors and for all Brown Act Committees Under AB 361 and Executive Order N-15-21
- B. Recommendation to approve final staff rosters and employee contracts for FACS, SMBCCS, FPC, STEM and FCLA for the 2022-2023 school year
- C. Recommendation to approve 2022-2023 Parent Involvement Policies for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy and FCPS Student Handbook

- D. [Recommendation to approve 2022-2023 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for FACS, FPC, SMBCCS, STEM and FCLA](#)

IV. [ITEMS SCHEDULED FOR ACTION](#)

- A. [Recommendation to approve Resolution #51: Sufficiency of Instructional Materials](#)
- B. [Recommendation to approve slate of directors and officers for the FCPS Foundation Board of Directors for 2022-2023](#)
- C. [Recommendation to receive June 30, 2022 Unaudited Actual Reports for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy](#)
- D. [Recommendation to approve expenditures for items above spending authority of Chief Executive Officer](#)
- E. [Recommendation to approve Acceleration Stipends to recognize staff efforts to launch the Acceleration Program across the Fenton schools during the 2022-2023 school year](#)

V. [ITEMS SCHEDULED FOR INFORMATION](#)

- A. [Update on FCPS OPEB Trust](#)
- B. [Acceleration Program](#)
- C. [Expanded Learning Opportunities Program \(ELO-P\)](#)

VI. [ANNOUNCEMENTS](#)

VII. [ADJOURNMENT](#)

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, September 15, 2022 at 4:30 pm via Zoom.

Americans with Disabilities Act

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meeting of the FCPS Board of Directors, please contact the FCPS business office at (818) 962-3630. Notification of 72 hours prior to the meeting will enable FCPS to make reasonable arrangements to ensure accommodations and accessibility to this meeting. Upon request, FCPS shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with disabilities.

**UNAPPROVED MINUTES
FENTON CHARTER PUBLIC SCHOOLS
BOARD OF DIRECTORS MEETING**

July 21, 2022

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, July 21, 2022, at 4:30 p.m. via Zoom (<https://us02web.zoom.us/j/87479668758>).

I. PRELIMINARY

A. Call to Order – Chairperson of the Board – Joe Lucente

The Board of Directors meeting was called to order at 4:32 p.m. by the Board Chair, Joe Lucente.

B. Roll Call – Secretary of the Board – Irene Sumida

Board Members Present

Yvette King-Berg, *Community Representative*

Daniel Laughlin, *Parent Representative*

Joe Lucente, *Community Representative*

Erin Studer, *Community Representative*

Carrie Wagner, *Community Representative*

Jed Wallace, *Community Representative*

Walter Wallace, *Community Representative*

Board Members Not Present

N/A

C. Approval of the Agenda – Chair Lucente

On **MOTION** of Yvette King-Berg, **SECONDED** by Daniel Laughlin and **CARRIED** by a vote of 7 (YES) and 0 (NO), the Agenda (Item I.C.) was approved as presented.

Aye: (7) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Jed Wallace, Walter Wallace

Nay: (0)

Abstentions: (0)

D. Approval of Minutes of Previous Regular Meeting – Chair Lucente

On **MOTION** of Walter Wallace, **SECONDED** by Daniel Laughlin and **CARRIED** by a vote of 5 (YES), 0 (NO), and 2 (ABSTENTIONS), the minutes of the June 23, 2022 Regular Meeting (Item I.D.) were approved as presented.

Aye: (5) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Jed Wallace,
Walter Wallace

Nay: (0)

Abstentions: (2) Erin Studer, Carrie Wagner

II. COMMUNICATIONS

A. Presentations from the Public – Chair Lucente

There were no presentations from the public.

B. Public Hearing – Independent Study – California Education Code (EC) Section 51747

A notice of public hearing regarding *California Education Code (EC) Section 51747, Independent Study*, was posted on the Fenton website beginning on July 7, 2022. The Board encouraged participation from parents, teachers and community members prior to the adoption of written policies related to independent study to be implemented at the Fenton schools beginning in the 2022-2023 school year. *There were no presentations from the public.*

C. Committee/Council Reports

Committee and Council reports for meetings conducted since the official start of the 2022-2023 school year will be posted in the September agenda.

D. Financial Business Manager's Report

The Financial Business Manager's report will resume at the September 15th regular board meeting.

E. Directors' Reports

Directors' reports will resume in September.

F. Chief Operating Officer's Report

Fenton Charter Public Schools (FCPS) – Mr. Jason Gonzalez, Chief Operating Officer, reported.

G. Chief Executive Officer's Report

Fenton Charter Public Schools (FCPS) – Dr. David Riddick, Chief Executive Officer, reported.

III. CONSENT AGENDA ITEMS

A. Recommendation to approve continued remote viewing option via tele/video conferencing meetings for the Fenton Charter Public Schools Board of Directors and for all Brown Act Committees Under AB 361 and Executive Order N-15-21

B. Recommendation to approve the 2022-2023 Board Resolution regarding council and committee responsibilities and membership

On **MOTION** of Carrie Wagner, **SECONDED** by Jed Wallace and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the Consent Agenda (Items III.A. and B.) was approved as presented.

Aye: (7) Yvette King-Berg, Daniel Laughlin, Joe Lucente,
Erin Studer, Carrie Wagner, Jed Wallace, Walter Wallace
Nay: (0)
Abstentions: (0)

IV. ITEMS SCHEDULED FOR ACTION

A. Recommendation to approve slate of FCPS Board Officers for the 2022-2023 school year

On **MOTION** of Daniel Laughlin, **SECONDED** by Jed Wallace and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the slate of FCPS Board Officers for the 2022-2023 school year (Item IV.A.) was approved as presented.

Aye: (7) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Jed Wallace, Walter Wallace
Nay: (0)
Abstentions: (0)

B. Recommendation to approve Independent Study Agreement for 2022-2023 school year

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the Independent Study Agreement for the 2022-2023 school year (Item IV.B.) was approved as presented.

Aye: (7) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Jed Wallace, Walter Wallace
Nay: (0)
Abstentions: (0)

C. Recommendation to receive FASB ASC 715 OPEB report for FCPS as of June 30, 2022

On **MOTION** of Walter Wallace **SECONDED** by Jed Wallace and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to receive the FASB ASC 715 OPEB report for FCPS as of June 30, 2022 (Item IV.C.) was approved as presented. *For fiscal year ending June 30, 2023, the Fenton Charter Public Schools are expected to contribute \$637,267 to the OPEB Trust. (The total contribution for fiscal year ending June 30, 2022 was \$859,678.)*

Aye: (7) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Jed Wallace, Walter Wallace
Nay: (0)
Abstentions: (0)

V. ITEMS SCHEDULED FOR INFORMATION

A. Update on OPEB Trust

This was an information item only and no action was taken.

VI. ANNOUNCEMENTS

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, August 18, 2022 at 4:30 p.m. via Zoom.

VII. ADJOURNMENT

The meeting was adjourned at 5:19 p.m.

Respectfully submitted:

Irene Sumida
Secretary of the Board

II.B.

Public Hearing

“Sufficiency of Instructional Materials - *Education Code* Section 60119”

II.C.

Committee and Council Reports

Committee and Council Reports will resume in September.

II. D.

Financial Business Manager's Report
(See presentation slides)

II. E.

Directors' Reports

Directors' Reports will resume when the schools are back in session.

II. F.

Chief Operating Officer's Report

(See presentation slides)

II. G.

Chief Executive Officer's Report

**FENTON CHARTER PUBLIC SCHOOLS (FCPS)
CHIEF EXECUTIVE OFFICER'S REPORT**

August 18, 2022

The mission of the Fenton Charter Public Schools is to offer a high-quality innovative education to all students in a safe, secure, nurturing environment where students, parents and staff become a community of learners achieving collaborative and successful outcomes.

This report contains information related to [Consumer Price Index \(CPI\)](#); [Decline of Attendance in California](#); [Updates on AB 2484 and AB 2214](#); [District COVID-19 Testing Protocols](#); [FCPS COVID-19 Testing Update](#); [Summer Professional Development](#); [Administrative Retreat](#); [Possible Lease with Head Start](#); [New Independent Study Protocols](#); [Forecast on 21-22 RFEP Rates](#); [FCPS Budget Updates](#); [LCAP Updates](#)

National

From School Services of California –

“CPI Flat in July”

posted August 11, 2022

The Bureau of Labor Statistics reported that the Consumer Price Index (CPI)—the U.S. measure of inflation—remained unchanged from June 2022, resulting in an unadjusted annual inflation of 8.5%. Recall that annual inflation just a month ago measured at 9.1%. When excluding the costs for food and energy, annual inflation increased by 5.9%.

Key drivers for July CPI were significant reductions in energy costs, which as a basket of goods, decreased by 4.6% from June 2022 levels. While this reduction offsets the more modest monthly cost increases of food and shelter, the unadjusted annual cost of energy is still up by 32.9% when compared to a year ago July, with gasoline up by 44.0% and fuel up by 75.6% from a year ago.

Certainly, U.S. residents are breathing a sigh of relief from what was mounting energy costs on the one hand, but on the other hand they continue to feel pressure in their wallets from the rising cost of food, which increased at an annual rate of 10.9%—the largest annual increase since May 1979.

Since inflation is one of the significant factors that can lead to an economic recession, as well as influences annual cost-of-living adjustments (COLAs), we will continue to monitor the CPI closely, recognizing that COLA for education funding purposes is specifically determined by a federal price deflator for government entities.

State:

From School Services of California –

“Attendance Rates See Steep Decline” ([Back to Top](#))

posted August 12, 2022

The primary purpose for requiring a student to be physically present at school is to maximize the amount of learning that takes place. Studies unequivocally show that student learning is greatest when the student is physically present. Secondly, the fiscal health of a local education agency (LEA) can change significantly based on the rate at which students attend school. This is because much of the funding provided by the state is allocated on the basis of a student being physically present at school, or participating in independent study, and not just enrolled with an LEA.

This concept, known as average daily attendance (ADA), provides a predetermined amount of funding allocated to LEAs. Every day that a student is absent, or does not meet the requirements of participation in independent study, results in lost funding of approximately \$71 per absence in Local Control Funding Formula dollars alone. LEAs do not have the ability to “create” new students as a means to generate revenues, so it is important to maximize the rate at which students show up on a daily basis. The tables below reflect the average percentage of days those students were physically present in 2019-20 and 2021-22 and the difference between these years by district type and by grade span. Put differently, if an LEA with 180 days of instruction has an ADA rate of 90%, that means students, on average, miss 18 days of school annually.

School District Type	2019-20	2021-22	Difference Between 2019-20 and 2021-22
Elementary	95.54%	91.09%	-4.45%
High	94.11%	90.34%	-3.77%
Unified	94.71%	89.64%	-5.07%

Grade Span Type	2019-20	2021-22	Difference Between 2019-20 and 2021-22
Grades K–3	94.72%	89.62%	-5.1%
Grades 4–6	95.93%	90.93%	-5.00%
Grades 7–8	95.40%	90.79%	-4.61%
Grades 9–12	93.81%	89.35%	-4.46%

The drastic decrease in the attendance rates was the topic du jour through budget negotiations heading into the 2022-23 fiscal year. At School Services of California Inc., we applaud Governor Gavin Newsom and the Legislature for recognizing that the decrease was impactful and pandemic-induced, and providing three pathways to soften the landing for LEAs:

- [COVID-19 ADA relief for school districts, county offices of education and classroom-based charter schools](#)
- [Declining enrollment protection for classroom-based charter schools](#)
- [Declining enrollment protection for school districts](#)

Measuring your own LEA's attendance rates against the statewide average provides a benchmark to assess how well your LEA is doing at incentivizing and capturing attendance. The benchmarks above should not be the ceiling, but rather, the floor. The ceiling should always be 100%, with the goal of having students be physically present for all 180 days of the school year.

From California Charter Schools Association –

“Two CCSA Opposed High Priority Charter Bills Held in Senate Appropriations Committee!

posted August 11, 2022 ([Back to Top](#))

Today, state lawmakers met to determine the fate of 815 bills in this Legislative session as part of a process called the Appropriations Suspense File. All three of CCSA's top priority opposition bills were included in these hearings in both the State Senate and Assembly. Bills which are held in the appropriations committee will not move forward to a final floor vote in this legislative session.

Two of CCSA's top Opposition Bills were Held!

- [AB 2484 \(Bonta\)](#) **Charter School Facility Grant Program:** Would have imposed unworkable requirements and excessive fees and penalties on charter schools receiving SB 740 Facility Grants serving low-income communities through lease agreements with nonprofit entities, and impose new closure requirements on all charter schools. The charter community rallied to oppose this bill, and despite numerous efforts to work with the author, amendments were insufficient to address our concerns. This is a huge victory for reasonable policy making and the collective power of our movement. We extend our deepest thanks to all of our thought partners and advocates who worked tirelessly to defeat this bill!
- [AB 2214 \(Garcia, Cristina\)](#) **Charter Schoolsite Acquisition:** Would have imposed new and duplicative requirements on charter schools related to school site acquisition and construction approval processes, significantly limiting options for charter school construction – particularly in the most impacted and high need communities in the state. This bill was similar to AB 762, which was held in appropriations last year.

District:

LAUSD New Response Testing Protocol (2022-2023 School Year) ([Website](#)) – ([Back to Top](#))

posted August 2, 2022

The following is an excerpt from the LAUSD website related to the District's new response to COVID-19 testing for the 2022-2023 school year. ([LAUSD Protocols - Google Drive](#))

Will COVID testing be required during the 2022-23 school year?

Following the guidance of our medical advisors and the Los Angeles County Department of Public Health – and subject to changes to County Health Officer Orders – Los Angeles Unified will implement a new “response testing” protocol for summer school programs and the 2022-23 school year. Instead of requiring every student and employee to test weekly with a PCR test, only those who are experiencing COVID-19 symptoms, or who have been in close contact with a

person who has tested positive, will be required to test. All testing will be conducted with take-home rapid antigen tests, which are available to students and employees at their school or worksite.

Is masking required during the 2022-23 school year?

Indoor masking is strongly recommended, but not required, for all employees, students and visitors at Los Angeles Unified elementary, secondary and adult school campuses, Expanded Transitional Kindergarten/Preschool Collaborative Classrooms (ETK/PCC), and in all non-school locations (including school buses and vans), with some exceptions. This guidance also applies to students, employees, and visitors at EECs, EECPCCs, CSPPs, Infant Centers, and PALS classrooms.

Per Los Angeles County Department of Public Health requirements, all individuals who are identified as close contacts are required to wear a highly protective mask indoors at school for 10 days after the last date of exposure. Students with mask accommodations who are identified as a close contact must quarantine at home for 10 days following the last date of exposure.

Masking requirements are subject to change with updated guidance from the Los Angeles County Department of Public Health.

What should I do if a member of my household tests positive?

Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they: monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors at school/work (except when eating or drinking) for 10 days, and test negative within 3-5 days after the last date of exposure to the positive household member while they were infectious. Rapid antigen tests are available at all schools or from supervisors

What should I do if my child is in close contact with someone outside of school who is positive for COVID-19?

If your child is identified as a close contact of a positive individual outside of school, they can continue to attend school as long as they monitor for symptoms, wear a highly protective mask for 10 days after the last date of exposure, and test negative with an at-home rapid antigen test within 3-5 days after last exposure. Rapid tests can be obtained from your school.

If your child recovered from COVID-19 in the last 90 days, they are exempt from testing, but are required to monitor for symptoms and wear a mask for 10 days following exposure.

If your child develops any COVID-19 symptoms, you should call your healthcare provider immediately and make arrangements for your child to be tested for COVID-19.

Do household members of close contacts have to take the same precautions?

No, household members of identified close contacts do not have to take the same precautions, as long as they are not experiencing symptoms.









FCPS:

FCPS COVID-19 Testing Update ([Back to Top](#))

The Fenton Charter Public Schools will continue to follow the guidance of LADPH in terms of reopening protocols, exposure management, screening and COVID-19 testing. The following are the most recent updates from LADPH.

- [Reopening Protocols for K-12 Schools: Appendix T1](#) (8/11/22)
- [COVID-19 Exposure Management Plan Guidance in TK-12 Schools](#) (8/8/22)
- [Screening and Exposure Decision Pathways for Symptomatic Persons](#) (5/24/22)
- [Health Officer Order](#) (5/18/22)

The following are [recommendations from LADPH for schools in LA County](#) to follow upon reopening.

 COVID-19 Containment, Response and Control Plan <ul style="list-style-type: none">• Includes COVID-19 Compliance Team• Protocols for isolating cases & identifying exposures• Follow Health Officer Order & School Protocols• Contingency plans for large scale outbreaks  Masks <ul style="list-style-type: none">• Offer teachers/staff medical masks & respirators• Staff with COVID who test out of home isolation after Day 5 must wear highly protective mask around others through Day 10.• Exposed need to mask indoors for 10 days after exposure  Testing – for response <ul style="list-style-type: none">• Assure access to testing for sick and exposed• Assistance available from Public Health  Report clusters of cases <ul style="list-style-type: none">• 3 or more linked cases in 14 days need to be reported to LA County Public Health	 More Ventilation & Less Crowding <ul style="list-style-type: none">• Utilize outdoors often• Upgrade HVAC, proper fan use, air cleaners• CDC Interactive School Ventilation Tool• CalSHAPE grants from CA Dept of Energy  Indoor masking recommendation <ul style="list-style-type: none">• In all indoor areas while transmission is high  Testing recommendation <ul style="list-style-type: none">• 1x for all before or right after return to school• 1x per week for all when transmission high• 1x per week for students participating in indoor medium and high risk sports, & performing arts• Assistance available from Public Health  Daily health screening recommendation <ul style="list-style-type: none">• Reminders to check child for COVID symptoms at home before school or use pre-entry screening
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The Fenton Charter Public Schools will implement “response testing” protocol using Rapid Antigen Tests. Response testing refers to providing an Antigen test only to individuals who have present symptoms or who have been exposed to a confirmed positive case. Response testing will take place in lieu of weekly asymptomatic PCR testing that took place during the 2022-2023 school year.

COVID-19 Response Testing

COVID-19 response testing will be required for:

- Individuals who are symptomatic, or
- Individuals who have been determined to be close contacts of someone who has been diagnosed with COVID-19, or
- Individuals who tested positive for COVID-19 and need to return from isolation early (after Day 5).

Each Fenton school has Rapid Antigen Tests available for baseline testing upon request and/or upon need throughout the year.

Masking

Following the guidance of LADPH, indoor masking will be strongly recommended, but not required, for employees and students at the Fenton Charter Public Schools.

Update on the expense of COVID-19 Testing for the 2021-2022 school year.

On July 14, 2022, Fenton received a bill from Flow Health in the amount of \$649,275 for testing at FPC, SMBCCS, and FACS after the expiration of HRSA (3/22/2022).

The total charges for the 2021-22 year for your school(s) are as follows:

Row Labels	Count	Sum of Rate
CCS - AY21 - Fenton Primary Center	4332	\$238,260.00
CCS - AY21 - Santa Monica Blvd Community Charter	4952	\$272,360.00
CCS - AY21 - Fenton Avenue Charter School	2521	\$138,655.00
Grand Total	11805	\$649,275.00

Next Steps: For any test that was billed 1/1/2022 or later, the charge can be avoided if we are able to provide updated insurance information for the individual testing. Flow Health will use their insurance, in lieu of billing our school. Families and staff members that have not uploaded their insurance will be contacted to update their insurance for the 2021-2022 school year. However, part of our agreement with Coverify was that Fenton would provide student/staff information and they would assist with following up with health insurance information. It does not appear that CoVerify has followed up with families missing health insurance information. Fenton paid CoVerify an administration fee of \$22,265 to assist with the onboarding and the collection of insurance information. See the following [Google Drive](#) for information from CoVerify related to assisting Fenton staff/students in uploading their insurance information.

Fulgent Update: As of August 14, 2022, Fenton has not received a bill from Fulgent for COVID-19 testing at Fenton Charter Leadership Academy and Fenton STEM Academy. It does appear that Fulgent has contacted families and staff that did not provide their health insurance information.

Fenton did receive ELC federal funding through LACOE to help offset the expense.

	Approximate # of staff/students uninsured	Available ELC Funding
FPC	406	\$73,338
SMBCCS	469	\$108,091
FACS	333	\$71,790
STEM/FCLA	445	\$84,963
Total	1652	\$338,183

Summer Professional Development ([Back to Top](#))

Fenton is providing certificated staff with a variety of professional development opportunities using a combination of ELO-P funds and ESSER funds. Since the beginning of the COVID-19 pandemic, professional development opportunities have taken place remotely and have largely been conducted by

our own staff. These training sessions over the summer allow for consultants as well as FCPS staff to provide our educators with a variety of engaging professional development opportunities. Teachers were paid an hourly rate of \$75 per hour. Fenton Presenting Teachers were paid a rate of \$150 per hour.

Kagan Structures - Wednesday, July 20th (8:00 - 3:00)

This workshop will be led by a Kagan consultant.

Stretch and Review: This workshop is specifically designed to ensure instruction after school is in alignment with instruction during the day. This is not a repeat of Kagan's Day 1 for teachers who have already participated in Day 1. It's a fresh new workshop geared towards expanded learning.

Thinking Maps - Thursday, July 21st (8:30 - 2:00)

This workshop will be led by FCPS Staff - Bunny Wolfer & Jennifer Flynn.

Thinking Maps is a set of 8 visual patterns that correlate to specific cognitive processes. They are used across all grades and content areas to build the critical thinking, problem-solving, comprehension, and communication skills necessary for academic success in every domain. Bunny and Jennifer will share how Thinking Maps is a whole-school, brain-based approach to teaching and learning designed to build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success.

New Hire Training - Tuesday, August 2nd (8:00 - 3:00)

First Days of School - Led by Angie Castellana Ferri, Kelley Christenson, Yesenia Fuentes

i-Ready Introduction - Led by i-Ready Consultant (Peter Murphy)

Secret Stories and Heggerty - (Letters; Phonemic Awareness, & Phonics) - Led by Coco Salazar and Brianna Ellis

Fenton Teacher Training - Tuesday, August 2nd (8:00 - 3:00)

i-Ready Data Analysis - Led by i-Ready Consultant (Peter Murphy)

Secret Stories and Heggerty - (Letters; Phonemic Awareness, & Phonics) Led by Coco Salazar and Brianna Ellis

i-Ready Data Analysis w/ SPED Focus - Led by i-Ready Consultant (Peter Murphy)

Benchmark Advance (Grades 3 - 6) - Wednesday, August 3rd (8:00 - 11:00)

This workshop will be led by a consultant, Faith Bearchell.

This training is specifically for new teachers.

Explicit Direct Instruction - Effective Teaching Strategies (Grades 3 - 6) - Wednesday, August 3rd (12:00 - 3:00)

This workshop will be led by a consultant.

Learn how to use a strategic set of instructional practices for designing and delivering well-crafted lessons that explicitly teach grade-level content to all students with a DataWorks expert.

Benchmark Advance (Grades K - 2) - Wednesday, August 3rd (12:00 - 3:00)

This workshop will be led by a consultant, Faith Bearchell.

This training is specifically for new teachers.

Explicit Direct Instruction - Effective Teaching Strategies (Grades K - 2) - Wednesday, August 3rd (8:00 - 11:00)

This workshop will be led by a consultant.

Learn how to use a strategic set of instructional practices for designing and delivering well-crafted lessons that explicitly teach grade-level content to all students with a DataWorks expert.

Early Education (Grades TK - 1st) - Thursday, August 4th (8:00 - 2:30)

- Language Development with Sofia Carias
- Developmental Approach to Behavior with Niki Webb
- Fine and Gross Motor Development with Jay Cruz

Administrative Retreat ([Back to Top](#))

Jeff Bills from *Confidence Consulting* provided Fenton administrators with leadership training on June 29, 2022 and on July 25-27, 2022. For the last eighteen years, *Confidence Consulting* has helped organizations of every kind understand the importance of effective leadership in achieving organizational success. Services teach leaders how to identify barriers to organizational change, how to recognize cultural obstacles that impede progress, how to recognize individual behaviors that can derail success, and the leadership characteristics each team member must possess in order to lead the organization to achieve positive results. A critical component of the leadership training is the Leadership Assessment Profile tool, which Mr. Bills will work individually with each administrator to gain insight into their unique leadership disposition. A key component of leadership disposition is knowing the leadership character of every individual who is part of the Leadership Team.

The leadership profile is a tool to measure a leader's character and natural tendencies in twelve key areas. These key areas define the personality of effective leadership and are grounded in the field of work value analysis and leadership character. For each of the characteristics, the administrator will find a short definition. The leadership assessment exercise will show how the leader scores in each of these twelve characteristic areas. While a leader will usually learn over time and with experience to manage their leadership characteristics up and down, it is almost a certainty that if they are dealing with anxiety, are experiencing stress, or feeling pressure, they will revert to their natural tendencies.

The Administrative Retreat provided the Fenton leadership team the opportunity to reflect on their unique tendencies and were open and to share and learn from one another. Here are a few highlights from the retreat. Click here to see a detailed review of the [Administrative Retreat](#).

Descanso Garden

Leadership Retreat - Presentation (Day 1) (June 29, 2022)

[Team Photos](#) (Google Drive)

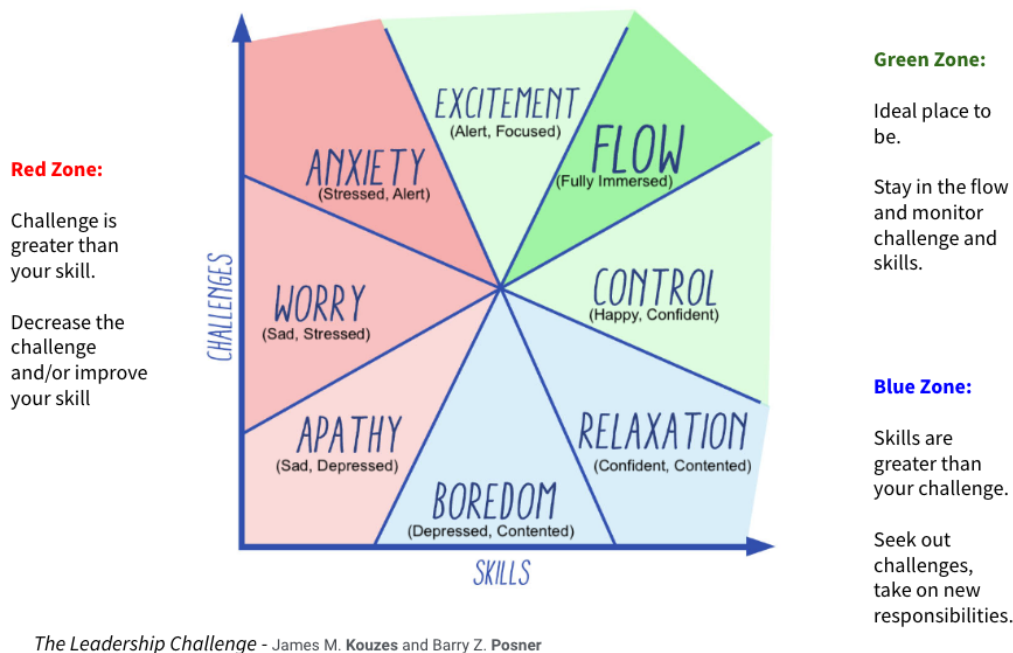
[Begin Your Framework with Why](#) - Simon Sinek (video)

FLOW Leadership Framework

How challenged are you?

Improve your skills.

FLOW Leadership Framework



Evidence of Effective Leadership

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart
- 6.

Personal Traits

1. Identify a Moment of Crisis in Your Life
2. Identify a Moment of Triumph

Long Beach

[Leadership Retreat Itinerary](#) (Day 2-3) (July 26-27, 2022)

[Photos](#) (Google Drive)

All administrators meet with Jeff Bills to understand their leadership disposition.

[Leadership Disposition](#) (Handout)

[Example from Phoenix Hospital](#) (Handout)

[The Personality of Leadership](#) (Book Available on Amazon)

Tuesday, July 26, 2022

8:00am

[Building Commitment Presentation](#) - Jennifer Miller

- Be precise in describing school culture;
- Culture is the soil in the school;
- Fenton has a positive school culture - example of having candy out in the office for visitors;
 - Be accessible and approachable
- The root of a toxic school culture is frustration
- Culture eats strategy for breakfast
- Commitment not buy-in - We don't buy in as a parent - Opposite of buy-in is sell-out;

Leadership Disposition Training (Jeff Bills)

Story of "The King of the Castle". The great King with no descendents offered to give his entire fortune to anyone who could swim from one end of a waterway to the other. It appeared to be too good to be true. Simply swim from one end to the other and obtain the King's fortune. Little did anyone know that the waterway was filled with alligators, piranhas, and sharks. One man boldly began swimming - fought off the alligators, survived the bites of the piranhas, and avoided the sharks. The crowd roared with applause when the man arrived alive at the other end. The first words out of the victorious man's mouth were - "Who pushed me in?"

We don't always choose our tasks as leaders - we are often pushed into dangerous waters.

Jeff provided our team with an overall profile.

Common Traits	Example
Diplomacy Skills	<ul style="list-style-type: none"> ● Crafty ● Sensitive to how we are communicating. ● Overall higher scores ranging from 62-98 ● Positive reception ● Ability to feel and read the room
Highly Emotional	<ul style="list-style-type: none"> ● Emotional triggers ● Often refer to years of tenure to justify points ● Emotions are subtle - anxiety, internal stress ● Finds ways to relieve stress - Karaoke, Bowling
Highly Structured	<ul style="list-style-type: none"> ● Many historical references ● Need to overcommunicate with one another ● Items cannot be rolled out on the fly ● Need intentional time to meet, discuss, plan <p>● <u>High Structured and Highly Emotional</u> organizations require a great deal of communication.</p>
Honest and Trustworthy	<ul style="list-style-type: none"> ● Can be trusted ● Exceptional human beings ● Great family

Highly Social

- Extremely relational organization
- Expression of sociality
- Relationships come first - Fix broken relationships
- Migrate relationships
- Set dates for connections with others
 - Schedule and track dates from your last contact
- Connection and engagement
- Socialization based on gratitude
- Family - find the good in everyone
- Relationships to improve persistence - Fight on for one another
 - *Emotionality is higher than Persistence*
- Improves polarization
- Gratitude is critical
- Gratitude is the foundation

Areas for Consideration (Jeff Bills)

Humility

- Steward Leadership
- Humility is critical
- Place the needs of others before your own
- Remove barriers to do your best work

Praise with humility

- Organization become stronger when praise is brought down
- Focus more on front line people
- Focus on other more than yourself - (Requires confidence)
- FCPS Leaders lower on confidence

Record conversation for 3 minutes

- How often do you say “I” or “Me”?
- Lack of humility leads to arrogance and self-absorbed leaders
- Arrogant leaders annoy and irritate others

What type of leader are you?

When you walk up to a group - Does it open for you, close, or disperse?

Dedication

- Shows up when the little things happen
- We are here for the kids
- Teacher is a leader and a servant
- Why do I exist?
- Your power is immense - You will change lives.
- You have more power than you realize.

Influence - “Power of One”

- Power is often exerted when your words are silent.
- Use restraint - Don’t talk because you have a title
- Use wait time
- Be positive to increase satisfaction
- Toxic positivity - the excessive and ineffective overgeneralization of a happy, optimistic state across all situations

- Steward leadership
- Deflect praise and take the blame
- Emotionality = Poise - Composure

Personality that shines

- Articulate, Prethinking, etiquette
- Recognition - Do it with poise
- Quarterly performance reviews
- I'm here to help you - What are you struggling with?
- Real poise - adaptable.

Resilience

- Organizations that can act fast thrive
- Resilience - Persistence
- Ability to learn and relearn
- Function of humility
- Be more understanding
- Team attribute is humility

Overall Team Attribute

Humility

Possible Lease with Head Start [\(Back to Top\)](#)

Santa Monica Boulevard Community Charter School is considering a partnership with Foundation Head Start to operate a Preschool program on the SMBCCS campus. Previously, LAUSD operated a preschool program at SMBCCS. When LAUSD moved the PreK program away from SMBCCS, the facility number was closed and the site no longer held a license. Cary Rabinowitz confirmed this information with the Community Care Licensing and the Early Ed Department at LAUSD. In order for SMBCC to offer the community a preschool program, SMBCC would need to resubmit a new application. SMBCCS would like to partner with Foundation Head Start to offer the community a preschool program. The following is a timeline SMBCCS is considering:

August 2022: Lease Agreement between SMB and HeadStart (Considering no lease amount).

August - September 2022: Application to Community Care Licensing (CCL)

October - January 2022: Potential Opening of Program

The process will entail site walks by the Fire Marshall as well as CCL. Head Start would oversee the process of developing required indoor and outdoor maps and logistics for these visits and as part of the application process. The minimum lease for the program is 5 years. This is the minimum that Foundation Head Start would be interested in considering the work that goes into submitting the application, running the day to day, and seeing results of the program.

New Independent Study Protocols [\(Back to Top\)](#)

Under the new guidelines of AB 181 (2022), Fenton Charter Public Schools are able to provide a child with an Independent Study and claim ADA for the day if we receive notification from the parent prior to 9:30am. This is a dramatic change in that previous years we were required to obtain parent notification by midnight the night before the absence. For the 2022-2023 school year, we are able to offer an

Independent Study and claim ADA for the day as long as we are notified by 9:30am the same day for students that will be on an Independent Study for 14 Days or Less. *See the full [memo](#) to staff for additional information.*

Independent Study 14 Days or Less

Parent/Guardian can sign a written agreement within 10 days of program commencement. However, the parent/guardian must notify the school prior to 9:30am the day of the absence to complete an Independent Study and claim ADA for the day of the absence.

Independent Study 15 Days or More

Parent/Guardian must sign the written agreement prior to commencement for students that will be out 15 days or more consecutive days.

These changes were made by the state of California to enable students that were previously unable to receive an Independent Study during previous years because the school was notified the same day of the absence. This change in procedure is expected to increase the number of students eligible to participate in an Independent Study.

ADA Target Rate of 98.5%

Fenton Directors met with Rolando Guitierrez and Attendance Officers across the Fenton schools on Monday, August 8th. Based on the ability to provide a child with an Independent Study and claim ADA for the day of absence if we receive notification from the parent prior to 9:30am, we have adjusted our ADA Target Rate from 95.5% to the pre-COVID-19 ADA Target Rate of 98.5%.

Independent Study for TK Students

Starting in the 2022-23 school year, in each year from 2022-23 to 2025-26, the eligibility date for TK students will expand by three months until all four-year-olds born by September 1 are eligible for a full year of TK before kindergarten. The following are the Eligibility Threshold requirements by school year.

- In **2022-23** school year, extends eligibility to any child who will have their fifth birthday between **September 2 and February 2**.
- In **2023-24** school year, extends eligibility to any child who will have their fifth birthday between **September 2 and April 2**.
- In **2024-25** school year, extends eligibility to any child who will have their fifth birthday between **September 2 and June 2**.
- In the **2025-26** school year, and in each school year thereafter, extends eligibility to any child **who will have their fourth birthday by September 1**.

No Independent Studies for “Free TK Students” (*Born After February 2*)

On June 23, 2022, the FCPS Board of Directors approved the expansion of Transitional Kindergarten enrollment beyond the eligibility threshold by the state of California. School Site Directors have the discretion to enroll a child who will have their **fourth** birthday by **August 1st** into transitional kindergarten. However, children enrolled in a California school are not generating ADA for the school if they have a birth date after February 2nd. “**Free TK Students**” that are born after February 2nd will not be eligible for an Independent Study. Their numbers will not be included in the ADA Rates for their assigned school/teacher. Feel free to contact Rolando Gutierrez or your Attendance Officer for additional information.

Forecast on 21-22 RFEP Rates ([Back to Top](#))

The following is an update on the forecasted 21-22 RFEP Rates for the Fenton Charter Public Schools. Administrators across the Fenton Charter Public Schools are currently reviewing the [FCPS Reclassification Policies Memo](#) from October 22, 2021 for Reclassification Criteria and the implementation of the Language Appraisal Team (LAT) if the Teacher Evaluation criteria is not met for students that meet the ELPAC overall score of 4 and other criteria.

The following is the most recent data on our reclassification rates for the 2021-2022 school year.
[21-22 RFEP Numbers](#) (Google Sheet) (Overall Numbers)

Reclassification Rates for 2021-2022							
School	21-22 EL Numbers	#Reclassified 21-22	21-22 ELPAC Eligible Not Yet Reclassified	PROJECTED - FCPS 21-22 RFEP #s	FCPS 20-21 RFEP #s	LAUSD 20-21 RFEP #s	State 20-21 RFEP #s
STEM	63	12	4	25.40%	0.00%	5.40%	6.90%
FCLA	71	12	3	21.13%	0.00%	5.40%	6.90%
FPC	259	25	20	17.37%	0.00%	5.40%	6.90%
FACS	160	37	1	23.75%	5.70%	5.40%	6.90%
SMBCCS	446	43	19	13.90%	4.60%	5.40%	6.90%

EL Reclassification Rate - CDE

The chart above shows the number of students that have been identified in Infinite Campus. The number in “red” indicates the number of students that meet the ELPAC overall score of 4 to reclassify, but have not yet been reclassified in Infinite Campus. The column in “green” indicates what the reclassification rates will be if the students reclassified and those eligible are identified in Infinite Campus. COVID-19 conditions account for the delay in the submission of all reclassification data. Data must be finalized in Infinite Campus by the Fall 1 census date, which is typically the first week of October ([FCPS Reclassification Procedures Memo](#) - August 9, 2022).

The RFEP date should be prior to the last day of the school year - June 10, 2022. If the RFEP date is after the last day of school, the data won't register in CALPADS until the following year and will lower your RFEP rate for the past year. The student should be reclassified during the year they tested and met the qualifications.

RFEP Data is the first data that will be recorded for the 2022-2023 school year. Although the data is for the 2021-2022 school year, it reports as data for the 2022-2023 school year on the California Department of Education website through the submission of CALPADS Fall 1 data during the current school year. This data will be the first data for 2022-2023 and will inform our charter material revisions, LAUSD Oversight Visits, and WASC accreditation.

FCPS Budget Updates ([Back to Top](#))

We are in the process of finalizing expenses/revenues for the 2021-2022 school year as well as the budget for the 2022-2023 school year. The following is an overview of changes we anticipate making to the 2021-2022 school year and the 2022-2023 school year based on the Governor's signed budget.

2021-2022 School Year					
<i>LCFF Revenue</i>	FACS	FPC	SMBCCS	STEM	FCLA
June (Approved Budget)	\$6,108,640	\$7,086,621	\$8,803,351	\$3,698,418	\$3,531,105
July Forecast	\$7,108,373	\$8,205,505	\$10,180,999	\$3,798,716	\$3,882,034
Difference	\$999,733	\$1,118,884	\$1,377,648	\$100,298	\$350,929
June Operating Income - (Approved Budget)	\$15,798	\$18,492	\$249,869	\$59,873	\$59,590
June - Budgeted One Time Funds	\$1,907,284	\$1,901,761	\$2,489,144	\$948,817	\$790,793
Revised - Projected Use of One-Time Funds for a Positive Balance	\$891,753	\$764,385	\$861,627	\$788,646	\$380,274

Notes for the 2021-2022 School Year: *The July forecast showed an increase in revenue across all Fenton schools. However, each school is still relying on a significant amount of One-Time funds to have a positive operating budget.*

2022-2023 School Year					
<i>LCFF</i>	FACS	FPC	SMBCCS	STEM	FCLA
June (Approved Budget)	\$7,980,509	\$7,112,780	\$9,213,246	\$3,833,767	\$3,974,009
July Forecast	\$8,197,859	\$7,306,270	\$9,464,086	\$3,938,160	\$4,082,208
Difference	\$217,350	\$193,490	\$250,840	\$104,393	\$108,199
June Operating Income - (Approved Budget)	\$249,518	\$129,560	\$248,155	\$82,863	\$80,705
June - Budgeted One Time Funds	\$621,573	\$1,628,652	\$1,232,533	\$501,132	\$535,656
Revised - Projected Use of One-Time Funds for a Positive Balance	\$154,705	\$1,305,602	\$733,538	\$313,876	\$346,752

Notes for the 2022-2023 School Year: *The July forecast showed an increase in revenue across all Fenton schools. However, each school is still relying on a significant amount of One-Time funds to have a positive operating budget. FPC and SMBCCS are expecting to receive less revenue in the 2022-2023 school year than the previous year based on an anticipated decline in enrollment.*

We will continue to explore ways to reduce our reliance on one-time funds. The following areas were explored by the Ad Hoc Committee on the feasibility study to increase compensation for staff during the 2021-2022 school year.

Comprehensive Analysis Individualized by Site

	Cost of One-Time Stipend	Enrollment	ADA Rate	State Revenue	Staffing Norms	OPEB Liability	4 Months of Cash Reserve	Supplies & Materials	Debt Obligation
FACS	\$668,500	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -
FPC	\$717,500	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -
SMBCCS	\$760,000	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -
STEM	\$400,333	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -
FCLA	\$332,333	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -	+ / -

Please Note: Cost of One-Time Stipend is based on FCPS Board Financials presented on September 16, 2021 and staff employed as of October 14, 2021.

LCAP Updates ([Back to Top](#))

Assembly Bill (AB) 130 (Chapter 44/2021)—Section 124 (e)—requires local educational agencies (LEAs) to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022. The LCAP Update was presented to the board during the January 27, 2022 board meeting. LCAP Goals and Annual Measurable Objectives (Actions) are identified next to the item number in the minutes for each council/committee. The final LCAP was approved by the Board of Directors at the June 23, 2022 Board meeting. This link contains an update to state assessment data in the [LCAP Benchmark Data](#) that was not available at the June 23, 2022 board meeting.

FCPS LCAP Benchmark Data		FACS		FPC		SMBCCS		STEM		FCLA	
	Annual Progress on CA Dashboard (Status & Change)	Baseline	Most Recent	Baseline	Most Recent	Baseline	Most Recent	Baseline	Most Recent	Baseline	Most Recent
		2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
	English Language Arts	Yellow	-	Orange	-	Orange	-	Green	-	Yellow	-
	Mathematics	Yellow	-	Yellow	-	Yellow	-	Yellow	-	Green	-
	Chronic Absenteeism	Orange	-	Green	-	Orange	-	Orange	-	Red	-
	Suspension Rate	Blue	-	Blue	-	Blue	-	Blue	-	Blue	-
	English Learner Progress	-	-	-	-	-	-	-	-	-	-
1: Student Achievement: Increase Student Achievement											
1.1	2-3% growth on ELA (CAASPP)	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
	All	39.72	40.29	-	-	41.67	33	50.32	48.28	51.46	45.62
	LAUSD	44.11	-	44.11	-	44.11	-	44.11	-	44.11	-
	STATE	51.1	-	51.1	-	51.1	-	51.1	-	51.1	-
	Latino	39.16	41	-	-	40.98	32	50.72	49	45.88	42
	African American	32.35	25	-	-	-	-	-	-	-	-
	English Learners	10.72	21	-	-	-	16	-	48	-	41
	Economically Disadvantaged	38.98	-	-	-	41.19	-	49.23	-	49.42	-
	Special Education	8.8	-	-	-	6	-	16.13	-	-	-
	2-3% growth on Math (CAASPP)	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
	All	33.47	31.28	-	-	36.5	28	34.39	38.7	45.63	27.96
	LAUSD	33.47	-	33.47	-	33.47	-	33.47	-	33.47	-
	STATE	39.73	-	39.73	-	39.73	-	39.73	-	39.73	-
	Latino	32.76	32	-	-	35.61	27	32.61	37	40	24
	African American	23.53	9	-	-	-	-	-	-	-	-
	English Learners	11.89	14	-	-	-	12	-	39	-	23
	Economically Disadvantaged	32.18	-	-	-	37.52	-	32.3	-	43.67	-
	Special Education	6.52	-	-	-	6	-	16.13	-	-	-

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Chief Executive Officer recommends approval of all consent agenda items.



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve continued remote viewing option via tele/video conferencing meetings for the Fenton Charter Public Schools Board of Directors and for all Brown Act Committees Under AB 361 and Executive Order N-15-21

BACKGROUND

On December 2, 2021, the Board approved Resolution #50: Teleconference Board Meeting Pursuant to Special Rules in Government Code Section 54953(e). Under Executive Order N-29-20, adopted in March of 2020, various procedures under the Ralph M. Brown Act governing “Brown Act Committee” meetings were suspended due to the COVID-19 global pandemic. Pursuant to a later Executive Order N-08-21, those suspended provisions were to continue until September 30, 2021. On September 16, 2021, Governor Gavin Newsom signed Assembly Bill (AB) 361 (Rivas, R., D-Salinas) into law, which gives local agencies, including local educational agency (LEA) governing boards, flexibility in conducting public meetings virtually during a declared state of emergency (wildfires, floods, pandemics, etc.).

AB 361 authorizes, until January 1, 2024, a local agency to use teleconferencing for public meetings, without complying with certain Brown Act requirements, in any of the following circumstances:

1. State or local officials have imposed or recommended measures to promote social distancing;
2. The board holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees;
3. The board holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

AB 361 specifies that if a local legislative body determines it is entitled to use the exemptions afforded to it in this bill, then it must abide by the following requirements when conducting a public meeting:

- Notice the meeting and post agendas as the Brown Act requires;
- Allow the public to access the meeting and give notice for how the public can access the meeting and provide public comment;
- Identify and include in the agenda an opportunity for all persons to attend via a call-in or an internet-based service option;
- Conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body;
- Provide a public comment period where the public can address the legislative body directly and allow for public comment up until the period is closed;
- Prohibits limiting public comments to only those submitted in advance and specifies that the legislative body must provide an opportunity for the public to offer comment in real time;
- In the event of a disruption that prevents the public agency from broadcasting the meeting or prevents members of the public from offering public comment, the legislative body is prohibited from taking action on items appearing on the meeting agenda until public access to the meeting via the teleconferencing option is restored.

The teleconferencing flexibilities for local agencies under AB 361 sunset on January 1, 2024. This means that unless subsequent legislation extends the provisions of AB 361 for local agencies, they will expire on January 1, 2024, and that local agencies would be expected to follow all of the rigid Brown Act requirements regardless of an emergency beginning in 2024.

ANALYSIS

AB 361 stipulates that if the state of emergency remains active for more than 30 days, a local agency must make the following findings every 30 days by majority vote in order to continue utilizing the bill's teleconferencing provisions:

- The FCPS Board of Directors has reconsidered the circumstances of the state of emergency
- Any of the following circumstances exist:
 1. The state of emergency continues to directly impact the ability of the members to meet safely in person.
 2. State or local officials continue to impose or recommend measures to promote social distancing.

In consideration of the state of emergency, the following circumstances continue to exist:

1. The state of emergency continues to directly impact the ability of the members to meet safely in person.

2. State or local officials continue to impose or recommend measures to promote social distancing.

RECOMMENDATION

Given current health conditions, it is recommended that the Board of Directors approve teleconferencing provisions for continued remote viewing option via tele/video conferencing meetings for the Fenton Charter Public Schools Board of Directors and for all Brown Act Committees Under AB 361 and Executive Order N-15-21.



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve final staff rosters and employee contracts for FACS, SMBCCS, FPC, STEM and FCLA for the 2022-2023 school year

BACKGROUND

The Board of Directors yearly approves final staff rosters for each school to ensure hiring and staff ratios are in line with proposed budget expenditures as personnel costs are typically the most significant ongoing expense.

ANALYSIS

Since the June 16, 2022 meeting of the Board of Directors, the schools have revised their staff rosters to ensure the ratio of students to teachers (class size) is consistent and that the needs of all students are met.

Contracts for the newly hired staff have been written and approval of newly hired employees' contracts is also requested.

RECOMMENDATION

It is recommended that the Board of Directors approve the final staff rosters and employee contracts for the 2022-2023 school year for FACS, SMBCCS, FPC, STEM, FCLA and FCPS.

Separate Attachments: [Final staff rosters for FACS, SMBCCS, FPC, STEM, FCLA and FCPS](#)



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve 2022-2023 Parental Involvement Policies for FACS, FPC, SMBCCS, STEM and FCLA and FCPS Student Handbook

BACKGROUND

The Elementary and Secondary Education Act (ESEA) of 1965 was reauthorized as the *Every Student Succeeds Act* (ESSA) and signed into law by President Barack Obama on December 10, 2015. The Local Educational Agency (LEA) Plan has transitioned to a Federal Addendum, which documents the use of federal funds such as Title I, Title II, Title III and Title IV in the 2022-2023 school year.

Directly related to the Parent Involvement Policies is the Home-School Agreement developed initially at Fenton Avenue Charter School in 1993 to communicate the expectations and responsibilities the school would fulfill while working in partnership with families. Over the course of the 29-year history of the Fenton schools, the agreement has been revised, refined, and clarified to ensure transparency.

ANALYSIS

Title I, Part A, ESEA section 1118(b) continues to define the requirements of the Parental Involvement Policy for schools participating in the federal *Every Student Succeeds Act*. Each year, the policies for each school must be approved by the Board of Directors.

The Parental Involvement Policies for each school and revised FCPS Home-School Agreement (renamed the FCPS Student Handbook) are included here for review and approval by the Board.

RECOMMENDATION

It is recommended that the Board of Directors approve the 2022-2023 Parental Involvement Policies for FACS, FPC, SMBCCS, STEM and FCLA, and FCPS Student Handbook.

Attachments: *2022-2023 Parental Involvement Policies*
Separate Attachment: *FCPS Student Handbook*



FENTON CHARTER PUBLIC SCHOOLS

Fenton Avenue Charter School

Parent Involvement Policy

Fenton Avenue Charter School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Fenton Avenue Charter School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Fenton Avenue Charter School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Fenton Avenue Charter School will jointly develop a school-parent compact which outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Fenton Avenue Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton Avenue Charter School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after school programs

Consistent with the requirements of section 1118(f) of the ESEA, Fenton Avenue Charter School will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement is Tony Peña, tpeña@fentoncharter.net.



FENTON CHARTER PUBLIC SCHOOLS

Santa Monica Boulevard Community Charter School

Parent Involvement Policy

Santa Monica Boulevard Community Charter School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Santa Monica Boulevard Community Charter School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Santa Monica Boulevard Community Charter School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Santa Monica Boulevard Community Charter School will jointly develop a school-parent compact which outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current

school-parent compact at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Santa Monica Boulevard Community Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Santa Monica Boulevard Community Charter School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after school programs.

Consistent with the requirements of section 1118(f) of the ESEA, Santa Monica Boulevard Community Charter School will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement is Johana Juarez, jjuares@fentoncharter.net.



FENTON CHARTER PUBLIC SCHOOLS

Fenton Primary Center

Parent Involvement Policy

Fenton Primary Center agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Fenton Primary Center will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Fenton Primary Center will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Fenton Primary Center will jointly develop a school-parent compact which outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Fenton Primary Center will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton Primary Center will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after school programs.

Consistent with the requirements of section 1118(f) of the ESEA, Fenton Primary Center will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement is Tony Peña, tpeña@fentoncharter.net.



FENTON CHARTER PUBLIC SCHOOLS

Fenton STEM Academy

Parent Involvement Policy

Fenton STEM Academy agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Fenton STEM Academy will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.fentonstemacademy.com. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Fenton STEM Academy will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Fenton STEM Academy will jointly develop a school-parent compact which outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.fentonstemacademy.com. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Fenton STEM Academy will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton STEM Academy will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after school programs.

Consistent with the requirements of section 1118(f) of the ESEA, Fenton STEM Academy will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement is Tony Peña, tpeña@fentoncharter.net.



FENTON CHARTER PUBLIC SCHOOLS

Fenton Charter Leadership Academy

Parent Involvement Policy

Fenton Charter Leadership Academy agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Fenton Charter Leadership Academy will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Fenton Charter Leadership Academy will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Fenton Charter Leadership Academy will jointly develop a school-parent compact which outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at

the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Fenton Charter Leadership Academy will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton Charter Leadership Academy will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after school programs.

Consistent with the requirements of section 1118(f) of the ESEA, Fenton Charter Leadership Academy will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement is Tony Peña, tpeña@fentoncharter.net.



FENTON CHARTER PUBLIC SCHOOLS

July 21, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve 2022-2023 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for FACS, FPC, SMBCCS, STEM and FCLA

BACKGROUND

The Consolidated Application (ConApp) is the annual fiscal companion to the LEA/SSD Plan. The SBE approves initial LEA Plans and subsequent ConApp submissions. The ConApp is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Local Education Agencies (LEAs) must have an approved ConApp before federal funds can be apportioned to LEAs.

ANALYSIS

As part of the Consolidated Application process, a *Certification of Assurances* must be approved by the Board and signed by the authorized representative of each school.

Additionally, ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools, and a *Protected Prayer Certification Statement* must be approved by the Board annually.

Finally, to receive specific categorical funds for a school year, each school must apply for the funding through the completion and submission of an *Application for Funding* also approved by the Board annually.

RECOMMENDATION

It is recommended that the Board of Directors approve the 2022-2023 Application for Funding for FACS, FPC, SMBCCS, STEM and FCLA.

Attachments: 2022-2023 General Assurances, 2022-2023 Certification of Assurances and 2022-2023 Application for Funding for FACS, FPC, SMBCCS, STEM and FCLA

IV. ITEMS SCHEDULED FOR ACTION



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/ President

SUBJECT: Recommendation to approve Resolution #51: Sufficiency of Instructional Materials

BACKGROUND

Education Code Section 60119 requires a public hearing and resolution approved by the Board certifying the sufficiency of instructional materials prior to the end of the 8th week from the first day pupils attend classes. The notice of the hearing must be posted at least ten (10) days in advance in at least three public places within the school district and must state the time, place and purpose of the hearing. The hearing may not be held during or immediately following school hours.

ANALYSIS

The materials purchased by the Fenton schools are all on the State Board of Education (SBE) list of approved instructional materials, and the Fenton schools continue to purchase sufficient materials to ensure a textbook or other related materials for each student at each grade level, TK – 6. It should be noted that in the area of history/social science, the SBE has not approved a list of instructional materials. The materials the schools are utilizing in all core subject areas (English language arts, mathematics, science, history/social science) are the most current. Where there is no updated approved list of materials, the schools have supplemented the last adoption with appropriate resources to ensure the relevancy of content.

SB 820 modifies the definition of “technology-based instructional materials” resulting in the inclusion of technology equipment necessary to access instructional materials. This includes any devices that provide Internet access. The bill also changes the sufficiency requirements of EC § 60119. To reflect these changes, “technology-based instructional materials” have been added to the resolution.

RECOMMENDATION

It is recommended that the Board of Directors approve Resolution #50: Sufficiency of Instructional Materials.

Attachments: *Notice of Public Hearing; Resolution #51: Sufficiency of Instructional Materials; Board Resolution #51*



FENTON CHARTER PUBLIC SCHOOLS

Notice of Public Hearing

The Fenton Charter Public Schools will conduct a Public Hearing on Thursday, August 18, 2022, remotely via Zoom meeting:

Join Zoom Meeting: <https://us02web.zoom.us/j/87479668758>

Meeting ID: 874 7966 8758

The purpose of the hearing is to present information in support of the approval of Board Resolution #51, which attests to the sufficiency of textbooks and instructional materials at the Fenton schools as required by Education Code Section 60119. The yearly review and approval of such a resolution is required by all California public school governing boards.

1. A Google survey “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the “speaker cards” available at meetings. <https://bit.ly/2wDdxrM>
2. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link presented here.
4. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.
6. After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

The Public Hearing will be conducted in English. Persons interested in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Mr. Tony Peña, Family Center Director, at (818) 896-7482, extension 1383 or Ms. Johana Juarez, Parent Center Director, at (323) 469-0971. Every reasonable effort will be made to accommodate these needs. If you have general questions or concerns regarding the Public Hearing, you may contact Dr. David Riddick, Chief Executive Officer of the Fenton Charter Public Schools, at (818) 962-3630, extension 5128.



Board Resolution #51

RESOLUTION OF BOARD OF DIRECTORS OF THE FENTON CHARTER PUBLIC SCHOOLS

SUFFICIENCY OF INSTRUCTIONAL MATERIALS

WHEREAS, the governing board of the Fenton Charter Public Schools, in order to comply with the requirements of *Education Code* Section 60119, held a public hearing on August 18, 2022, at 4:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

WHEREAS, the Board provided at least 10 days' notice of the public hearing by posting it in at least three public places within the district stating the time, place and purpose of the hearing, and;

WHEREAS, the Board encouraged participation by parents/guardians, teachers, and members of the community, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Fenton schools, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials, or both, to use in class and to take home, which may include materials in a digital format, but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” also means that all students are enrolled in the same course within the Fenton schools have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the

cycles and content of the curriculum frameworks in the following subjects and the Fenton schools have provided sufficient textbooks and materials as per the list below:

- Mathematics – *i-Ready Classroom Math*, adopted May 2022
- Science – continued use of the materials adopted by the SBE, November 2006 (supported with supplementary materials) for FPC, and the adoption of *Twig Science* by FCLA and STEM Academies on June 13, 2019; May 21, 2020 by SMBCCS; and July 22, 2021 by FACS
- History-Social Science – continued use of the materials last adopted by the SBE, November 2005 (supported with supplementary materials)
- English/language arts, including the English language development component of an adopted program – *Benchmark Advance* adopted July 2016 by FACS, SMBCCS, FCLA and STEM, and October 2018 by Fenton Primary Center
- Technology-Based Instructional Materials – iPads provided for each student, TK – 6; “hot spots” provided to families as needed to access the Internet; and vast array of applications provided on all devices to support all curricular areas

NOW THEREFORE, it is resolved that for the 2022-2023 school year, the Fenton Charter Public Schools has provided each pupil with sufficient textbooks or instructional materials aligned to the academic content standards, consistent with the cycles and content of the curriculum frameworks, and the materials approved to date by the California State Board of Education.

PASSED, APPROVED AND ADOPTED this 18th day of August 2022 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Date: 8/18/2022

Joe Lucente, Chairman of the Board

Irene Sumida, Secretary of the Board



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

**SUBJECT: Recommendation to approve slate of directors and officers for the FCPS Foundation
Board of Directors for 2022-2023**

BACKGROUND

The FCPS Foundation was established on September 13, 2013 to ensure that State and Federal revenue remained totally separate from student body and faculty fundraising activities conducted by the schools.

The original Board of the FCPS Foundation consisted of twelve members, four from each school. There have been numerous changes at each of the schools, and consistent with the bylaws of the Foundation, the FCPS Board of Directors are yearly asked to appoint new members to the Foundation Board.

From the Bylaws of the FCPS Foundation:

ARTICLE VII, BOARD OF DIRECTORS

Section 3. DIRECTORS.

The number of directors shall be no less than five (5) and no more than twelve (12). For purposes of ensuring that the Corporation aligns its goals and objectives with educational mission and goals of Fenton Charter Public Schools, a majority of the directors shall be appointed by the existing Fenton Charter Public Schools Board of Directors. All Directors are designated at the Corporation's annual meeting of the Board of Directors.

ANALYSIS

Staff members were surveyed as to their interest in serving on the Foundation Board, and the following employees responded and have been recommended by the remaining members of the FCPS Foundation Board:

FACS: Monica Castañeda and Ann Velasco
FPC: Mia Martinez and Bridget Ruiz

SMBCCS: Cary Rabinowitz and Bunny Wolfer
FCLA: Jennifer Hines and Jennifer Pimentel
STEM: Kelley Christenson and Crisinda Ismail
FCPS: Oscar Contreras and Rolando Gutierrez

It is recommended that the FCPS Board of Directors appoint Rolando Gutierrez to continue to serve as Chair of the Board of the FCPS Foundation and board member Oscar Contreras continue to serve as the Treasurer.

RECOMMENDATION

It is recommended that the Board of Directors approve the state of directors, as well as the chair and treasurer, of the FCPS Foundation Board of Directors for the 2022-2023 school year.



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to receive June 30, 2022 Unaudited Actual Reports for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy

BACKGROUND

Each year, California's kindergarten through grade twelve (K–12) school districts, county offices of education, charter schools, and joint powers agencies, all commonly known as local educational agencies (LEAs), submit annual financial reports to the California Department of Education (CDE). The Financial Accountability and Information Services (FAIS) Office, within the CDE, is responsible for annually collecting, reviewing, and preparing these financial data for dissemination. Beginning with fiscal year 2003–04, charter school financial reporting was required by *Education Code* sections 1628 and 42100 (as amended by Assembly Bill 1994, Chapter 1058, Statutes of 2002).

ANALYSIS

A summary of the Unaudited Actual Reports for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy, and Fenton Charter Leadership Academy are included in the Financial Business Manager's report and reveal that all Fenton schools ended 2021-2022 in a strong position. It must be remembered, however, that federal one-time dollars have added significantly to each school's budget and ending fund balance.

RECOMMENDATION

It is recommended that the Board of Directors receive the Unaudited Actual Reports for the five Fenton schools.

Unaudited Actual Reports for FACS, SMBCCS, FPC, STEM and FCLA are included in the August Financial Presentation.



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve expenditures for items above spending authority of Chief Executive Officer

BACKGROUND

The Chief Executive Officer has the authority to approve expenditures up to \$40,000. All expenditures over \$40,000 must be approved by the Board of Directors.

ANALYSIS

The following expenditures exceed the Chief Executive Officer's spending authority, and the Board is asked to review and approve the items.

The Help Group: \$56,734 - This is the anticipated cost for Nonpublic School services for a student at Santa Monica Boulevard Community Charter School.

STAR of CA LLC: STAR provides the Fenton Charter Public Schools with a range of behavioral and psychological services to support students with developmental and/or social-emotional needs. Services range from \$121.64 per hour to \$66.10 per hour. STAR was used by the Fenton Charter Public Schools last year and in previous years.

Total Education Solutions (TES Therapy): This contract will enable TES to serve students across the Fenton schools as needed. Available services include Adapted Physical Education, Assistive Technology, Counseling, Language and Speech, Nursing, Occupational Therapy, Physical Therapy, School Psychology, and Specialized Academic Instruction. Services range from \$135 per hour to \$52 per hour. TES was used by the Fenton Charter Public Schools last year and in previous years.

The Biggest One, Inc dba TSUL Restaurant (Kitchen Equipment): \$52,100.88 - Santa Monica Boulevard Community Charter School is in need of repairs and upgrades to the kitchen. This purchase

includes a new convection oven, gas connector hose kits, reach-in refrigerator, milk cooler, and reach-in freezer.

RECOMMENDATION

It is recommended that the Board of Directors approve the expenditures for

Attachments: [*Expenditures Above the Spending Authority of Chief Executive Officer*](#)



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve Acceleration Stipends to recognize staff efforts to launch the Acceleration Program across the Fenton schools during the 2022-2023 school year

BACKGROUND

The Acceleration Model was first introduced to the Fenton Charter Public Schools during the COVID-19 pandemic during the 2019-2020 school year ([FCPS Task Force Website](#)). FCPS Instructional Coach, Angie Castellana Ferri, provided staff with an introduction to Accelerated Learning on June 25, 2020 ([Presentation](#)) ([Video Recording](#)).

On January 27, 2022 the position of Intervention Specialist was presented to the Board of Directors. Based on Board feedback, this position was modified to an Acceleration Specialist. The leadership teams across the Fenton schools spent several weeks exploring the job description and defining responsibilities for this position. The leadership team expressed a strong desire to have an Acceleration Specialist assigned to all of the Fenton schools. Jennifer Miller, Director of the Fenton Academies, was the first to assign an Acceleration Specialist. Elisa Vallejo, FCLA/STEM Acceleration Specialist, identified our instructional approach through the lens of acceleration strategies and the framework for the design through the Professional Learning Community (PLC) and RTI/MTSS.

On April 7, 2022 the Board of Directors approved the following individuals to serve as Acceleration Specialists across the Fenton Charter Public Schools: **Robin McNutt** (FACS), **Michelle Shaghoian** (FPC), **Sandra Hernandez** (SMBCCS Primary), **Carmen Solis** (SMBCCS Upper), **Elisa Vallejo** (FCLA/STEM).

To support the Acceleration program, Fenton sent a team composed of the Chief Executive Officer, Instructional Coach, Special Education Coordinator, Site Administrators, Acceleration Specialists, and Special Education staff to the RTI Conference (New Orleans) and PLC Conference (Sacramento) from Solution Tree.

Presentation to Staff

The Acceleration Team provided Fenton staff with an overview of lessons learned from the RTI Conference through the presentation “[Systematic Approach to Accelerate Learning](#)” on May 18, 2022 ([Recording](#)).

Acceleration Specialists provided Directors with a Framework and Timeline for the implementation of the Acceleration program in June, 2022 ([Acceleration Specialist Norms](#)).

During the FCPS Administrative Retreat on July 26, 2022, administrators reviewed the essentials of the Acceleration program through a presentation on [Building Commitment](#) from Jennifer Miller and an [overview of the Acceleration](#) model by exploring aspects of the [Learning by Doing Handbook](#) and [RTI At Work Handbook](#).

FCPS had an organization-wide training on PLC on August 11, 2022. PLC Presenter, Casey Rahner, provided a variety of resources including the [Presentation](#) and [Handouts](#) from the training ([Critical Issues Survey](#)). The following [Google Drive](#) contains all materials presented.

On the surface, the implementation of our Acceleration Program appears to be overwhelming. The Epilogue of the [RTI At Work Handbook](#) entitled, “Eating the Elephant” describes the essential actions required for Tiers 1, 2, and 3. The implementation of the actual program will vary based on site specific needs. However, the organization will follow the PLC three (3) big ideas, four (4) pillars, and five (5) tights.

Please see [Informational Item V.B](#) of this board agenda for a detailed description of the Acceleration Program across the Fenton Charter Public Schools. The successful implementation of our Acceleration Program will require additional planning, preparation, and engagement from all Fenton staff members.

ANALYSIS

Given the increase in one-time state/federal funds and urgency to meet the dynamic needs of our students, this recommendation seeks board approval to apply an Acceleration Stipend to the 2022-2023 school year. This stipend is in addition to the In-Person Stipend approved by the Board of Directors on April 7, 2022.

Here is the formula recommended for approval for the 2022-2023 Acceleration Stipend for this school year:

- **All Full-Time Certificated and Classified Staff: \$2,500 in September (2022) and \$2,500 in December (2022); total of \$5,000 for the year.**
- **TAs currently working 5.5 hours: \$1,250 in September (2022) and \$1,250 in December (2022); total of \$2,500 for the year.**
- **Part-Time TAs (less than 5.5 hours) and Other Part-time Staff: \$1,000 in September (2022) and \$1,000 in December (2022); total of \$2,000 for the year.**
- **Employees on an unpaid leave of absence or not eligible for the stipend.**

The following chart compares the In-Person stipends with the Acceleration Stipends. The Acceleration Stipend does not require the attendance requirements of the In-Person stipends. The Acceleration Stipend

is to support the successful implementation of our Acceleration Program through planning, preparation, and engagement of all Fenton staff members.

	September 2022	October 2022	December 2022	January 2023	April 2023	July 2024	Total
	Proposed Acceleration Stipend	Approved In-Person Stipend	Proposed Acceleration Stipend	Approved In-Person Stipend	Approved In-Person Stipend	Approved In-Person Stipend	Potential Total Stipend for the Year
Full-Time Certificated & Classified Staff	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$15,000
TAs Working 5.5 Hours	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$7,500
Part-Time TAs Working Less Than 5.5 Hours	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$6,000

Anticipated Expense of the Stipends

The following chart illustrates the anticipated cost of the additional stipends based on the number of staff assigned to each school. *ESSER II One-Time Funds will be used to pay for the Acceleration Stipends.*

# of Hours	Less than 5.5 hours	5.5 Hours	Full Time	Total	Expense	Available ESSER II Funds
<i>Stipend</i>	\$2,000	\$2,500	\$5,000			
	# of Staff	# of Staff	# of Staff	# of Staff		
FACS	9	24	48.75	81.75	\$321,750	1,192,626
FPC	7	32	48.75	87.75	\$337,750	930,967
SMBCCS	10	14	58	82	\$345,000	1,352,056
STEM	8	13.5	26.08	47.58	\$180,150	175,342
FCLA	7	11.5	25.08	43.58	\$168,150	267,916
FCPS		1	23.33	24.33	\$119,150	
Employee Total	41	96	230	367		
Expense Total	\$82,000	\$240,000	\$1,149,950	\$1,471,950	\$1,471,950	

Please Note:

* Percentages represent staff that are shared among the Fenton schools as of August 15, 2022.

* There will be additional statutory benefit costs added to this amount, including Medicare (1.45% for all employees), SUI (roughly 5. to 1% for all employees), Workers Compensation (1% for all employees). The additional statutory benefits are likely to cost an estimated \$150-\$200K across FCPS.

We are in the process of working with LACOE to understand if these stipends will be applied to retirement contributions. Staff will see these specific payments applied to their September (2022) and December (2022) regular paychecks.

Benefits of the Additional Stipend

The one-time Acceleration Stipends address compensating staff for expecting work associated with implementing a new instructional approach. Providing staff with these stipends earlier in the year is in response to the anticipated increase of work that will take place toward the beginning of the year. In addition, staggering the amounts of the stipends help staff with inflationary issues impacting our community due to global market volatility and deglobalization. Staggering the amounts in this manner enables staff to adjust their personal budgets and will assist with likely tax increases.

Long Term Expectations

Although we currently are experiencing an infusion of federal and state funds to accelerate student learning, the long term financial outlook for public education is uncertain. Ideally, we would like to make long term changes to our salary schedule. However, California is currently experiencing low birth rates and an uncertain financial climate. Each of the Fenton schools is currently experiencing less enrollment than was anticipated during reorganization in March. Fenton continues to monitor the implications of a long term salary increase among declining enrollment, tighter Federal Reserve policies, higher levels of market volatility, and the deglobalization of the market. We will continue to monitor financial areas that we can control related to increasing enrollment, increasing ADA rates, applying staffing norms, OPEB funding, and monitoring the purchase of supplies and materials.

RECOMMENDATION

It is recommended that the Board of Directors approve Acceleration Stipends to recognize their efforts to launch the Acceleration Program across the Fenton schools during the 2022-2023 school year.

V. ITEMS SCHEDULED FOR INFORMATION



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: Joe Lucente
Chairman of the FCPS Board of Directors

Jason Gonzalez
Chief Operating Officer

SUBJECT: Update on FCPS OPEB Trust and FCPS Investment Account

BACKGROUND

FCPS OPEB Trust:

The *Fenton Charter Public Schools Public School Employee Retirement Healthcare Benefits Trust* (“FCPS OPEB Trust”) was formally established on September 17, 2015. Irene Sumida was named as the “Grantor,” and along with Joe Lucente, an “Initial Co-Trustee”. The trust was established “...solely for the benefit of one or more specified public employee retirement healthcare benefits plans sponsored and provided to qualified public school employees and beneficiaries by Fenton Charter Public Schools, a California nonprofit public benefit corporation...” As an irrevocable trust, there are specific guidelines and regulations pertaining to the *exclusive* use of any funds.

- Funds may be used to pay for the health benefits of qualified retirees
- Funds may be used to pay for actuarial services related to the trust¹
- Funds may be used for expenses for legal services and audits related to the trust

¹ An actuarial valuation report of other post-employment healthcare benefits (OPEB) offered by the Fenton Charter Public Schools is conducted annually as required by the accounting requirements of the *Financial Accounting Standards Board* (FASB) *Accounting Standards Codification No. 715* (ASC 715), specifically FASB ASC 715-60 and FASB ASC 715-20 (formerly known as SFAS 106, Employer’s Accounting for Postretirement Benefits Other Than Pensions and SFAS 158, Employer’s Accounting for Defined Benefit Pension and Other Postretirement Plans, respectively). The purpose of the annual valuation report is to provide measurements of the OPEB obligations, annual expense, and other disclosure items in accordance with FASB ASC 715. The annual valuation report is presented to the FCPS Board of Directors for discussion and review, and updates on OPEB Trust activity are included at all regular board meetings.

The FCPS OPEB Trust account was opened at the East West Bank and an investment portfolio created on March 28, 2016. The portfolio was transferred to Cathay Wealth Management on October 30, 2017.

FCPS Investment Account:

On March 24, 2011, the Board of Directors of Fenton Primary Center (“FPC”) amended the FPC Articles of Incorporation to rename the nonprofit public benefit corporation [501(c)(3)] the *Fenton Charter Public Schools* (“FCPS”). With the name change and subsequent “Agreement of Merger” between Fenton Avenue Charter School and the Fenton Charter Public Schools, the renamed entity became a charter management organization (CMO), adding flexibility and new possibilities for growth and expansion to what was originally a single, year-round, multi-track conversion charter school. Santa Monica Boulevard Community Charter School was divested to the organization by LAUSD in May 2012, and Fenton STEM Academy and Fenton Charter Leadership Academy (originally Fenton Academy for Social and Emotional Learning) were opened by FCPS in August 2015.

With the flexibility 501(c)(3) status allows and the growth of the organization to five schools, the Board of Directors approved the opening of an investment account for the Fenton Charter Public Schools at the October 19, 2017 regular board meeting². \$1.5 million was approved as the initial investment, and an additional \$4.5M (\$1,000,000 from FACS; \$500,000 from FPC; and \$3,000,000 from SMBCCS) was approved for investment at the January 27, 2022 board meeting.

ANALYSIS

The President of the Trust, Walter Wallace, and Secretary of the Trust, Joe Lucente, will provide an update on the OPEB Trust, and FCPS Chief Operating Officer, Jason Gonzalez, will share an update on the FCPS Investment Account.

RECOMMENDATION

This is an information item only and no action is required.

Attachment: [*OPEB Trust Investment Account - Updated Performance*](#)

² Activities of the FCPS Investment Account are reported to the FCPS Board of Directors at all regular board meetings to ensure active discussion, review and oversight, and are included within the annual independent consolidated audit of the Fenton Charter Public Schools.



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Acceleration Program

BACKGROUND

The U.S. Department of Education identified accelerating learning as an approach to address lost instructional time during the COVID-19 pandemic. The following are excerpts from the [ED COVID-19 Handbook by the U.S. Department of Education](#)³ on the value of acceleration.

Accelerating learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students and might lead them to become disengaged. Acceleration builds on what students already know as a way to access new learning. Studies have shown that when students tie background knowledge to new information, they are better at making inferences and retaining the new information more effectively.¹⁷ Collaboration between any partners providing additional support to students and classroom educators is critical. Schools and districts should organize programming in a way that allows time for ongoing two-way communication. Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students from accessing grade-level coursework. Acceleration provides instruction in prior knowledge and teaching prerequisite skills that students need to learn at a pace that allows students to stay engaged in grade-level content and lays a foundation for new academic vocabulary (Pg.18)

To address lost instructional time, educators are encouraged to think differently about time, grade levels, and collaboration. Key approaches include (Pg. 19):

³ [ED COVID-19 Handbook by the U.S. Department of Education](https://www2.ed.gov/documents/coronavirus/reopening-2.pdf) Retrieved on August 15, 2022 from <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

- Ensuring educators and grade-level teams have time to learn new instructional strategies for acceleration and to coordinate to ensure that students learn without relying on remediation or pull-out instructional practices. That is, instructors (and partners or tutors, as feasible) can provide needed supports for students within the context of grade-level work and within the classroom setting;
- Using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. Educators should differentiate instruction without tracking students or serving them inequitably;
- Asking teacher leaders and district instructional leaders to identify critical content (e.g., “priority” or “power” standards) on which to focus. To avoid overwhelming students, focus on the most essential knowledge and skills, particularly the content that is foundational to subsequent grade levels;
- Making time for teachers to collaborate across grade levels. Educators might need to realign their focus in spring, summer, and fall 2021, and as necessary beyond, to help get students back on track;
- Supporting educators in using approaches to acceleration that prioritize engaging students and peer collaboration, including through project-based learning and opportunities for students to support each other in their learning.

The [ED COVID-19 Handbook by the U.S. Department of Education](#) provided a checklist to implement evidence-informed instructional practices (Pg. 21).

The best available evidence suggests educators should:

- ☐ Use trained educators as tutors. Tutoring works best when led by teachers, paraprofessionals, teaching candidates, recently retired teachers, or highly trained tutors who receive a stipend (e.g., AmeriCorps members) and when time for planning and collaboration is provided with the classroom teachers;
- ☐ Wherever possible, conduct tutoring during the school day. Tutoring programs that take place during the school day appear to have the largest effects. Afterschool tutoring programs have also been shown to have positive, although smaller, effects;
- ☐ Provide high dosage tutoring each week. For example, programs that include frequent sessions (e.g., daily or at least three sessions per week) of at least 30-50 minutes work best. The youngest students (e.g., early childhood through 1st grade) benefit from increased weekly sessions;
- ☐ Align with an evidence-based core curriculum or use an evidence-based program and practices. Take specific actions to support student learning, including using quizzing, asking deep explanatory questions, spacing learning over time, incorporating worked example solutions with problem-solving exercises, connecting and integrating abstract and concrete representations of concepts, and combining graphical representations — like figures and graphs — with verbal descriptions.

Acceleration is compared to remediation in the research done by Suzy Pepper Rollins in [Learning in the Fast Lane: Eight Ways to Put All Students On the Road to Academic Success](#).

FIGURE 1.1. Acceleration and Remediation: A Comparison

	Acceleration	Remediation
Self-efficacy	<ul style="list-style-type: none"> • Self-confidence and engagement increase. • Academic progress is evident. 	<ul style="list-style-type: none"> • <i>Students perceive they're in the "slow class," and self-confidence and engagement decrease. Backward movement leads to a sense of futility and lack of progress.</i>
Basic skills	<ul style="list-style-type: none"> • Skills are hand-picked just in time for new concepts. • Students apply skills immediately. 	<ul style="list-style-type: none"> • <i>Instruction attempts to reteach every missing skill. Skills are taught in isolation and not applied to current learning.</i>
Prior knowledge	<ul style="list-style-type: none"> • Key prior knowledge is provided ahead of time, enabling students to connect to new information. 	<ul style="list-style-type: none"> • <i>Typically does not introduce prior knowledge that connects to new learning.</i>
Relevance	<ul style="list-style-type: none"> • Treats relevance as a critical component to student motivation and memory. 	<ul style="list-style-type: none"> • <i>Typically does not introduce prior knowledge that connects to new learning.</i>
Connection to core class	<ul style="list-style-type: none"> • Instruction is connected to core class; ongoing collaboration is emphasized. 	<ul style="list-style-type: none"> • <i>Instruction is typically isolated from core class.</i>
Pacing and direction	<ul style="list-style-type: none"> • Active, fast-paced, hands-on. • Forward movement; goal is for students to learn on time with peers. 	<ul style="list-style-type: none"> • <i>Passive, with focus on worksheets or basic software programs. Backward movement; goal is for students to "catch up" to peers.</i>

The Acceleration Model was first introduced to the Fenton Charter Public Schools during the pandemic and is available on the [FCPS Task Force Website](#). FCPS Instructional Coach, Angie Castellana Ferri, provided staff with an introduction to Accelerate Learning For All on June 25, 2020 ([Presentation](#)) ([Video Recording](#)).

On January 27, 2022 the position of Intervention Specialist was presented to the Board of Directors. Based on Board feedback, this position was modified to an Acceleration Specialist. The leadership teams across the Fenton schools spent several weeks exploring the job description and defining responsibilities for this position. The leadership team expressed a strong desire to have an Acceleration Specialist assigned to all of the Fenton schools. Jennifer Miller, Director of the Fenton Academies, was the first to assign an Acceleration Specialist. Acceleration Specialist Elisa Vallejo identified our instructional approach will be done through the lense of Acceleration. The framework for the design of the program will be done through the Professional Learning Community (PLC) and RTI/MTSS.

The following are presentations from Acceleration Specialist Elisa Vallejo:

[Academies Plan for Accelerated Intervention](#) (Elisa Vallejo) (2022)

[Learning in the Fast Lane](#) (Elisa Vallejo) (2022)

Acceleration Specialists

On April 7, 2022 the Board of Directors approved the following individuals to serve as Acceleration Specialists across the Fenton Charter Public Schools.

Robin McNutt

Fenton Avenue Charter School

Robin has been a 5th grade teacher at Fenton Avenue Charter School (FACS) since 2016. She is currently in the process of obtaining a Master's in Mathematics Education. Robin has served FACS as a 5th Grade Lead Teacher and as the Secretary of the Curriculum and Assessment Council. She has led presentations to staff across Fenton on a number of occasions including the FCPS Symposium on January 7, 2022 and November 1, 2019.

Michelle Shaghoian

Fenton Primary Center

Michelle joined the 1st grade team at Santa Monica Boulevard Community Charter School (SMBCCS) in 2020. Prior to SMBCCS, Michelle was a primary teacher at Sanger Academy Charter (Fresno Area). She is currently in the process of obtaining a Master's in Curriculum and Instruction. Michelle has experience at Sanger Academy with a reading intervention program which included differentiation, data collection, RTI, and small group instruction.

Sandra Hernandez

Santa Monica Boulevard Community Charter School (Primary Grades)

Sandy has been a member of SMBCCS since childhood having attended the school herself as a student. She served the school as a paraprofessional before becoming a teacher. In 1999, Sandy became a teacher prior to the conversion of the school to a charter school. Sandy has extensive experience in the primary grades serving students in grades K-2. Sandy has a BCLAD Multiple Subject teaching credential and is fluent in Spanish. Sandy has served SMBCCS as a First Grade Lead Teacher, Secretary of the Instruction Committee and Co-Chair of the Instruction Committee.

Carmen Solis

Santa Monica Boulevard Community Charter School (Upper Grades)

Carmen has been at Santa Monica Boulevard Community Charter School (SMBCCS) since 2016. She has a Master's in Elementary Education. Carmen served SMBCCS as a 3rd and 4th grade teacher. She is fluent in Spanish and has led ELD Intervention in the Lennox Unified School District prior to serving at SMBCCS. Carmen has served SMBCCS on the Student Council, as a Third Grade Lead Teacher, STEAM Lead Teacher, Secretary for the Personnel Committee, Secretary for the Instruction Committee, and Co-Chair of the Instruction Committee. Carmen has led presentations to staff across Fenton on a number of occasions including the FCPS Symposium on November 1, 2019.

Elisa Vallejo

Fenton STEM Academy & Fenton Charter Leadership Academy

Elisa was selected in December for this position. She was well prepared for this role having begun her career as an Interventionist at a previous district before joining STEM as a founding fifth grade teacher. As a teacher, Elisa worked alongside Angie Castellana Ferri to develop a highly successful teaming model in 5th grade with outstanding CAASPP and CAST results. She led her team with the inaugural 6th grade class at the Fenton Academies and has shown consistent dedication to improving her practice, as well as the practice of others. Elisa has held

leadership roles such as Committee Secretary, Committee Chair, Focus Lead Teacher, and Grade Level Lead Teacher.

Conferences

To support the Acceleration program, Fenton sent a team composed of the Chief Executive Officer, Instructional Coach, Special Education Coordinator, Site Administrators, Acceleration Specialists, and Special Education staff to the RTI Conference and PLC Conference.

[RTI Conference](#) (New Orleans, May 3-5, 2022)

Attendees (13)

FACS: Monica Castañeda, Robin McNutt

FPC: Wendy Kaufman, Michelle Shahogian

SMBCCS: Cary Rabinowitz, Sandy Hernandez, Carmen Solis

FCLA/STEM: Jennifer Miller, Elisa Vallejo

FCPS: David Riddick, Angie Castellana Ferri, Judy Werner, Gloria Rangel

[PLC Conference](#) (Sacramento, July 13-15, 2022)

Attendees (14)

FACS: Monica Castañeda, Paige Piper, Juan Gomez, Robin McNutt

FPC: Sirui Thomassian, Michelle Shahogian

SMBCCS: Beth Henschel, Sandy Hernandez, Carmen Solis

FCLA/STEM: Jennifer Miller, Elisa Vallejo

FCPS: David Riddick, Angie Castellana Ferri, Judy Werner

Presentation to Staff

The Acceleration Team provided Fenton staff with an overview of lessons learned from the RTI Conference through the presentation “[Systematic Approach to Accelerate Learning](#)” on May 18, 2022 ([Recording](#)).

Acceleration Specialists provided Directors with a Framework and Timeline for the implementation of the Acceleration program in June, 2022 ([Acceleration Specialist Norms](#)).

During the FCPS Administrative Retreat on July 26, 2022, administrators reviewed the essentials of the Acceleration program through a presentation on [Building Commitment](#) from Jennifer Miller and an [overview of the Acceleration](#) model by exploring aspects of the [Learning by Doing Handbook](#) and [RTI At Work Handbook](#).

FCPS had an organization-wide training on PLC from August 11, 2022. PLC Presenter, Casey Rahner, provided a variety of resources including the [Presentation](#) and [Handouts](#) from the training ([Critical Issues Survey](#)). The following [Google Drive](#) contains all materials presented.

ANALYSIS

On the surface, the implementation of our Acceleration Program appears to be overwhelming. The Epilogue of the [RTI At Work Handbook](#) entitled, “Eating the Elephant” describes the essential actions required for Tiers 1, 2, and 3. The implementation of the actual program will vary based on site specific needs. However, the organization will follow the PLC three (3) big ideas, four (4) pillars, and five (5) tights.

Team Essentials

Three Big Ideas

1. Focus on Learning
2. Collaborative Culture and Collective Responsibility
3. Results Orientation

Four Pillars

1. Mission- Why do we exist?
2. Vision- What do we want to become?
3. Values/Collective Commitments- How must we behave?
4. Goals- How will we mark our progress?

Four Critical Questions that Drive a PLC

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Five Tights

1. Educators will work in collaborative teams and take collective responsibility for student learning.
2. Collaborative teacher teams will implement a guaranteed and viable curriculum.
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Educators use the results of common assessments to improve individual practice and build teams' capacities to achieve their goals.
5. The school provides a systematic process for intervention and enrichment.

Our approach to implementing the Acceleration Program is to break it down as recommended in the [RTI At Work Handbook](#). The following is how the program will be broken down. The goal is to work as a team through a horizontal and vertical approach. The following [checklist](#) is an excellent visual for the implementation of the program.

The program is delineated among four (4) teams working at the site level, but working in harmony with group members across the organization. The following are the four (4) teams and the facilitator for each team.

[Team 1: Site Leadership](#): Directors and Selected Administrators (Culture, Tiers 1, 2, and 3)
Facilitator: *David Riddick, Chief Executive Officer*

[Team 2: Teachers](#): Lead Teachers (Tiers 1 and 2) (Emphasis on Tier 1)
Facilitator: *Angie Castellana Ferri, Instructional Coach*

[Team 3: Acceleration Specialists](#): (Tiers 1, 2, and 3) (Emphasis on Tier 2)
Facilitator: *Angie Castellana Ferri, Instructional Coach*

[Team 4: Intervention Team](#): Special Education Staff (Tier 1, 2, and 3) (Emphasis on Tier 3)
Facilitator: *Judy Werner, Special Education Coordinator*

Sample Checklist for Each Team

Team 1: Site Leadership ([Back to Essentials](#))

Essential Actions	Culture of Collective Responsibility	Rank 1-No; 5-Partial; 10-Yes
1	Frequent Leadership Meetings	
2	Frequent Grade Level Meetings	
3	Build a Culture of Collective Responsibility	
4	Form Collaborative Teacher Norms	
5	Commit to Team Norms	
Essential Actions	Tier 1 - Schoolwide Essential Actions	Rank 1-No; 5-Partial; 10-Yes
1	Ensure Access to Essential Grade-Level Curriculum	
2	Identify and Teach Essential Academic and Social Behaviors	
3	Provide Preventions to Proactively Support Student Success	
Essential Actions	Tier 2 - Schoolwide Essential Actions	Rank 1-No; 5-Partial; 10-Yes
1	Schedule Time for Supplemental Interventions	
2	Establish a Process for Schoolwide Student Intervention Identification	
3	Plan and Implement Supplemental Interventions for Essential Social and Academic Behaviors	
4	Coordinate Interventions for Students Needing Skill and Will Supports	
Essential Actions	Tier 3 - Schoolwide Essential Actions	Rank 1-No; 5-Partial; 10-Yes
1	Identify Students Needing Intensive Support	
2	Create a Dynamic, Problem-Solving Site Intervention Team	
3	Prioritize Resources Based on Greatest Student Needs	
4	Create a Systematic and Timely Process to Refer Students to the Site Intervention Team	
5	Assess Intervention Effectiveness	

Team 2: Teachers ([Back to Essentials](#))

Essential Actions	Tier 1 - Schoolwide Essential Actions	Rank 1-No; 5-Partial; 10-Yes
1	Identify Essential Standards for Each Grade Level or Course	
2	Create an Essential Standards Unit Plan	
3	Implement the Team Teaching-Assessing Cycle	
4	Give Common End-of-Unit Assessment for Essential Standards	
5	Identify Students for Tier 2 Support by Student, Standard, and Learning Target	

Team 3: Acceleration Specialists ([Back to Essentials](#))

Essential Actions	Tier 2 - Schoolwide Essential Actions	Rank 1-No; 5-Partial; 10-Yes
1	Design and Lead Supplemental Interventions for Academic Essential Standards	
2	Consider Screening in Immediate Prerequisite Skills	
3	Monitor the Progress of Students Receiving Supplemental Supports	
4	Extend Student Learning	

Team 4: Intervention Team ([Back to Essentials](#))

Essential Actions	Tier 3 - Schoolwide Essential Actions	Rank 1-No; 5-Partial; 10-Yes
1	Diagnose, Treat, Prioritize, and Monitor Tier 3 Interventions	
2	Ensure Proper Intervention Intensity	
3	Determine If Special Education Is Needed and Justifiable	

RECOMMENDATION

This is an information item only and no action is required.



FENTON CHARTER PUBLIC SCHOOLS

August 18, 2022

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Expanded Learning Opportunities Program (ELO-P)

BACKGROUND

The Expanded Learning Opportunities Program (ELO-P) provides funding for after school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade. “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered; results-driven; include community partners; and complement, but do not replicate, learning activities in the regular school day and school year.

Beginning with the 2021-22 school year, local educational agencies (LEAs) that receive funds shall offer to at least all unduplicated pupils in classroom-based instructional programs in kindergarten and grades 1 to 6, inclusive, and provide to at least 50% of enrolled unduplicated pupils in classroom-based instructional programs in kindergarten and grades 1 to 6, inclusive, access to expanded learning opportunity programs. Funding received pursuant to this section for the 2021-22 school year shall be expended to develop an expanded learning opportunity program or provide services in accordance with program requirements.

Commencing with the 2022-23 school year, LEAs with an unduplicated pupil percentage (UPP) of 80% or greater that receive the higher funding amount, shall offer to all pupils in classroom-based instructional programs in kindergarten and grades 1 to 6, inclusive, access to expanded learning opportunity programs, and shall ensure that access is provided to any pupil whose parent or guardian requests their placement in a program.

Expanded learning opportunity programs shall include all of the following:

- On school days and days on which school is taught for the purpose of meeting the 175-instructional-day offering, in-person before or after school expanded learning opportunities

that, when added to daily instructional minutes, are no less than nine (9) hours of combined instructional time and expanded learning opportunities per instructional day;

- For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day

The following ELO-P funds are available to the Fenton Charter Public Schools for the 2021-2022 school year to be used before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

On April 7, 2022 the Board of Directors approved the following individuals to serve as Acceleration Specialists across the Fenton Charter Public Schools: ***Mercedes Cordoba Meeks (FACS)***, ***Jessi Tello (FPC)***, ***Jazmin Luna (SMBCCS)***, and ***Alejandra Muñoz (STEM/FCLA)***

ANALYSIS

Three big ideas are the driving reason for the Expanded Learning Coordinator positions. The ELO-P program is to be run inclusive of all After School activities - Consider it to be an “After School Academy”.

Big Idea #1 - **Increase Enrollment** in “Expanded learning” before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

Big Idea #2 - **Fiscal Responsibility** to ensure programs are sustainable and are an appropriate use of public funds.

Big Idea #3 - **Safe and Supportive** environments will be maintained to adopt, implement, and maintain at all times a comprehensive emergency plan, health and safety procedures, and Restorative Justice practices.

Out of the big ideas come a variety of questions to ensure compliance with our [Expanded Learning Opportunities Program Plans](#).

Big Ideas	Increase Enrollment	Fiscal Responsibility	Safe and Supportive
Driving Questions	Will this action/protocol increase enrollment? Target is to have at least 50% of the student population in Expanded Learning. <i>(Not a requirement but a target)</i>	Is this an appropriate and prudent use of funds? Has the item been market tested? Does the expenditure increase Expanded Learning for students?	Is the action safe?
Areas in Need for Tier I of Expanded Learning	1. Students are able to attend school daily for nine (9) hours.	Contract with “Think Together” to ensure compliance with nine (9) hours daily and additional	Expanded Learning Coordinators are trained on safety protocols.

(Base) <i>Begins August 15th</i>	2. Additional 30 Days have been scheduled. 3. Promote the program.	30 days.	Provide training for Think Together staff.
Areas in Need for Tier 2 of Expanded Learning (Supplemental) <i>Begins September 12th</i>	1. Use of Vendors to ensure workshops, field trips, and assemblies related to music and art.	1. System for Tracking Expenditures is in Place 2. Procedure for testing Fair Market Value of service	1. DOJ; TB, COVID-19 Vaccination. 2. System for verifying reputation of vendor 3. Emergency Protocols Provide training/orientation to vendors.
Areas in Need for Tier 3 of Expanded Learning (Supplemental) <i>Begins October 3rd</i>	1. Identify students interested in additional instructional/engagement activities with Fenton teachers. 2. Identify teachers interested in working with all students.	1. Establish Hourly Rate at Fair Market Value Example: (\$50 an hour) 2. Establish Class Size 3. System for tracking attendance 4. System for tracking hours 5. Create opportunities for input from staff	1. Attendance Tracking 2. Emergency Protocols Provide training/orientation to teachers to ensure they understand the appropriate procedures and protocols in terms of safety, pay rate, planning time, class size, attendance, and tracking hours.

The following are components of the Expanded Learning Program. Please see the following staff presentations from each of the Expanded Learning Coordinators.

Mercedes Cordoba Meeks (FACS) ([Staff Presentation](#))

Jessi Tello (FPC) ([Staff Presentation](#))

Jazmin Luna (SMBCCS) ([Staff Presentation](#))

Alejandra Muñoz (STEM/FCLA) ([Staff Presentation](#))

All Fenton schools have identified at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day. ([See Tentative Calendar](#))

The main responsibilities of the Expanded Learning Coordinators include:

- Supporting After School Staff (Think Together/LA's Best/After School Staff)
- Contracting with Outside Vendors
- Working with Fenton teachers and after school clubs/classes
- After School and Weekend Field Trips
- Intersession Camps
- After School Assemblies

Additional Presentations from Expanded Learning Coordinators

- Training of After School Staff (Including Think Together/LA's Best) ([Presentation](#))
- Student Expectations for Behavior After School ([Presentation](#))

The goal is to maximize student enrollment and while being fiscally responsible and safe! The following are the specific goals required by the state of California for an Expanded Learning Program.

1. Safe and Supportive Environment
2. Active and Engaged Learning
3. Skill Building
4. Youth Voice and Leadership
5. Healthy Choices and Behaviors
6. Diversity, Access, and Equity
7. Quality Staff
8. Clear Vision, Mission, and Purpose
9. Collaborative Partnerships
10. Continuous Quality Improvement
11. Program Management
12. General Questions
 - a. Describe Existing After School Programs
 - b. TK and Kindergarten
 - c. Sample Program Schedule

RECOMMENDATION

This is an information item only and no action is required.