



## 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

**June 13, 2024 – 4:30 P.M.**

**FCPS Business Office Boardroom**

**8928 B Sunland Blvd.**

**Sun Valley, CA 91352**

**and**

**via Zoom: <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.

#### **END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES - Assembly Bill 2449**

Governor Newsom announced that the COVID-19 state of emergency ended on February 28, 2023. With the end of the state of emergency, agencies are no longer able to utilize pandemic-era virtual meeting procedures. However, board members may continue to participate remotely by telephone and/or videoconference under traditional Ralph M. Brown Act teleconference rules. Effective January 1, 2023, Assembly Bill 2449 (AB 2449) allows individual board members to participate in meetings remotely during “emergency circumstances” or for “just cause.” Specific requirements may be found in the full text of AB2449 (posted on the FCPS website: [www.fentoncharter.net](http://www.fentoncharter.net)). *All requirements for attendance by the FCPS Board of Directors are adhered to in accordance with the Ralph M. Brown Act.*

#### **Instructions for Presentations to the Board by Parents and Citizens**

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

1. The public may attend in person or may join via Zoom. If joining in person, the public may complete a “Request to Address the Board” (on an agenda item or non-agenda item) card which will be available at the door. If joining via Zoom, the following procedures should be followed:
2. Speakers may attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
3. 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>
4. 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.
5. 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.
6. Speakers should rename their Zoom profile with their real name to expedite this process.
7. After the comment has been given, the microphone for the speaker’s Zoom profile will be mute.

## I. PRELIMINARY

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

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

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

Minutes of the May 23, 2024 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. **Committee/Council Reports**

1. **Finance Committee:** *Sarah Ananta, Maria Patrón (FPC); Jennifer Nishimoto, Isabella Rodriguez (SMBCCS); Jennifer Hines (FCLA); Christian Fuentes (STEM)*  
**Budget, Facilities and Safety Council:** *Martin Penner (FACS)*
2. **Instruction Committee:** *Brianna Ellis, Jackie Penner (FPC); Carmen Solis, Zoe Weiss (SMBCCS); Stephanie Garcia (FCLA); Elisa Vallejo (STEM)*  
**Curriculum and Assessment Council:** *Christopher Torres (FACS)*
3. **Personnel Committee:** *Karen Knapp, Laura Vasquez (FPC); Megan Rol, Marie Kirakossian (SMBCCS); Kate Marrelli (FCLA); Priscilla Gentry (STEM)*  
**Human Resource and Personnel Council:** *Ann Velasco (FACS)*
4. **Parent/Community Advocacy Committee:** *Gurpreet Gill, Bridget Ruiz (FPC); Christian Hidalgo, Aaron Veals (SMBCCS); Brenna Mack (FCLA); Melissa Katchen (STEM)*

**School-Community Relations Council: Tony Peña (FACS)**

- a. **School Site Council:** Paige Piper (FACS); (FPC); Jaslyne Garcia (SMBCCS); (FCLA/STEM)
- b. **English Learner Advisory Committee:** Juan Gomez (FACS); (FPC); Cary Rabinowitz (SMBCCS); (FCLA/STEM)

**C. Financial Business Manager's Report:**

Erik Okazaki, Financial Business Manager of the FCPS, will update the most current financial statements, cash flow position, and any variations in revenues and expenditures from the approved 2023-2024 budgets for all sites.

**D. Directors' Reports**

*Directors' Reports will be distributed to Board members 72 hours prior to the regular meeting. All Board members are asked to submit any questions or requests for clarification to Board Chair Lucente prior to the beginning of the meeting. Chair Lucente will call upon individual Directors as needed.*

1. **Fenton Avenue Charter School (FACS)** – Ms. Monica Castañeda
2. **Santa Monica Boulevard Community Charter School (SMBCCS)** – Mr. Cary Rabinowitz
3. **Fenton Primary Center (FPC)** – Mrs. Sirui Thomassian
4. **Fenton STEM Academy (STEM)** – Mrs. Jennifer Miller
5. **Fenton Charter Leadership Academy (FCLA)** – Mrs. Jennifer Miller

**E. Director of Special Education Report** - Mrs. Kristine Khachian

**F. Director of Community Schools Report** – Mr. Richard Parra

**G. Chief Operating Officer's Report** – Mr. Jason Gonzalez

**H. 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 2024-2025 Homeless Education Policies for FACS, FPC, SMBCCS, FCLA and STEM**

- B. [Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2024-2025 from Learningtech.org](#)
- C. [Recommendation to approve Delta Dental and VSP plans for benefited employees](#)
- D. [Recommendation to approve continued membership in CharterSAFE for Workers' Compensation Insurance and membership in the Alliance of Schools for Cooperative Insurance Programs \(ASCIP\) for Property and Liability Insurance](#)
- E. [Recommendation to ratify vendor schedule of agreements](#)
- F. [Recommendation to approve conference attendance for selected FCPS staff during the 2024-2025 school year](#)
- G. [Recommendation to approve Board of Directors for 2024-2025](#)
- H. [Recommendation to approve 2024-2025 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy](#)
- I. [Recommendation to approve contract with BrightenEd LLC funded through the LAUSD Charter Operated Programs Impact Grant](#)

#### IV. [ITEMS SCHEDULED FOR ACTION](#)

- A. [Recommendation to approve revised policy for calculating CMO management fees for school sites](#)
- B. [Recommendation to approve 2024-2025 Local Control and Accountability Plans \(LCAPs\) for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy](#)
- C. [Recommendation to approve 2024-2025 Local Indicators for the California School Dashboard for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy](#)
- D. [Recommendation to approve 2024-2025 budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy](#)
- E. [Recommendation to approve Education Protection Act spending resolutions for 2024-2025 school year](#)
- F. [Recommendation to approve Resolution #53: Submission of Charter Renewal and Material Revision for Fenton Primary Center](#)
- G. [Recommendation to to approve Resolution #54: Submission of Charter Renewal for](#)



Fenton Avenue Charter School

- H. Recommendation to approve Resolution #55: Submission of Charter Renewal for Santa Monica Boulevard Community Charter School
- I. Recommendation to approve 2024-2025 staff rosters, stipends for specific positions, recommendations for regular status, and FCPS employee contracts
- J. Recommendation to approve expenditures for items above spending authority of the Chief Executive Officer
- K. Recommendation to approve the employment of Vivian Matute Rojas on a Provisional Internship Permit
- L. Recommendation to approve the employment of Linnea Thorne on a Provisional Internship Permit
- M. Recommendation to approve certification of professional experience in a classroom setting with preschool-age children comparable to 24 units of education in early childhood education and/or childhood development
- N. Recommendation to approve Proposition 28 Arts & Music in Schools (AMS) Annual Reports for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy
- O. Recommendation to approve Arts, Music, and Instructional Materials (AMI) Discretionary Block Grant Spending Plans for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy

V. ITEMS SCHEDULED FOR INFORMATION

- A. FCPS Board of Directors' Meetings for 2024-2025
- B. Vendor Summary Report

VI. ANNOUNCEMENTS

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, July 18, 2024 in the FCPS Business Office Boardroom and via Zoom.

VII. FUTURE MEETINGS

*2024-2025 School Year:*

July 18, 2024  
August 8, 2024  
September 19, 2024  
October 24, 2024  
December 12, 2024

January 23, 2025  
March 6, 2025  
April 10, 2025  
May 22, 2025  
June 12, 2025

### **XIII. ADJOURNMENT**

#### **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**

**May 23, 2024**

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, May 23, 2024, at 4:30 p.m. in the FCPS Business Office Boardroom and 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 4:33 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*

*Via Zoom: 3817 Halcon Place, Davis, CA 95618*

Walter Wallace, *Community Representative*

**Board Members Not Present**

N/A

**C. Flag Salute**

Chair Lucente led the Board and public in the Pledge of Allegiance.

**D. Approval of the Agenda** – Chair Lucente

On **MOTION** of Yvette King-Berg, **SECONDED** by Walter Wallace, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the Agenda (Item I.D.) 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)

**E. Approval of Minutes of Previous Regular Meeting** – Chair Lucente

On **MOTION** of Erin Studer, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the minutes of the April 25, 2024 Regular Meeting (Item I.E.) were approved as presented.

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

## **II. COMMUNICATIONS**

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

*There were no presentations from the public.*

### **B. Public Hearing: Local Control and Accountability Plans (LCAPs) - Chair Lucente**

The FCPS Board of Directors conducted a public hearing to receive recommendations from parents, community members and staff regarding the 2024-2025 Local Control and Accountability Plans (LCAPs) and Budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy.

*There were no presentations from the public.*

### **C. Committee/Council Reports**

Minutes of all meetings held by any committee and/or council were sent to the Board Members prior to this meeting.

*There were no further reports by committees/councils.*

### **D. Financial Business Manager's Report**

Erik Okazaki, Financial Business Manager of the FCPS, presented the following information:

#### **2023-2024 Forecast Update by Site**

##### **Ending fund balances remain strong as an organization -**

FACS: Operating income - \$949,716

FPC: Operating income - \$2,531

SMBCCS: Operating income - \$1,389,404

STEM: Operating income - \$62,001

FCLA: Operating income - \$246

##### **One-time funds have a significant impact on financial outlook of FPC and FCLA –**

FACS: No net difference without one-time funds

FPC: Negative \$495,551 without one-time funds

SMBCCS: No net difference without one-time funds

STEM: No net difference without one-time funds  
FCLA: Negative \$447,573 without one-time funds

**Previous vs. Current Forecast –**

FACS: Operating income increased by \$494K mainly due to ESSER III and ELOP expense

FPC: Operating income decreased by \$40K mainly due to ESSER III and ELOP expense

SMBCCS: Operating income increased by \$1.02M primarily due to ESSER III and ELOP expense

STEM: Operating income increased by \$50K primarily due to ESSER III and ELOP expense

FCLA: Operating income decreased by \$7K primarily due to shift in one-time funding

**Balance sheet as of March 31, 2024; obligated group (FPC, STEM, FCLA) below the Board goal of 4 months cash on hand –**

FACS: 295 days cash on hand (9.8 months)

FPC: 51 days cash on hand (1.7 months)

SMBCCS: 175 days cash on hand (5.8 months)

STEM: 111 days cash on hand (3.7 months)

FCLA: 54 days cash on hand (1.8 months)

**Obligated group expected to meet both bond covenants –**

Liquidity: Minimum days of cash on hand required is 45 days; Fenton obligated group has 145 days (91 days with only STEM and FCLA)

Debt Service: Minimum debt service coverage ratio is 1.10; obligated group has a ratio of 1.85 (1.00 with only STEM and FCLA)

**State Budget Update**

**May Revise Highlights:**

- 1.07% COLA (up from 0.76%)
- COLA extends to Special Education, Nutrition, Mandated Block Grant, Equity Multiplier, and more
- Increased COLA adds ~\$50/ADA
- No deferrals, no new programs or funds

**Multi-Year Budget Drafts by School**

**These drafts use a specific and consistent enrollment projection by site and a 98.5% ADA rate:**

- FACS: Remains positive through 2026-2027 with enrollment of 746
- FPC: Reaches a negative operating income in 2026-2027 with enrollment of 532
- SMBCCS: Remains positive through 2026-2027 with enrollment of 752
- STEM: Remains positive through 2026-2027 with enrollment of 342
- FCLA: Remains positive through 2026-2027 with enrollment of 338

**Possible risks and opportunities:**

- Unrealized gains and losses on investments
- OPEB valuation

- Contracted substitutes and Special Education contractors
- Existing expenses applied to one-time block grants: Learning Recovery Emergency Block Grant (LREBG) and Arts Music, and Instructional Materials Discretionary Block Grant (AMIM)

#### **E. Directors' Reports**

*Directors' reports were received by the Board as published on Monday, May 20, 2024. Chair Lucente asked for any questions, comments or requests for clarification from Board Members and there were none.*

Fenton Avenue Charter School (FACS) – Ms. Monica Castañeda, Director

Santa Monica Boulevard Community Charter School (SMBCCS) – Mr. Cary Rabinowitz, Director

Fenton Primary Center (FPC) – Mrs. Sirui Thomassian, Director

Fenton STEM Academy (STEM) – Mrs. Jennifer Miller, Director

Fenton Charter Leadership Academy (FCLA) – Mrs. Jennifer Miller, Director

#### **F. Director of Special Education's Report**

Fenton Charter Public Schools (FCPS) – Mrs. Kristine Khachian's report was published in the full agenda. Chair Lucente asked for any questions or comments, and there were none.

#### **G. Director of Community Schools**

Fenton Charter Public Schools (FCPS) – Mr. Richard Parra's report was published in the full agenda. Chair Lucente asked for any questions or comments, and there were none.

#### **H. Chief Operating Officer's Report**

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

#### **I. 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 fourth, and final, contract extension with Food Service Management Company, *School Nutrition Plus***

- B. Recommendation to approve Ad Hoc Board Member Nominating Committee to review expiring board terms and recommend slate of directors for the 2024-2025 school year**
- C. Recommendation to approve renewal of contracts with *Infinite Campus* and *Renaissance Learning***
- D. Recommendation to approve contracts for *i-Ready***
- E. Recommendation to approve the 2024-2025 calendars for 201, 224, and 249 staff**

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the Consent Agenda (Items III.A., B., C., D., and E.) 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 2024-2025 salary schedules for all staff**

On **MOTION** of Yvette King-Berg, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the 2024-2025 salary schedules for all staff (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 hiring of Kelley Christenson for the position of Expanded Learning Coordinator at FACS**

On **MOTION** of Erin Studer, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the hiring of Kelley Christenson as Expanded Learning Coordinator at FACS (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 approve hiring of Evelyn Martinez as Instructional Coach at FACS and Jocelyn Condo as Acceleration Specialist at SMBCCS**

On **MOTION** of Yvette King-Berg, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the hiring of Evelyn



Martinez as Instructional Coach at FACS and Jocelyn Condo as Acceleration Specialist at SMBCCS (Item IV.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. Recommendation to approve revised acknowledgement of teachers who meet or exceed ADA rate of 98.5%**

On **MOTION** of Walter Wallace, **SECONDED** by Erin Studer, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the revised acknowledgement of teachers who meet or exceed ADA rate of 98.5% (Item IV.D.) 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)

**E. Recommendation to receive and file the 2024-2025 California Community Schools Partnership Program: Implementation Grant for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy**

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to receive and file the 2024-2025 California Community Schools Partnership Program: Implementation Grant for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy (Item IV.E.) 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)

**F. Recommendation to approve revised ELO-P Budget for the 2024-2025 school year**

On **MOTION** of Walter Wallace, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the revised ELO-P Budget for the 2024-2025 school year (Item IV.F.) 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)

**G. Recommendation to approve presenting notice to authorizing district, LAUSD, to**

**reserve the right of Fenton schools to leave LAUSD SELPA at the end of the 2024-2025 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 presenting notice to authorizing district, LAUSD, to reserve the right of Fenton schools to leave LAUSD SELPA at the end of the 2024-2025 school year (Item IV.G.) 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)

**H. Recommendation to receive and file tax returns for the calendar year 2022 and year ending June 30, 2023 for FCPS, SFV Education and FCPS Foundation**

On **MOTION** of Walter Wallace, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to receive and file tax returns for the calendar year 2022 and year ending June 30, 2023 for FCPS, SFV Education and FCPS Foundation (Item IV.H.) 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)

**I. Recommendation to approve expenditures for items above spending authority of the Chief Executive Officer**

On **MOTION** of Yvette King-Berg, **SECONDED** by Erin Studer, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve expenditures for items above spending authority of the Chief Executive Officer (Item IV.I.) 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)

*Specific expenditures approved:*

**Lakeshore (\$49,059)** - FACS will replace the current media carts used by teachers as standing centers with 41 new media tower carts with 2 locking compartments. The cart features a top compartment for storing laptops and tablets, a removable shelf with power strip and ports, a spacious bottom compartment for books, and fold-up side shelves for expanded work area, with cable management cutouts and extra AC outlets and USB ports.

**Vector Resources (\$60,040)** - SMBCCS will add 14 additional security cameras to the school's existing security camera network. The cameras will be strategically installed in

current blind spots throughout the campus where the existing cameras offer little to no coverage.

***Just Right Painting (\$154,974)*** - SMBCCS will apply new paint (based on existing color swatches) to the exterior of the main building, auditorium, 11 portable structures, northeast building, two-story east wing corridor, west wing, and the interior of the main building (including upper and lower stairwells, hallways, and doors) auditorium, third and fourth grade wing, and main building.

**J. Recommendation to approve revised Kaiser Permanente rates for medical benefits**

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve revised Kaiser Permanente rates for medical benefits (Item IV.J.) 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)

**V. ITEMS SCHEDULED FOR INFORMATION**

**A. LCAP Update and Instructional Report**

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

**VI. CLOSED SESSION**

Chair Lucente made the following announcement:

“The Board of Directors will now be moving into closed session to discuss matters described in Item VI. Matters to be discussed are those permitted by Government Code Section 54957 - Public Employee Performance Evaluation and Public Employee Appointment.”

**A. Government Code 54957**

**PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of CEO**

**B. Government Code 54957**

**PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of COO**

**C. Government Code 54957**

**PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Advisor**

**D. Government Code 54957**

**PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Administrator**

**E. Government Code 54957**

## **PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Selected Employees**

*The Board convened to Closed Session at 6:17 p.m.*

### **VII. RETURN TO OPEN SESSION**

The Board reconvened to Open Session at 6:50 p.m. Chair Lucente stated the following actions had been taken in Closed Session:

#### **A. Government Code 54957**

##### **PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of CEO**

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the Board evaluated the performance of Dr. David Riddick, the Chief Executive Officer, for the 2023-2024 school year and unanimously agreed that his performance continues to demonstrate outstanding knowledge of all areas under his oversight and total commitment to the organization. He works tirelessly to ensure the continued collaboration across the five schools, working to achieve cohesive and positive results. His work ethic is commendable and serves as a model for all FCPS staff members. Dr. Riddick's salary for the 2024-2025 school year will be \$220,000. He is not eligible for any stipends or other compensation.

Additionally, the Board reviewed the Agility compensation study and expressed their desire to bring the salary of the CEO to a level comparable to other executive leaders in CMOs and entities of similar size to FCPS. The CEO's 2024-2025 salary will continue to be well below the median salary and the Board will review this situation annually.

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

Nay: (0)

Abstentions: (0)

#### **B. Government Code 54957**

##### **PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of COO**

On **MOTION** of Daniel Laughlin, **SECONDED** by Erin Studer, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the Board evaluated the performance of Mr. Jason Gonzalez, the Chief Operating Officer, for the 2023-2024 school year. The Board unanimously agreed that Mr. Gonzalez has fulfilled his responsibilities with distinction and demonstrates exceptional knowledge, skill and expertise in all areas under his oversight. He is often sought out by staff members to settle complicated issues, and his decision making reflects an outstanding sense of fairness, equity, and compassion, always balancing the needs of students, staff, and community. Mr. Gonzalez's salary for the 2024-2025 school year will be \$200,000. He is not eligible for any stipends or other compensation.

Additionally, the Board reviewed the Agility compensation study and expressed their desire to bring the salary of the COO to a level comparable to other executive leaders in CMOs and entities of similar size to FCPS. The COO's 2024-2025 salary will continue

to be well below the median salary and the Board will review this situation annually.

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

Nay: (0)

Abstentions: (0)

**C. Government Code 54957**

**PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Executive Advisor**

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the Board evaluated the performance of Mrs. Irene Sumida who serves as the Executive Advisor to Dr. Riddick, Mr. Gonzalez, and the Board of Directors. The Board unanimously commends and thanks Mrs. Sumida for her continuous outstanding and invaluable support. Her counsel, historical perspective, and experience are an outstanding resource and support not only for Dr. Riddick, Mr. Gonzalez, and the Board, but the entire FCPS Family. She remains committed to ensuring our continued success and outstanding reputation. Mrs. Sumida will continue in the position for the 2024-2025 school year, and then as needed and determined by the Board and Executive Leadership. Mrs. Sumida's annual salary will be the approved limitation established by CalSTRS for the 2024-2025 school year, which is \$74,733. She is not eligible for any stipends or other compensation.

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

Nay: (0)

Abstentions: (0)

**D. Government Code 54957**

**PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Administrator**

No action was taken on Item VII.D.

**E. Government Code 54957**

**PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Select Employees**

No action was taken on Item VII. E.

**VIII ANNOUNCEMENTS**

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, June 13, 2024 at 4:30 p.m. in the FCPS Business Office Boardroom and via Zoom.

**IX. FUTURE MEETINGS**

June 13, 2024

*2024-2025 School Year:*

July 18, 2024

August 8, 2024

September 19, 2024

October 24, 2024

December 12, 2024

January 23, 2025

March 6, 2025

April 10, 2025

May 15, 2025

June 12, 2025

**X. ADJOURNMENT**

The meeting was adjourned at 6:56 p.m.

Respectfully submitted:

Irene Sumida  
Secretary of the Board

**II. B.**

**Committee and Council Reports**



**There were no meetings of the Budget, Facilities and Safety Council or Finance Committees this past month.**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton STEM Academy**

**Unapproved Minutes of the Instruction Committee**

**June 3, 2024**

The meeting of the Instruction Committee was held on Monday, June 3, 2024, at 7:18 a.m. in the Hands-On Lab at Fenton STEM Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Elisa Vallejo, Chairperson

**Roll Call:** Joanna Tepper, Secretary

**Members Present:** Bianca Bell-Reed, Elizabeth Marquez, Alyssa Marygold, Elisa Vallejo, Jennifer Miller, Alejandra Muñoz

**Members Excused:** Jennifer Pimentel

**Non-committee Members:** Melissa Andrade, Martha May, Alexis Sheppard, Lindsey Western

**Additions/Corrections to the Agenda:** Elisa Vallejo, Chairperson

There were no additions or corrections to the agenda.

**Approval of Minutes from May 20, 2024:** Elisa Vallejo, Chairperson

**Item #1**                      **Minutes from the May 20, 2024 meeting of the Instruction Committee -** Elisa Vallejo, Chairperson

On **MOTION** of Bianca Bell-Reed, **SECONDED** by Joanna Tepper, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Elisa Vallejo, Chairperson

**Item #2**                      **Any persons desiring to address the Instruction Committee on any proper matter**

There were no presentations to the public.

**New Business:**

**Item #3**                      **Literacy in a PLC at Work Coaching Update (LCAP Goal 1-2) -** Jennifer Miller, Director (*Informational Item*)

Mrs. Miller discussed the Literacy in a PLC at Work update with the committee via a summary of everything we have done during the '23-24 school year. To review, in January, Jacquie Heller did classroom walkthroughs where the focus was to find schoolwide and grade level needs. When she

returned in February, she worked with grade level teams to create learning targets, looked at a learning progression, and was very focused on alignment. In March, we started to identify ELA Essential Standards, and completed proficiency mapping with those standards and learning targets. In April, we reviewed smart goals and refined proficiency mapping. In addition, we refined student “I can” statements.” In May, she met with TK - 2nd grade where they managed literacy essentials with time prioritization. Specifically, they looked at different components of ELA, and how much time to spend on each domain. She also met with 6th grade during this time, and they began to identify Math Essential Standards. When Jacquie Heller returns this week, she will meet with each grade level team and discuss weekly plans. Specifically, we will look at what is done during protected time vs unprotected time, and we will decide which embedded, engaged, and guaranteed standards to incorporate. In addition, each team will plan a reading comprehension unit in which primary grades will reference the Benchmark Read Aloud Handbook, and upper grades will use novel studies. Also, each team will plan the first ELA unit of the following year, craft needed comprehension formative assessments aligned to learning targets, and if time, will plan phonics through Magnetic Reading and Benchmark Advance.

**Item #4**                                      **Preliminary 2023-2024 CAASPP Student Outcomes (LCAP Goal 1-2) - Jennifer Miller, Director (*Informational Item*)**

Mrs. Miller discussed the preliminary ‘23-24 CAASPP student outcomes. Though the Academies are still waiting for every score, the current scores have been validating all of the work we have been doing during the year. So far, the Academies are scoring on par and above the state. These scores will encourage us to keep learning and aligning together.

**Item #5**                                      **Final 2024-2025 Master Schedule (LCAP Goal 3, AMO 1) - Jennifer Miller, Director (*Informational Item*)**

In May of 2023, FCLA and STEM Lead Teachers worked to design a ‘23-24 master instructional schedule which ensured alignment and access to learning across grade levels. This master schedule has driven the work of our school year and student outcomes are proving it an effective practice. This same practice will be put into place in the new year with small refinements.

Mrs. Miller discussed the finalized ‘24-25 Master Schedule. She met with lead teachers and had everyone plug in their essential standard time in which each grade level has protected time where no students will be pulled from the classroom for other reasons and activities. Each team blocked out essential ELA and math time, and based on their input, the Master Block schedule has also been created. Core blocks are highlighted where students have essential core time where no content is missed. Each team has around 40 minutes of protected time for both ELA and math. Lunch is now staggered in the case that all students will eat before they play.

**Item #6**                                      **Expanded Learning Update (LCAP Goal 1-2) - Alex Muñoz, Expanded Learning Coordinator (*Informational Item*)**

Mrs. Muñoz discussed the Expanded Learning Update in which the final ELOP session of the ‘23-24 school year has concluded. Many students participated in after school clubs and had many amazing opportunities. Some of the most popular clubs continue to be Cooking Academy, Animal Encounters, and Ballet Club. Some new and successful offerings included the Fashion Design Club and the assortment of STEM classes offered, including Amusement Park Engineering and Space Engineering. As the year comes to a close, preparations for the following school year have been out in motion. Feedback surveys will be sent out to families to gauge interest for the next school year clubs. A special thank you to all of the outside coordinators for collaborating with the schools and creating great

opportunities for our students. A very special thank you to all of the teachers who ran after school clubs. Mrs. Muñoz was also very excited to share that this past weekend, students from Born to Read, Mutt-i-Grees, and Environmental Clubs had the opportunity to visit the Burbank Animal Shelter. Students had a chance to tour the shelter, and learn about and read to shelter animals. Additionally, students from our Ballet Club, Student Council and Homework Heroes will be embarking on the long-awaited Disneyland field trip this upcoming Sunday. They will have an opportunity to participate in the educational workshop: Theme Park Engineering. Once again, thank you to all staff that devote their time and energy to embarking on these adventures with our students. Lastly, we are so excited for our ELOP Spring Show, which will take place this Friday, June 7th. It will showcase our first ever Fenton fashion show put on by our Fashion Design students. The students used actual sewing machines and needle and thread to hand create the pieces that they will be modeling. Additionally, Drama Club students will put on performances featuring scenes from “The Cat in the Hat” and “Alice in Wonderland.” Our Music and Dance Club students will showcase rhythm and dance from around the world. Our Hula Club will take us on a relaxing trip to the islands of Hawaii, and our Ballet Club will showcase dances from a variety of famous ballets. We can’t wait to see all of our students’ hard work on display! It has been wonderful to see our students gain real-life skills, discover new interests, and have opportunities to bond with new teachers. As summer school approaches, stay tuned for more exciting activities to come!

**Item #7**                      **Acceleration Model Update (LCAP Goal 1)** - Elisa Vallejo, Acceleration Specialist (*Informational Item*)

Mrs. Vallejo presented information about the Acceleration Specialist update. The Acceleration Specialist is currently finishing primary supports this week and will proceed with end-of-year progress monitoring to assess year-long growth. Teachers will receive a progress report to send home to parents with the report card. After the creation of the master block schedule, the Acceleration Specialist was able to create a tentative schedule for the next school year starting in the fall. This schedule is a pull-out schedule that allows for intensive supports for students in 1<sup>st</sup>-6<sup>th</sup> grade. It currently does not interfere with essential ELA and Math instruction, psychomotor, or music blocks. Additionally, the Acceleration Team met with the instructional coaches and Jennifer Miller to discuss improvements for the next school year. It was agreed that the selection criteria for students receiving tier 3 supports should be data-driven and systematic. This approach ensures an objective and transparent selection process, reducing biases and accurately identifying students who need the most support. The team decided that using three data points along with teacher input for future student selection would provide a comprehensive picture of student needs and progress. Incorporating teacher insights allows for qualitative perspectives that data alone might miss. The team plans to determine these data points in future meetings. Furthermore, it was decided that a letter would be created for parents when students are selected to receive pull-out intensive supports by the Acceleration Specialist. This letter will keep parents informed about the interventions their children are receiving, fostering transparency and encouraging parental involvement in their child's educational progress.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

The next meeting of the Instruction Committee is to be determined at a later date.

**Adjournment:**

On **MOTION** of Bianca Bell-Reed, **SECONDED** by Elizabeth Marquez and **CARRIED**, the Instruction Committee meeting adjourned at 7:55 a.m.

**Minutes respectfully submitted by: Joanna Tepper**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Primary Center**

**Unapproved Minutes of the Instruction Committee**

**June 3, 2024**

**Call to Order:** Brianna Ellis and Jacqueline Penner, Co-Chair

**Roll Call:** Michelle Shaghoian, Secretary

**Members Present:** Brianna Ellis, Jaqueline Penner, Coco Salazar, Laura Holmes, Judy Lee, Nitima Angus, Sarah Ananta, Nina Ferman, Angie Salceda

**Members Absent:** N/A

**Members Excused:** Sirui Thomassian, Nicole Langlois, Maria Reyes, Jessi Tello, Michelle Shaghoian, Lisa Ibarra, Gloria Rangel, Maria Cardenas, Krystal Rodriguez, Max Young, Gina Garcia

**Additions/Corrections to the Agenda:** Brianna Ellis, Co-Chair

There were no additions or corrections to the agenda.

**Approval of Minutes from February 27, 2024:** Brianna Ellis, Co-Chair

**Item #1**                      **Minutes from the February 27, 2024 meeting of the Instruction Committee -**  
Brianna Ellis, Co-Chair (*Motion to Approve*)

On **MOTION** of Coco Salazar, **SECONDED** by Nitima Angus, and **CARRIED**, the Minutes of the Instruction Committee Meeting of February 27, 2024 were approved as submitted.

**Presentations from the Public:** Brianna Ellis, Co-Chair

**Item #2**                      **Any persons desiring to address the Instruction Committee on any proper matter**

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3**                      **Literacy in a PLC at Work Coaching Update (LCAP Goal 1-2) - Sirui Thomassian (*Informational Item*)**

Mrs. Thomassian gave an update to the committee that Ms. Heller will be at FPC on Tuesday, June 4<sup>th</sup> guiding grade levels with unit planning and getting us ready for next year. Our PLC work will continue through the summer with a Leadership Retreat attended by the Lead Teachers, Directors and Acceleration Specialists on August 1<sup>st</sup> and 2nd. Ms. Heller will return next year to continue guiding us through our PLC journey towards becoming a Model PLC School (next year's dates: 9/12/24, 10/8/24, 2/6/25, 3/6/25).

**Item #4**                      **i-Ready EOY Assessments (LCAP Goal 1, AMO 1-2)** - Sirui Thomassian, FPC Director (*Informational Item*)

i-Ready EOY Assessments began on 5/20/24 and will conclude on 6/12/24. Our i-Ready Pep Rallies took place on 5/28/24. Our i-Ready Ice Cream Sundae Incentives will be shared on 6/12/24 for those students who meet their growth goal.

**Item #5**                      **Behavior Systems Update (LCAP Goal 3, AMO 2)** - Sirui Thomassian, FPC Director (*Informational Item*)

Our FPC Behavior Solutions Team met last Wednesday (5/29/24) and will meet again on June 5<sup>th</sup> of this week to continue planning for next year.

FPC Behavior Solutions Team Members

1. Sarah Ananta (TK Teacher)
2. Sandra Valle (TK Teacher)
3. Mia Martinez (K Teacher)
4. Maria Patrón (1st Grade Teacher)
5. Jennifer Daugherty (2nd Grade Teacher)
6. Gloria Rangel (Psychologist)
7. Max Young (Education Specialist)
8. Maria Cardenas (Education Specialist)
9. Carla Carr (Education Specialist)
10. Brianne Beeman (Speech Pathologist)
11. Paola Ramirez (Counselor)
12. Guadalupe Lopez (RBT)
13. Nicole Langlois (Assistant Director)
14. Sirui Thomassian (Director)

Topics Covered:

- Review Matrix
- Behavior Expectations & Motto (BEE Song)
- Bookmarks w/visuals per Area (poster size)
- Staff Survey to Collect Data on Behavior Needs
- Behaviors to Teach in Each Area

**Item #6**                      **Acceleration Program Update (LCAP Goal 1, AMO 1-2)** - Michelle Shaghoian, Acceleration Specialist (*Informational Item*)

BEE time has concluded its third session for the current academic year (2023-2024), and plans for the upcoming 2024-2025 school year are underway. Shelley Shaghoian will oversee the completion of the BPST (Basic Phonics Skills Test) in preparation for BEE time. Teachers will receive sign-up information in August to schedule testing times.



Tier 3 Instruction, aimed at providing additional support to students, will conclude on June 11th, with plans to resume during the third week of the 2024-2025 school year. Notably, Kindergarten will commence Tier 3 instruction in October.

Minor adjustments are anticipated in the acceleration specialist schedule to accommodate Art, Music, and Psychomotor schedules effectively. These adjustments aim to streamline the program and ensure that students receive comprehensive support across various subjects and activities. The schedule for pulling students will be sent out to teachers during the 2024-2025 school year in August.

**Item #7                                      i-Ready Math Curriculum Update (LCAP Goal 1, AMO 1-2) - Sirui Thomassian, FPC Director (*Informational Item*)**

This Professional Learning Session for K-1 took place on 5/28/24. The facilitator was Chantel Vaultz, assisted by Heather Chapas. Session Title and Focus Outcome: Transitioning to i-Ready Classroom Mathematics 2024 Edition for Kinder and 1<sup>st</sup>. Kindergarten and First grade will be receiving the updated curriculum.

In addition, on May 13<sup>th</sup> Dr. Riddick submitted the full i-Ready order for the ‘24-25 materials on behalf of ALL Fenton Schools. The grade levels are also hoping to receive new math manipulatives.

**Item #8                                      Whole Grade Acceleration Protocol (LCAP Goal 1, AMO 1-2) - Sirui Thomassian, FPC Director (*Informational Item*)**

When a student is to be considered for whole grade acceleration (skipping a grade) we will utilize a protocol that involves the following:

- Communication plan with lead teachers of current and next year’s grade level
- Guidance received from our Director of Instruction
- Guidance received from our Director of SPED
- Parent notified that student will be administered an EOY ELA and Math Assessment, for the skipped grade, in order to supply data that substantiates student readiness
- Protocol shared with parent
- Consider student’s current i-Ready scores as well as the perspective on the “whole child” (MTSS):
- What are his social emotional interactions like with his/her peers?
  - How would he/she feel being in a classroom with older students?
  - How does the family feel about this?

Additional Information: Research indicates students who are gifted and skip a grade have longitudinal advantages. It appears to be a positive move for most students.

**Item #9                                      Enrollment Update, (LCAP Goal 1, AMO 1-2) - Sirui Thomassian, FPC Director (*Informational Item*)**

On the left side are the most current enrollment numbers, but many enrollment packets have been picked up and we hope to receive many completed packets in the coming weeks:

TK:	35	Budgeted Goal: 100
K:	102	Budgeted Goal: 144
1 <sup>st</sup> :	143	Budgeted Goal: 144

**Current Total: 414 Budgeted Goal: 532**

**Item #10**                      **Arts Curriculum Update, (LCAP Goal 1, AMO 1-2) - Sirui Thomassian, FPC Director** *(Informational Item)*

All grade levels have participated in their Spring Music Performance. Families were invited to attend and enjoyed the songs that were presented by each grade level. An End-of-Year Meeting is scheduled for May 31st to share feedback on the program this school year and discuss plans for next school year. We will continue with ETM-LA next school year and are excited to offer this to our students. We do not know who the instructors will be for next school year. Mrs. Thomassian and Mrs. Langlois will discuss this with Ms. Barrett.

Mrs. Penner has begun creating a schedule for art classes, and is compiling a list of needed materials. She will be in Room 203. She is organizing an engaging curriculum that follows the TK-2 state arts standards. We are so lucky to have an experienced, certificated teacher at the helm of this new program.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

2024-2025 School year

**Adjournment:**

By **MOTION** of Coco Salazar, **SECONDED** by Jaqueline Penner, and **CARRIED**, the Instruction Committee Meeting was adjourned at 7:51 a.m.

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Charter Leadership Academy**

**Unapproved Minutes of the Instruction Committee**

**June 3, 2024**

The meeting of the Instruction Committee was held on Monday, June 3, 2024, at 7:18 a.m. in the Hands-On Lab at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Elisa Vallejo, Interim Chairperson

**Roll Call:** Melissa Andrade, Secretary

**Members Present:** Melissa Andrade, Alexis Sheppard, Lindsey Western, Martha May

**Members Excused:** Stephanie Garcia, Susana Orozco, Jennifer Pimentel, and Cecilia Qujiano

**Non-committee Members:** Elizabeth Marquez, Alyssa Marygold, Bianca Bell-Reed, Joanna Tepper, Alejandra Muñoz

**Additions/Corrections to the Agenda:** Elisa Vallejo, Interim Chairperson

**Approval of Minutes from May 20, 2024:** Elisa Vallejo, Interim Chairperson

**Item #1** **Minutes from the May 20, 2024 meeting of the Instruction Committee** - Elisa Vallejo, Interim Chairperson (*Motion to Approve*)

On **MOTION** of Martha May, **SECONDED** by Linsey Western, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Elisa Vallejo, Interim Chairperson

**Item #2** **Any persons desiring to address the Instruction Committee on any proper matter**

There were no presentations from the public.

**New Business:**

**Item #3** **Literacy in a PLC at Work Coaching Update (LCAP Goal 1-2)** - Jennifer Miller, Director (*Informational Item*)

**Literacy in a PLC at Work® with Jacqueline Heller** – The Fenton Academies continue to partner with Jacqueline Heller for literacy coaching. During the 2023-2024, teacher teams have completed the following:

**January 18, 2024:** Reviewed Professional Learning Community framework, identified research based instructional practices, conducted a schoolwide needs assessment, identified grade level

SMART Goals, and schoolwide SMART goals.

[Literacy in a PLC \(2024-2024\) Slides](#)

**February 8-9, 2024:** Created learning targets and reading progressions from essential literacy standards, aligned curriculum materials with the team's learning targets to provide more opportunities for students to achieve proficiency in essential literacy standards, and facilitated a grade-level data chat.

[Fenton Academies Literacy Coaching Resources](#)

**March 7-8, 2024:** Refined ELA Essential Standards, completed proficiency mapping for all essential standards, and developed Learning Targets.

[Fenton Academies TK-2 Essential Standards Proficiency Map](#)

[Fenton Academies 3-6 Essential Standards Proficiency Map](#)

**April 4-5, 2024:** Reviewed SMART Goals, refined proficiency mapping of ELA essential standards, refined Learning Targets, and developed grade level "I Can" Statements.

[2nd Grade Learning Targets](#) (Sample from 2<sup>nd</sup> grade Professional Learning Team)

**May 14, 2024:** Managed literacy essentials with time prioritization and began to identify math essential standards for sixth grade team.

[2nd Grade Time for Essentials](#) (Sample from 2<sup>nd</sup> grade Professional Learning Team)

**June 5-6, 2024:** We will create a Monday-Friday ELA schedule (similar to 2nd grade) that distinguishes between protected time (introducing new phonics skills and grade-level text) and unprotected time. We will decide on guaranteed embedded, engaged, and introduced support, and plan a unit for reading comprehension, including an interactive read-aloud plan modeled on Zoom (referencing the Benchmark Read Aloud Handbook—primary grades may use it, but upper grades can do a novel study) and close reading questions. This will include a [Year At A Glance](#) and [Unit Planning](#) (adding supporting standards). We will develop the necessary comprehension formative assessments aligned with learning targets (with a response day afterwards) and, if time permits, plan phonics using Magnetic Reading and Benchmark Advanced.

[Literacy in a PLC \(2024-2024\) Slides](#) (Slide #226)

The Fenton Academies have effectively utilized coaching sessions with Jacquie Heller, achieving immediate results. We are confident that these new practices will improve student literacy outcomes. Additional coaching sessions have been scheduled for select dates during the 2024-2025 school year. We extend our thanks to Angie Castellana Ferri, Yesenia Fuentes, and Elisa Vallejo for their ongoing support and collaboration with the FCLA/STEM Grade Level Professional Learning Teams.

**Item #4**                      **Preliminary 2023-2024 CAASPP Student Outcomes (LCAP Goal 1-2) -**  
Jennifer Miller, Director (*Informational Item*)

Mrs. Miller discussed the preliminary '23-24 CAASPP student outcomes. Although we are still awaiting some scores, the current results validate our efforts throughout the year. So far, the Academies are

scoring on par with or above the state average. These scores motivate us to continue learning and aligning our efforts.

**Item #5**                      **Final 2024-2025 Master Schedule (LCAP Goal 3, AMO 1)** - Jennifer Miller, Director (*Informational Item*)

[24-25 Master Block Schedule](#)  
[24-25 Grade Level Essential Time Schedule](#)

All lead teachers have pulled in the essential times in the ‘24-25 Grade Level Essential Time Schedule, which allowed the creation of the Master ‘24-25 FCLA STEM Master Block Schedule. TK and 6th grade teachers are continuing to adjust their Master Blocks and will submit it soon.

**\*\*Revised Sixth Grade Schedule\*\***

In 6th grade, 45-minute blocks for each subject has been proven to be insufficient for students. They will implement 90-minute blocks instead for the 2024-2025 academic school year. Teachers will be assigned as follows: ELA/History and Math/Science.

**Item #6**                      **Expanded Learning Update (LCAP Goal 1-2)** - Alex Muñoz, Expanded Learning Coordinator (*Informational Item*)

Our final expanded learning session has now concluded, and we are delighted to have witnessed such enthusiastic participation from our students in both our returning favorite activities and exciting new opportunities. Among our most popular clubs were the Cooking Academy, Animal Encounters, and Ballet Club. New and successful offerings included the highly attended Fashion Design and a variety of STEM classes, such as Amusement Park Engineering and Space Engineering. As the school year draws to a close, we are already preparing for another year of enriching learning experiences. Feedback surveys will be sent to families to gauge interest for the upcoming school year.

We extend a special thank you to all our partner programs for their ongoing collaboration and support. A heartfelt thank you also goes to all the teachers who participated throughout the year, offering clubs that spanned academics, art, science, and school involvement. We recognize the dedication and additional effort required to provide these engaging programs and are deeply appreciative of the enrichment they bring to our students.

We are excited to share that this past weekend, students from our Born to Read, Mutt-i-Grees, and Environmental Club visited the Burbank Animal Shelter. They had the chance to tour the shelter, learn about the animals, and read to them. The pictures shared so far are simply adorable! Additionally, students from our Ballet Club, Student Council, and Homework Heroes will be embarking on the long-awaited Disneyland field trip this upcoming Sunday, where they will participate in the educational workshop Theme Park Engineering. Thank you once again to all the staff who dedicate their time and energy to these adventures with our students.

Lastly, we are thrilled for our ELOP Spring Show, which will take place this Friday, June 7th. It will feature our first-ever Fenton fashion show, showcasing creations by our Fashion Design students, who used sewing machines and hand stitching to create their pieces. Drama Club students will perform scenes from “The Cat in the Hat” and “Alice in Wonderland.” Our Music and Dance club students will present rhythm and dance from around the world, the Hula Club will take us on a relaxing journey to the islands of Hawaii, and the Ballet Club will perform dances from various famous ballets. We can’t wait to

see all of our students' hard work on display!

This year of Expanded Learning has been truly exciting, as we continue to provide students with fun and enriching opportunities that go beyond traditional ELA and math. Our students have gained real-life skills, discovered new interests, and formed bonds with new teachers. As summer school approaches, stay tuned for even more learning adventures.

**Item #7      Acceleration Model Update (LCAP Goal 1) - Elisa Vallejo, Acceleration Specialist**  
*(Informational Item)*

The Acceleration Specialist is currently completing primary supports this week and will then conduct end-of-year progress monitoring to assess growth over the year. Teachers will receive progress reports to send home with the report cards. After creating the master block schedule, the Acceleration Specialist developed a tentative pull-out schedule for the next school year, beginning in the fall. This schedule provides intensive support for students in 1st-6th grade without interfering with essential ELA and math instruction, psychomotor, or music blocks.

Additionally, the Acceleration Team met with instructional coaches and Jennifer Miller to discuss improvements for the next school year. They agreed that the selection criteria for students receiving tier 3 supports should be data-driven and systematic, ensuring an objective and transparent selection process. This will reduce biases and accurately identify students who need the most support. The team decided to use three data points along with teacher input for future student selection, providing a comprehensive view of student needs and progress. Teacher insights will add qualitative perspectives that data alone might miss. The team plans to determine these data points in future meetings. Furthermore, they decided to create a letter for parents when students are selected to receive pull-out intensive supports from the Acceleration Specialist. This letter will inform parents about the interventions their children are receiving, fostering transparency and encouraging parental involvement in their child's educational progress.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Martha May, **SECONDED** by Alexis Sheppard, and **CARRIED**, the Instruction Committee meeting adjourned at 7:56 a.m.

**Minutes respectfully submitted by: Melissa Andrade**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Avenue Charter School**

**Unapproved Minutes of the Curriculum and Assessment Council**

**June 4, 2024**

A meeting of the Curriculum and Assessment Council was held on Tuesday, June 4, 2024, at 7:15 A.M., in the Conference Room of Fenton Avenue Charter School, 11828 Gain St., Lake View Terrace, CA 91342.

**Call to Order:** Christopher Torres, Chairperson

The Curriculum and Assessment Council meeting was called to order at 7:17 A.M. by Chair, Christopher Torres.

**Roll Call:** Feather Gentry, Co-Secretary

**Council Members Present:** Myriam Arechiga, Monica Castañeda, Feather Gentry, Leanna Hendrix, Wendy Kaufman, Evelyn Martinez, Christina Melkonian, Lisa Morales, Elsie Orellana, Paige Piper, Lorena Sanchez, Christopher Torres, Rebecca Williamson

**Excused Members:** None

**Absent Members:** None

**Non-Council Members:** Juan Gomez

**Additions/Corrections to the Agenda:** Christopher Torres, Chairperson

There were no additions or corrections to the agenda.

**Item #1** **Minutes from the May 14, 2024 meeting of the Curriculum and Assessment Council - Christopher Torres, Chairperson** (*Motion to Approve*)

On **MOTION** of Leanna Hendrix, **SECONDED** by Lisa Morales, and **CARRIED**, the minutes were approved.

**Presentations from the Public:** Christopher Torres, Chairperson

**Item #2** **Any persons desiring to address the Curriculum and Assessment Council on any proper matter**

There were no presentations from the public.

**Old Business:**

There was no Old Business.

## **New Business:**

### **Item #3**                      **EOY i-Ready Diagnostic Growth Incentive (LCAP Goal 1, AMO 1-2) - Monica Castañeda, FACS Director (*Informational Item*)**

Ms. Castañeda shared that she has been reviewing the iReady data as it is coming in and is very pleased with the growth she is seeing. As an incentive, this Friday, we will have the Kona Ice truck on campus. All students who met their typical growth in either math or reading will have the opportunity to visit. Based on the results to date, we will have many students enjoying this celebration! A schedule will be sent out for teachers shortly. Teachers should please continue to monitor as their students complete the assessments and may adjust their lists to accommodate additional students who reach this growth marker.

### **Item #4**                      **EL Reclassification (LCAP Goal 3, AMO 3) - Juan Gomez, FACS Administrative Coordinator (*Informational Item*)**

Mr. Gomez provided an update to share that he sent out a memo on May 28<sup>th</sup> regarding EL Reclassification. All scores for the summative ELPAC have been received and students score reports were sent home. There are 39 students who are being reclassified this year out of 238. Teachers will be receiving the purple RFEP forms to be completed and returned to Mr. Gomez by Wednesday, June 5<sup>th</sup>. Also, note that we will now begin progress monitoring for these students. Please note the procedures included in the memo for properly documenting the necessary information. Teachers should also review the names of any students who were previously reclassified that they need to update progress monitoring forms in the cumulative files for. This is an important part of the process. Mr. Gomez and Ms. Ramos are available if any questions arise or any additional guidance is needed.

### **Item #5**                      **CAASPP Update (LCAP Goal 1, AMO 2) - Paige Piper, FACS Administrative Coordinator (*Informational Item*)**

Ms. Piper shared that we have completed the administration of CAASPP assessments for the year and makeups are currently being conducted, but nearing completion. She provided the following information regarding CAASPP completion rates to date:

CA Alternate Assessments: 100%  
SBAC ELA: 95.32%  
SBAC Math: 96.58%  
CAST: 88.65%

Additionally, 52.34% of student data has been released to date and our numbers are coming in strong. Ms. Piper offered congratulations to all on the successful administration of the assessments and the work throughout the year preparing our students.

### **Item #6**                      **2024-2025 Master Schedule (LCAP Goal 3, AMO 1) - Monica Castaneda, FACS Director (*Informational Item*)**

Ms. Castañeda shared that she had been working with Lead Teachers and Ms. Kaufman on the master schedule. She explained that there had been a change with 5<sup>th</sup> grade's G.L.O.W. time to ensure instructional minutes are met and to accommodate a morning and afternoon G.L.O.W. time. Adjustments will be made as needed to ensure equitable time for other grade levels that were impacted by the adjustment. A Lead Teacher meeting will be held on Friday, June 7<sup>th</sup> to finalize this schedule



along with other agenda items. She requested that all Lead Teachers confirm their Tier 1 and 2 times before Friday. The music class times will be added once the other times are finalized. She additionally provided a reminder that all Tier 1, 2, and 3 times must be separate and cannot be combined. She additionally shared that we are looking to incorporate a 30-minute SEL block in the schedule per week. This would need to be across the grade level and would address the same lesson.

**Item #7**                      **MooZoom SEL Program (LCAP Goal 3, AMO 2)** - Paige Piper, FACS  
Administrative Coordinator (*Informational Item*)

Ms. Piper shared that we are looking at a new option for our SEL program as ReThink Ed was not being utilized consistently for a number of identified reasons. MooZoom is a Netflix-style program that is very succinct. It will be for all grades TK-5. The lessons are approximately 15 minutes and do not require additional preparation. They can be used 1x/week or daily during morning meetings. The program provides a daily emotional check-in for grades 2-5. The check-in will populate data to appropriate adults and will allow for an additional layer of intervention. While the program is meant to be a Tier 1 program, there are Tier 2 resources available as well. Initial set up has been completed and teachers may start receiving informational emails over the summer. The program will be available through CLEVER. The team is excited for the possibilities this program brings and the strong data the program has to back up its success.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Lisa Morales, **SECONDED** by Rebecca Williamson, and **CARRIED**, the meeting adjourned at 7:36 A.M.

**Minutes respectfully submitted by: Feather Gentry**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Primary Center**

**Unapproved Minutes of the Personnel Committee**

**May 21, 2024**

**Call to Order:** Karen Knapp, Co-Chair

The Fenton Primary Center Personnel Committee meeting on May 21, 2024 was called to order at 7:16 a.m.

**Roll Call:** Caitlin McMabell, Secretary

**Members Present:** Sirui Thomassian, Karen Knapp, Caitlin McMabell, Nicole Langlois, Shirley Saetang, Jeanette Hernandez, Nitima Angus, Angie Salceda, Sandra Valle, Cristina Moran

**Members Excused:** Jessie Tello, Krystal Rodriguez, Laura Vasquez

**Additions/Corrections to the Agenda:** Karen Knapp, Co-Chair

There were no additions or corrections to the agenda

**Approval of Minutes from April 4, 2024:** Karen Knapp, Co-Chair

**Item #1** Minutes from the April 4, 2024 meeting of the Personnel Committee - Karen Knapp, Co-Chair (*Motion to Approve*)

On **MOTION** of Shirley Saetang, **SECONDED** by Angie Salceda, and **CARRIED**, the Minutes of the FPC Personnel Committee Meeting on April 4, 2024 were approved as submitted.

**Presentations from the Public:** Karen Knapp, Co-Chair

**Item #2** Any persons desiring to address the Personnel Committee on any proper matter

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3** Staffing Updates for the 2024-2025 School Year (LCAP Goal 3) - Sirui Thomassian, Director (*Informational Item*)

We have a consistent staff at FPC. Internal movement of staff with the hiring of the Arts Education Specialist, coupled with lower enrollment numbers will result in some changes. Mrs. Jackson will be teaching 2nd grade, and Sandra Valle will move to Kindergarten from TK. We hope to return Sandra Valle to TK, and Ms. Jackson to Kinder, and hire for 2nd grade if enrollment is excellent in the next few months. Our existing plan is the current reality given the lower enrollment numbers.

**Item #4                      Hiring of Art Specialist, Jacqueline Penner for the 2024-2025 School Year (LCAP Goal 3) - Sirui Thomassian, Director (*Motion to Approve*)**

Pending final board approval on Thursday, May 23, Jacqueline Penner has been hired as the Art Specialist for the 2024-2025 school year. She will be in room 203.

On **MOTION** of Sandra Valle, **SECONDED** by Sirui Thomassian, and **CARRIED**, the Hiring of Art Specialist Jacqueline Penner for the 2024-2025 School year was approved pending final board approval.

**Item #5                      Updated Staff Roster for the 2024-2025 School Year (LCAP Goal 3) - Sirui Thomassian, Director (*Approval Item*)**

The staff roster has been finalized with Abigail Jackson filling the open spot in 2<sup>nd</sup> grade and Sandra Valle will be in Kinder. If enrollment shows great improvement, teacher placement will be revisited.

On **MOTION** of Jeanette Hernandez, **SECONDED** by Nicole Langlois, and **CARRIED**, the Updated Staff Roster for 2024-2025 was approved.

**Item #6                      2024-2025 FPC Lead Teachers (LCAP Goal 3, AMO 1-2), Sirui Thomassian, Director (*Motion to Approve*)**

The 2024-2025 FPC Lead Teachers are as follows:

TK: Sarah Ananta and Bridget Ruiz  
K: Coco Salazar  
1<sup>st</sup>: Brianna Ellis and Laura Holmes  
2<sup>nd</sup>: Nitima Angus and Judy Lee  
SPED: Maria Cardenas

On **MOTION** of Sandra Valle, **SECONDED** by Nitima Angus, and **CARRIED**, the 2024-2025 FPC Lead Teachers were approved.

**Item #7                      2024-2025 FPC Communication Focus Lead Teachers (LCAP Goal 3, AMO 1-2) - Sirui Thomassian, Director (*Motion to Approve*)**

Jennifer Daugherty and Celina Calvillo will serve as the Communication Focus Lead Teachers for next year. A clear plan for student involvement was discussed with these teachers and will be developed.

On **MOTION** of Angie Salceda, **SECONDED** by Nitima Angus, and **CARRIED**, the 2024-2025 FPC Communications Focus Lead Teachers were approved.

**Item #8                      2024-2025 FPC Committee Placements and Committee Chair Selection (LCAP Goal 2, AMO 2) - Sirui Thomassian, Director (*Motion to Approve*)**

Committee Placements and Committee Chair selections for the following school year have been finalized and will be sent to staff.

On **MOTION** of Nitima Angus, **SECONDED** by Jeanette Hernandez, and **CARRIED**, the 2024-2025 FPC Committee Placements and Committee Chair Selection were approved.

**Item #9**                      **2024-2025 FPC Faculty Representatives (LCAP Goal 3, AMO 1-2)** - Sirui Thomassian, Director (*Motion to Approve*)

Coco Salazar and Nitima Angus have been selected as the 2024-2025 FPC Faculty Representatives.

On **MOTION** of Nicole Langlois, **SECONDED** by Sirui Thomassian, and **CARRIED**, the 2024-2025 FPC Faculty Representatives have been approved.

**Item #10**                      **Paraprofessionals Staffing Update for the 2024-2025 School Year (LCAP Goal 3)** - Nicole Langlois, Assistant Director (*Informational Item*)

Several paraprofessional staff have resigned for various reasons. These positions have been rehired. Mrs. Langlois has already received applications and conducted interviews in the event there are additional resignations. There have been discussions regarding AA needs and placements for the upcoming school year. We currently have one STAR aide on staff, but will try to rely on FPC staff to respond to students' needs.

**Item #11**                      **Summer School Update (LCAP Goal 3)** - Jessi Tello, ELOP Coordinator (*Informational Item*)

A parent interest survey has been circulated regarding summer school at FPC. Rosters will be created in the coming weeks. Confirmation of Enrollment letter will be sent home to families on June 7. Summer School rosters will be sent to teachers on June 11.

#### **Announcements:**

There were no announcements

#### **Next Regular Meeting:**

The next Personnel Committee meeting is TBD.

#### **Adjournment:**

On **MOTION** of Nitima Angus, **SECONDED** by Sandra Valle, and **CARRIED**, the Personnel Committee Meeting of 5/21/24 was adjourned at 7:45am.

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Charter Leadership Academy**

**Unapproved Minutes of the Personnel Committee**

**May 21, 2024**

A meeting of the Personnel Committee was held on Tuesday, May 21, 2024 at 7:15 a.m. at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Kate Marrelli, Chair

The Personnel Committee meeting was called to order at 7:20 a.m. by Chair, Kate Marrelli

**Roll Call:** Abigail Gillmore, Secretary

**Personnel Committee Members Present:** Abigail Gillmore, Veronica McCaughin, Kalea Wright, Jennifer Miller, Jennifer Pimentel

**Excused Members:** Cedric Ramirez

**Non-Committee Members:** Priscilla Gentry, Julie Nguyen, Lilia Padilla Zuniga, Deborah Allan, Cecilia Quijano, Kelley Christenson

**Additions/Corrections to the Agenda:**

There were no additions or corrections to the agenda.

**Approval of Minutes from April 19, 2024:** Kate Marrelli, Chair

**Item #1** **Minutes from the April 19, 2024 meeting of the Personnel Committee -** Kate Marrelli, Chair (*Motion to Approve*)

On **MOTION** of Kalea Wright, **SECONDED** by Veronica McCaughin, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Kate Marrelli, Chair

**Item #2** **Any persons desiring to address the Personnel Committee on any proper matter**

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3**                      **2024-2025 Staffing Updates (LCAP Goal 3) - Jennifer Miller, Director**  
*(Informational Item)*

Mrs. Miller shared some updates to the 2024-2025 staff roster. Julie Nguyen of Kindergarten STEM and Abigail Gillmore of Transitional Kindergarten FCLA are both requesting a leave of absence. Consequently, some staffing changes have occurred. Veronica McCaughin will transfer to STEM as the Kindergarten Lead Teacher. With the staffing changes, there are now first grade and TK openings.

The hiring committee held interviews on May 17<sup>th</sup>, and highly recommended the hiring of Nicholas Caldera for the 1<sup>st</sup> grade opening. Meanwhile, the TK opening will be filled by Linnea Thorne as an intern. Interviews will continue on May 31<sup>st</sup>.

**Item #4**                      **2024-2025 FCLA Grade Level Lead Teachers (LCAP 3, AMO 1-2) - Jennifer Miller, Director** (*Motion to Approve*)

The committee voted to confirm the 2024-2025 FCLA Grade Level Lead Teachers as listed below. Nominees had to submit an application for the position, as well as present to - and be voted on - by their grade level team.

TK -	Priscilla Gentry
Kindergarten -	Veronica McCaughin
1 <sup>st</sup> -	Adriana Baez
2 <sup>nd</sup> -	Alyssa Marygold
3 <sup>rd</sup> -	Lilia Padilla Zuniga
4 <sup>th</sup> -	Elizabeth Marquez
5 <sup>th</sup> -	Joanna Tepper
6 <sup>th</sup> -	Martha May
SPED -	Alexis Sheppard

On **MOTION** of Veronica McCaughin, **SECONDED** by Kalea Wright, and **CARRIED**, the Personnel Committee approved the 2024-2025 FCLA/STEM Grade Level Lead Teachers.

**Item #5**                      **2024-2025 FCLA Focus Lead Teacher (LCAP 3, AMO 1-2) - Jennifer Miller,**  
Director (*Motion to Approve*)

The committee voted to confirm Lindsey Western as the 2024-2025 FCLA Focus Lead Teacher. This will be Ms. Western's second year in this position, and Mrs. Miller is excited to see the program continue to grow and develop under her leadership.

On **MOTION** of Kalea Wright, **SECONDED** by Veronica McCaughin, and **CARRIED**, the Personnel Committee approved Lindsey Western as the 2024-2025 FCLA Focus Lead Teacher.

**Item #6                      2024-2025 FCLA Committee Placements and Committee Chair Selection  
(LCAP 2, AMO 2) - Jennifer Miller, Director (*Motion to Approve*)**

The committee voted to confirm the FCLA committee placements and chair selections for the 2024-2025 school year. The committee placements were made considering staff preference forms. Mrs. Miller thanked Priscilla Gentry and Veronica McCaughin for their thoughtful work on the committee roster as Personnel Chairs. Committee Chairs were nominated and voted on by the staff. Please see the Committee Rosters attached.

On **MOTION** of Veronica McCaughin, **SECONDED** by Kalea Wright, and **CARRIED**, the Personnel Committee approved the 2024-2025 FCLA Committee Placements and Committee Chair Selection.

**Item #7**                      **2024-2025 FCLA Faculty Representatives, (LCAP 3, AMO 1-2) - Jennifer Miller, Director (*Motion to Approve*)**

Mrs. Miller shared that the 2024-2025 Faculty Representatives were selected and will be Veronica McCaughin for FCLA, and Melissa Allender for STEM. This selection occurred prior to the latest staffing updates, including the movement of Mrs. McCaughin from FCLA to STEM. Because of this change, the committee voted unanimously to redefine Mrs. McCaughin as the STEM faculty rep, and Mrs. Allender as the FCLA faculty rep for the 2024-2025 school year.

On **MOTION** of Veronica McCaughin, **SECONDED** by Kalea Wright, and **CARRIED**, the Personnel Committee approved Melissa Allender as the 2024-2025 FCLA Faculty Representative.

**Announcements:**

Kate Marrelli thanked Veronica McCaughin for serving in her role as interim Personnel chair in her absence.

**Next Regular Meeting:**

June 4<sup>th</sup> 2024

**Adjournment:**

On **MOTION** of Kalea Wright, **SECONDED** by Veronica McCaughin, and **CARRIED**, the Personnel Committee adjourned at 8:00 am.

**Minutes respectfully submitted by: Abigail Gillmore**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton STEM Academy**

**Unapproved Minutes of the Personnel Committee**

**May 21, 2024**

A meeting of the Personnel Committee was held on Tuesday, May 21, 2024 at 7:19 a.m. in the Hands-on Lab at Fenton STEM Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Priscilla Gentry, Chair

**Roll Call:** Julie Nguyen & Kelley Christenson, Co-Secretaries

The Personnel Committee meeting was called to order at 7:19 a.m. by Chair, Priscilla Gentry.

**Personnel Committee Members Present:** Jennifer Miller, Jennifer Pimentel, Priscilla Gentry, Kelley Christenson, Lilia Padilla Zuñiga, Deborah Allan, and Julie Nguyen

**Excused Members:** Cedric Ramirez

**Non-Committee Members:** Cecilia Quijano, Kate Marrelli, Veronica McCaughin, Abigail Gillmore, and Kalea Wright

**Additions/Corrections to the Agenda:** Priscilla Gentry, Chair

**Approval of Minutes from April 19, 2024:** Priscilla Gentry, Chair

**Item #1**                      **Minutes from the April 19, 2024 meeting of the Personnel Committee** (*Motion to Approve*)

On **MOTION** of Julie Nguyen, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Priscilla Gentry, Chair

**Item #2**                      **Any persons desiring to address the Personnel Committee on any proper matter**

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3**                      **2024-2025 Staffing Updates (LCAP Goal 3)** - Jennifer Miller, Director (*Informational Item*)



Mrs. Miller informed the committee that there were some changes and updates to the STEM 2024-2025 staff roster. Mrs. Nguyen requested a leave of absence for two years to care for her family. This left a Lead Teacher opening in Kindergarten at STEM. Mrs. McCaughin will fill that position at STEM as Kindergarten Lead Teacher. In addition, Ms. Christenson was recently promoted to Expanded Learning Coordinator at FACS. This has now left another opening in first grade. The hiring committee is expecting to interview candidates for this position on May 31<sup>st</sup>. Lastly, Mercedes Meeks will be joining Fenton STEM as a sixth grade teacher. We are excited to welcome her to the Academies.

The Academies held a round of interviews for a music teacher. Lynne Cuneo was selected by the hiring committee and will serve as the Music Specialist. She is currently finishing her PhD out of state and will be very capable of building the music program from the beginning. We are excited for all of the things she will do!

**Item #4**                      **2024-2025 FCLA/STEM Grade Level Lead Teachers, (LCAP 3, AMO 1-2) - Jennifer Miller, Director (*Motion to Approve*)**

Mrs. Miller shared that there has been some changes to the Lead Teachers since the email she had sent out congratulating those who were voted in as lead. Due to Mrs. Nguyen taking a leave of absence, Mrs. McCaughin will now be the Kindergarten lead teacher. With Mrs. McCaughin moving to Kindergarten and Ms. Christenson moving to FACS, first grade had an opening for lead. Ms. Baez had been voted in as lead by the first grade team following the changes. With those updates, the 2024-2025 Lead Teachers are as follow:

Transitional Kindergarten -	Priscilla Gentry
Kindergarten -	Veronica McCaughin
First Grade -	Adriana Baez
Second Grade -	Alyssa Marygold
Third Grade -	Lilia Padilla Zuñiga
Fourth Grade -	Elizabeth Marquez
Fifth Grade -	Joanna Tepper
Sixth Grade -	Martha May
Special Education -	Alexis Sheppard

On **MOTION** of Deborah Allan, **SECONDED** by Julie Nguyen, and **CARRIED**, the 2024-2025 FCLA/STEM Grade Level Lead Teachers have been approved.

**Item #5**                      **2024-2025 FCLA and STEM Focus Lead Teachers, (LCAP 3, AMO 1-2) - Jennifer Miller, Director (*Motion to Approve*)**

Mrs. Miller shared how she always wanted Focus Lead to be a multiple year role. She shared how the first year as focus lead is where most begin to understand the role. The second year or beyond is when the focus leads typically will begin to take off with all of their ideas after they have become accustomed to the role. With that, Mrs. Miller was excited to announce that Bianca Bell-Reed will be returning for the second year as the STEM Focus Lead.

On **MOTION** of Julie Nguyen, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the 2024-2025 STEM Focus Lead has been approved.

**Item #6. 2024-2025 FCLA/STEM Committee Placements and Committee Chair Selection, (LCAP 2, AMO 2) - Jennifer Miller, Director (*Motion to Approve*)**

Mrs. Miller shared the updated Committee placements and also announced the Chairs of each committee. The Finance Chair will be Christian Fuentes. The Personnel Chair will be Priscilla Gentry. The Instruction Chair will be Elisa Vallejo. Lastly, the Parent Advocacy Chair will be Sofia Carias. The 2024-2025 Committee Placements will be shared out with the minutes.

On **MOTION** of Kelley Christenson, **SECONDED** by Julie Nguyen, and **CARRIED**, the 2024-2025 FCLA/STEM Committee Placements and Committee Chairs have been approved.

**Item #7**                      **2024-2025 FCLA and STEM Faculty Representatives, (LCAP 3, AMO 1-2) -**  
Jennifer Miller, Director (*Motion to Approve*)

Due to the staffing updates and Veronica McCaughin moving from FCLA to STEM, the 2024-2025 Faculty Representative for STEM will be Veronica instead of Melissa Allender who will now represent FCLA. Both Faculty Representatives at the Academies work closely together and so the committee believes that it should still be honored.

On **MOTION** of Deborah Allan, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the 2024-2025 STEM Faculty Representative has been approved.

**Announcements:**

There are no announcements

**Next Regular Meeting:**

June 4<sup>th</sup>, 2024

**Adjournment:**

On **MOTION** of Deborah Allan, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the Personnel Committee was adjourned at 7:59 a.m.

**Minutes respectfully submitted by: Julie Nguyen**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton STEM Academy**

**Unapproved Minutes of the Personnel Committee**

**June 4, 2024**

A meeting of the Personnel Committee was held on Tuesday, June 4, 2024 at 7:21 a.m. in the Annex in Room 1A at Fenton STEM Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Priscilla Gentry, Chair

**Roll Call:** Julie Nguyen & Kelley Christenson, Co-Secretary

The Personnel Committee meeting was called to order at 7:21 a.m. by Chair, Priscilla Gentry.

**Personnel Committee Members Present:** Jennifer Miller, Priscilla Gentry, Kelley Christenson, Lilia Padilla Zuñiga, and Julie Nguyen.

**Excused Members:** Cedric Ramirez, Deborah Allan, and Jennifer Pimentel.

**Non-Committee Members:** Kate Marrelli, Abigail Gillmore, and Kalea Wright.

**Additions/Corrections to the Agenda:** Priscilla Gentry, Chair

**Approval of Minutes from May 21, 2024:** Priscilla Gentry, Chair

**Item #1**                      **Minutes from the May 21, 2024 meeting of the Personnel Committee -**  
Priscilla Gentry, Chair (*Motion to Approve*)

On **MOTION** of Kelley Christenson, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Priscilla Gentry, Chair

**Item #2**                      **Any persons desiring to address the Personnel Committee on any proper matter**

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3**                      **Hiring of Lynne Cuneo, FCLA STEM Music Specialist - Jennifer Miller,**  
Director (*Motion to Approve*)

Lynne Cuneo has earned a PhD in Music Education. She has led music programs in different departments. She stood out as she was a great candidate for building a music program from the ground up. The Hiring Committee stated that her demo lesson was extremely engaging and are excited to see what she will do.

On **MOTION** of Kelley Christenson, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the hiring of Lynne Cuneo as a Music Specialist has been approved.

**Item #4                      Hiring of Sarah Flores, STEM First Grade Teacher - Jennifer Miller, Director**  
*(Motion to Approve)*

Mrs. Miller shared that several STEM first grade teachers are moving to FACS or FCPS for the '24-25 school year in different roles. With these openings, we have hired two new first grade STEM teachers. One of the open first grade teaching positions has been offered to Sarah Flores. Ms. Flores brings forth a great deal of experience and skills. The team is thrilled to work alongside Ms. Flores.

On **MOTION** of Kelley Christenson, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the hiring of Sarah Flores as a STEM First Grade teacher has been approved.

**Item #5                      Hiring of Nicholas Caldera, STEM First Grade Teacher - Jennifer Miller,**  
**Director** *(Motion to Approve)*

Nicholas Caldera is the second first grade teacher to be hired for STEM. He has some background working with children in other areas outside of education. He now will be using his experience to work with students in a classroom as a teacher. The team looks forward to welcoming Mr. Caldera to our schools.

On **MOTION** of Kelley Christenson, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the hiring of Nicholas Caldera as a STEM First Grade teacher has been approved.

**Announcements:**

There are no announcements

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Kelley Christenson, **SECONDED** by Lilia Padilla Zuñiga, and **CARRIED**, the Personnel Committee was adjourned at 7:40 a.m.

**Minutes respectfully submitted by: Julie Nguyen**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Santa Monica Blvd. Community Charter School**

**Unapproved Minutes of the Personnel Committee**

**June 4, 2024**

**Call to Order:** Marie Kirakossian and Megan Rol, Co-Chairs

The Personnel Committee meeting was called to order at 7:17 am by Co-Chair Megan Rol.

**Roll Call:** Marie Kirakossian and Megan Rol, Co-Chairs

**Members Present:** Megan Rol, Marie Kirakossian, Gabriela Arroyo, Vanessa Ettleman, Walter Gomez, Amanda Hill, Shanjana Hossian, Alexis Ribakoff

**Members Excused:** Ariana Gomez and Cary Rabinowitz

**Additions/Corrections to the Agenda:** Marie Kirakossian and Megan Rol, Co-Chairs

No additional items were added.

**Approval of Minutes:** Marie Kirakossian and Megan Rol, Co-Chairs

**Item #1**                      **Approval of Minutes from the May 14, 2024 meeting of the Personnel Committee** - Marie Kirakossian and Megan Rol, Co-Chairs (*Motion to Approve*)

On **MOTION** of Vanessa Ettleman, **SECONDED** by Gabriela Arroyo, and **CARRIED**, the minutes of the SMBCCS Personnel Committee of May 14, 2024, were approved as submitted.

**Presentations from the Public:** Marie Kirakossian and Megan Rol, Co-Chairs

**Item #2**                      **Any persons desiring to address the Personnel Committee on any proper matter**

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3**                      **Staffing Updates for the 2024-2025 School Year (LCAP Goal 3)** - Cary Rabinowitz, Director (*Informational Item*)

Walter Gomez presented staffing updates for the 2024-2025 school year. There is a position open in kindergarten pending enrollment. The transitional kindergarten team has already identified students who will be placed in this classroom if needed. Fabiola Vega will return to her position as a second grade

teacher following her leave of absence. With Jocelyn Condo moving to the position of Acceleration Specialist, this leaves one open position in second grade. With Christy Namkung chosen as our new Arts Specialist, there are now three openings in fourth grade. One candidate has been formally offered a position as a fourth grade teacher. This leaves two positions still available. Kimberlee Eggly has requested to move from sixth to fifth grade for the 2024-2025 school year. This leaves an opening in sixth grade. Our previous sixth grade candidate decided to move forward with another offer. SMBCCS has two openings for Education Specialists. One position has been filled with a candidate who is currently processing. The school is also seeking a Speech and Language Pathologist. As we enter the new school year, the school will have various openings for paraprofessionals and supervision staff. The school will also be seeking one custodian and one security guard. SMBCCS has six total certificated staff positions to fill for the new school year. Our hiring committee will be interviewing candidates on June 7, 2024. A full day of interviews is scheduled with five teacher candidates, an Education Specialist, and a Speech and Language Pathologist candidate confirmed to attend.

**Item #4**                      **2024-2025 Staff Leadership Roles (LCAP Goal 3)** - Cary Rabinowitz, Director  
*(Informational Item)*

We are pleased to announce the following staff members have been voted in to serve in the following Committee Chair roles in the 2024-2025 school year:

Instruction: Sandy Hernandez and Jocelyn Condo  
Personnel: Megan Rol and Marie Kirakossian  
Finance: Isabella Rodriguez  
Parent Advocacy: Aaron Veals and Christian Hidalgo

**Item #5**                      **2024-2025 Arts Specialist Position (LCAP Goal 3)** - Cary Rabinowitz, Director  
*(Informational Item)*

Christy Namkung applied for the Arts Specialist position for 2024-2025. Our hiring committee interviewed Ms. Namkung on Friday, May 31st, 2024. They were very impressed with her artistic talents via several different mediums and the vision she shared for the Arts Specialist role next year. We are pleased to announce Christy Namkung as the school's new Arts Specialist.

**Item #6**                      **2024-2025 Staff Resignation (LCAP Goal 3)** - Cary Rabinowitz, Director  
*(Informational Item)*

Juliet Leman submitted her resignation as Education Specialist on Thursday, May 23<sup>rd</sup>. Dr. Beth Henschel is overseeing the work of long-term substitute Lucy Briseno as she ensures students on Ms. Leman's caseload receive their remaining service minutes for the year.

**Announcements:**

There were no Announcements

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Alexis Ribakoff, **SECONDED** by Shanjana Hossian, and **CARRIED**, the SMBCCS Personnel Committee of June 4, 2024, was adjourned at 7:33 am.

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Charter Leadership Academy**

**Unapproved Minutes of the Personnel Committee**

**June 4, 2024**

A meeting of the Personnel Committee was held on Tuesday, June 4, 2024 at 7:15 a.m. at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Kate Marrelli, Chair

The Personnel Committee meeting was called to order at 7:19 a.m. by Chair, Kate Marrelli

**Roll Call:** Abigail Gillmore, Secretary

**Personnel Committee Members Present:** Abigail Gillmore, Kalea Wright, Jennifer Miller,

**Excused Members:** Cedric Ramirez, Jennifer Pimentel, Veronica McCaughin

**Non-Committee Members:** Priscilla Gentry, Julie Nguyen, Lilia Padilla Zuniga, Kelley Christenson

**Additions/Corrections to the Agenda:**

There were no additions or corrections to the agenda.

**Approval of Minutes from May 21, 2024:** Kate Marrelli, Chair

**Item #1** Minutes from the May 21, 2024 meeting of the Personnel Committee - Kate Marrelli, Chair (*Motion to Approve*)

On **MOTION** of Kalea Wright, **SECONDED** by Kate Marrelli, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Kate Marrelli, Chair

**Item #2** Any persons desiring to address the Personnel Committee on any proper matter

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3** Hiring of Lynne Cuneo, FCLA STEM Music Specialist - Jennifer Miller, Director (*Motion to Approve*)



Lynne Cuneo will be hired as the shared FCLA STEM Music Specialist. She has a PhD in Music Education, and has experience leading music programs. The Hiring Committee is excited to see her build this new program from the ground up with her ample background experience.

On **MOTION** of Kalea Wright, **SECONDED** by Jennifer Miller, and **CARRIED**, the hiring of Lynne Cuneo as the FCLA/STEM Music Specialist teacher was approved.

**Item #4                      Hiring of Linnea Thorne, FCLA Transitional Kindergarten Teacher - Jennifer Miller, Director (*Motion to Approve*)**

Linnea Thorne will be hired on an Emergency Teaching Permit to fill the open FCLA TK position. Pending board approval, her documentation will be submitted to the CTC. The TK team is happy to have such an enthusiastic addition to their team next year.

On **MOTION** of Kalea Wright, **SECONDED** by Jennifer Miller, and **CARRIED**, the hiring of Linnea Thorne as a FCLA Transitional Kindergarten Teacher has been approved.

**Item #5                      Hiring of Sofia Scaglione, FCLA First Grade Teacher - Jennifer Miller, Director (*Motion to Approve*)**

Sofia Scaglione will be hired to fill the open 1<sup>st</sup> grade position at FCLA. The hiring team shared that her interview was fantastic and the 1<sup>st</sup> grade team is excited to have her join them.

On **MOTION** of Kalea Wright, **SECONDED** by Jennifer Miller, and **CARRIED**, the hiring of Sofia Scaglione as a FCLA First Grade Teacher was approved.

**Item #6                      Hiring of Sabrina Gonzalez, FCLA Fourth Grade Teacher - Jennifer Miller, Director (*Motion to Approve*)**

Sabrina Gonzalez will be officially joining the FCLA family in the position of 4<sup>th</sup> grade teacher next school year. She did her student teaching at the Academies, and has since filled multiple long-term-sub positions on our campus.

On **MOTION** of Kalea Wright, **SECONDED** by Jennifer Miller, and **CARRIED**, the hiring of Sofia Scaglione as a FCLA First Grade Teacher has been approved.

**Announcements:**

Mrs. Miller thanked the Committee for their work and attendance in the numerous personnel meetings held this school year.

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Kalea Wright, **SECONDED** by Abigail Gillmore, and **CARRIED**, the Personnel Committee was adjourned at 7:40 a.m.

**Minutes respectfully submitted by: Abigail Gillmore**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Avenue Charter School**

**Unapproved Minutes of the Human Resource and Personnel Council**

**June 5, 2024**

The meeting of the Human Resource and Personnel Council was held on Wednesday, June 5, 2024, at 7:15 a.m. in the Conference Room of Fenton Avenue Charter School at 11828 Gain Street, Lake View Terrace, CA 91342.

**Call to Order:** Ann M Velasco – Chairperson

The Human Resource and Personnel Council meeting was called to order at 7:15 a.m. by Chair, Ann M. Velasco

**Roll Call:** Gladys Ramirez – Secretary

**Personnel Committee Members Present:** Monica Castañeda, Barbara Aragon, Bernite Oandasan, Gladys Ramirez, Lainey Yanez, Veronica Ramos, Katherine Sheppard, and Ann Velasco

**Excused Members:** Paige Piper, Lillian De La Torre, Vivian Matute,

**Absent Members:** Tiffany Walker

**Non-Council Members Present:** Leann Chapman, Leanna Sanchez

**Additions/Corrections to the Agenda:** Ann M Velasco – Chairperson

There were no corrections to the agenda.

**Item #1**                      **Minutes from the May 15, 2024 meeting of the Human Resource and Personnel Council** - Ann M Velasco – Chairperson (*Motion to Approve*)

On **MOTION** of Barbara Aragón, **SECONDED** by Veronica Ramos, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Ann M Velasco - Chairperson

**Item #2**                      **Any persons desiring to address the Human Resource and Personnel Council on any proper matter**

There were no persons who wished to address the council.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3**                                      **2024-2025 Council Member Roster and Chairs (LCAP Goal 3, AMO 1)--**  
Monica Castañeda, Director (Motion to Approve)

On **MOTION** of Gladys Ramirez-Perez, **SECONDED** by Barbara Aragon, and **CARRIED**, Item #3 was approved.

The council member rosters for the 2024-2025 school year were shared with all staff members. Chairpersons were nominated and voted on by staff members. Ms. Castañeda announced the Chairs for all councils for the upcoming school year. Elena Durghalli will be the chair for the Budget, Facilities, and Safety Council. Christopher Torres will continue to be the chair for the Curriculum and Assessment Council. Lorena Sanchez will be the new chair for the Human Resources and Personal Council. Tony Peña will continue to be the chair for the School-Community Relations Council.

**Item #4**                                      **Hiring Updates (LCAP Goal 3, AMO 1) - Monica Castañeda, Director**  
*(Informational Item)*

There are six teachers who have already been processed and placed into their respective grade. They will be taking the last step towards completing their employee processing of providing TB test results which cannot be done until after July 1<sup>st</sup> due to needing to wait thirty days after being processed. The incoming teachers have been invited to the staff luncheon, being held on Thursday June 13<sup>th</sup>, to have the opportunity to get to know the rest of the staff. Administration is awaiting the decision of two remaining teachers, Abigail Parco and Sabina Martinez. There is one more interview occurring on Friday June 7<sup>th</sup>. There remain two open positions, one in third grade and one in fifth grade.

**Item #5**                                      **2024-2025 Updated Staff Roster (LCAP Goal 3, AMO 1) - Monica Castañeda,**  
Director *(Informational Item)*

Ms. Santiago was offered to loop with her class. She accepted and will be going to 1<sup>st</sup> grade for the upcoming school year. Christian Fuentes will be transferring from the Academies to teach Kindergarten at Fenton Avenue Charter. Due to Mr. Feuntes' transfer, Ms. Ayala is no longer on the roster, but is open to teaching third grade if the position remains open. Administration is waiting to see if the spot can be filled with a credentialed teacher by the end of the school year.

**Announcements:**

There are no announcements.

**Next Regular Meeting:**

TBA

**Adjournment:**

On **MOTION** of Veronica Ramos, **SECONDED** by Bernite Oandasan and **CARRIED**, the Human Resource and Personnel Council was adjourned at **7:35 A.M.**

**Minutes respectfully submitted by: Gladys Ramirez-Perez**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Primary Center**

**Unapproved Minutes of the Parent Advocacy Committee**

**May 30, 2024**

A meeting of the Parent Advocacy Committee was held on May 30, 2024, at 7:15 a.m. in the Conference Room (Room 201) of Fenton Primary Center at 11351 Dronfield Avenue, Pacoima, CA, 91331.

**Call to Order:** Bridget Ruiz, Co-Chair

The Parent Advocacy Committee Meeting was called to order at 7:16 a.m. by Co-Chair, Bridget Ruiz.

**Roll Call:** Jennifer Daugherty, Secretary

**Members Present:** Bridget Ruiz, Gurpreet Gill, Diana Lucas, Jennifer Daugherty, Magaly Ponce, Brianna Beeman, Cindy Soto

**Non-Members in Attendance:** N/A

**Members Excused:** Nicole Langlois, Brianna Beeman, Jessi Tello

**Members Absent:** Paola Ramirez, Gloria Rangel

**Additions/Corrections to the Agenda:** Gurpreet Gill, Co-Chair

There were two corrections and no additions made to the agenda.

**Corrections:**

**Item #5** was changed from *Motion to Approve* to *Informational*.

**Item #8** will be presented by Sirui Thomassian, FPC Director, instead of FPC Expanded Learning Coordinator, Jessi Tello.

**Additions:**

There were no additions to the agenda.

**Approval of Minutes from April 9, 2024:** Bridget Ruiz, Co-Chair

**Item #1** **Minutes from the April 9, 2024 meeting of the Parent Advocacy Committee -**  
Bridget Ruiz, Co-Chair (*Motion to Approve*)

On **MOTION** of Diana Lucas, **SECONDED** by Magaly Ponce, and **CARRIED**, the Minutes of the Parent Advocacy Committee Meeting of April 9, 2024, were approved as submitted.

**Presentations from the Public:** Bridget Ruiz, Co-Chair

**Item #2                      Any persons desiring to address the Parent Advocacy Committee on any proper matter**

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3                      End of the Year Spirit Days (LCAP 2, AMO 1) - Gurpreet Gill, FPC PAC Co-Chair (*Motion to Approve*)**

Fenton Primary Center will celebrate the end of school with a Countdown to Summer Spirit Week. The last 10 days of the school year will be dress-up days where students and staff can show their spirit! The countdown days will be Monday June 3rd - Friday June 14th. There will be a flier sent out on School Story as well as emailed to teachers.

On **MOTION** of Magaly Ponce, **SECONDED** by Sirui Thomassian, the **End of Year Spirit Days** has been approved.

**Item #4                      Student of the Month Assemblies (LCAP 2, AMO 2) - Bridget Ruiz, FPC PAC Co-Chair (*Motion to Approve*)**

Fenton Primary Center is excited to continue hosting student of the month assemblies to recognize students who are making great choices at school. These assemblies allow parents to come onto our campus and celebrate the hard work their students are doing. Each month teachers will continue to pick two students who are showing exemplary behavior. Student of the Month assemblies are a tier one behavior support for FPC students.

On **MOTION** of Cindy Soto, **SECONDED** by Magaly Ponce, the **Student of the Month Assemblies** have been approved.

**Item #5                      In-seat Attendance 2024-2025 (LCAP 2, AMO 3) - Bridget Ruiz, FPC PAC Co-Chair (*Informational Item*)**

Fenton Primary Center is continuing to make an effort to increase in-seat attendance for the 2024-2025 school year. Grade levels will be asked to discuss different ideas and ways to incentivise students and families.

**Item #6                      Art & Music at FPC 2024-2025 (LCAP 2, AMO 2) - Sirui Thomassian, FPC Director (*Informational Item*)**

Fenton Primary Center is continuing to partner with *Education Through Music Los Angeles*, ETM-LA, for an exciting music program. Students in TK through second grade attend weekly music classes and have the opportunity to perform in two concert assemblies. Spring concerts are now complete, and parents were welcomed onto campus to enjoy these performances. An end-of-year meeting will be held

on May 31st to discuss feedback on the program. We will continue with ETM-LA next school year and are excited to offer this to our students. We do not know who the instructors will be for next school year. Mrs. Langlois will discuss this with Ms. Barrett.

**Item #7**                                **STEAM Program at FPC (LCAP 2, AMO 2)** - Sirui Thomassian, FPC Director  
(*Informational Item*)

Fenton Primary Center is excited to continue the use of our STEAM classroom for the '24-25 school year. Next year, room 204 will be the STEAM classroom. Teachers will be able to sign up for a time slot to use the classroom. This room will also be used for ELOP classes that will be teaching STEAM.

**Item #8**                                **ELOP Summer School Update (LCAP 2, AMO 2)** - Jessi Tello, FPC Expanded  
Learning Coordinator (*Informational Item*)

Fenton Primary Center is excited to offer our ELOP summer program to all students TK-second grade. The summer program will be taught by classroom teachers and will begin on Monday, June 17th and go through Friday, June 28th. A parent interest survey went home and rosters will be created in the coming weeks, with a finalized roster on June 11th. There are over 200 students that have signed up for the summer program so far. Teachers received confirmation letters in their mailboxes. They are to be sent home by June 7th.

The summer program will feature an exciting field trip to the El Capitan Theatre to watch a showing of the new movie *Inside Out 2*, as well as math themed projects, working with food, outdoor play, and a special student BBQ.

**Announcements:**

Thank you to all the volunteers who took time to work at the Scholastic Book Fair. We had a great turnout and it could not have been possible without your support. As a special thank you, we awarded three teachers with a "Spin the Wheel" raffle. The three winners are Jennifer Daugherty, Karen Knapp, and Sandra Valle. These teachers will be contacted for their prize.

**Next Regular Meeting:**

None

**Adjournment:**

By order of **GENERAL CONSENSUS**, the Parent Advocacy Committee Meeting was adjourned at 7:56 a.m.

**Minutes respectfully submitted by: Jennifer Daugherty**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Avenue Charter School**

**Unapproved Minutes of the School-Community Relations Council**

**June 6, 2024**

A meeting of the School-Community Relations Council was held on Thursday, June 6, 2024, at 7:15a.m. in the Conference Room at Fenton Avenue Charter School, located at 11828 Gain Street, Lakeview Terrace, CA 91342.

**Call to Order:** Monica Castañeda, Interim Chairperson

The School-Community Relations Council Meeting was called to order at 7:18 AM by Interim Chair, Monica Castañeda.

**Roll Call:** Tiffany Fisher, Secretary

**Members Present:** Tiffany Fisher, Hayley Martin, Kristin Tzintzun, Saul Ulloa, Illeana Venegas, Christopher Howell, Ivan Hernandez, Monica Castañeda, Gricelda Mares, Mercedes Cordoba Meeks, and Juan Gomez.

**Members Excused:** Daisy Perez, Tony Peña

**Members Absent:** None

**Non-Members Present:** Paige Piper

**Additions/Corrections to the Agenda:** Tony Peña, Chair

There were no additions or corrections to the agenda.

**Approval of Minutes:** Tony Peña, Chair

**Item #1**                      **Minutes from the May 6th meeting of the School, Community Relations Council - Tony Peña, Chair** (*Motion to Approve*)

On **MOTION** of Kristin Tzintzun, **SECONDED** by Christopher Howell, and **CARRIED**, the Minutes of the School Community Relations Council Meetings of May 6, 2024 were approved as submitted.

**Presentations from the Public:** Tony Peña, Chair

**Item #2**                      **Any persons desiring to address the School Community Relations Council on any proper matter**

There were no presentations from the public.

**Old Business:**



There was no Old Business.

## **New Business:**

### **Item #3                      2024-2025 Master Schedule (LCAP Goal 3, AMO 1) - Monica Castañeda, Director (*Informational Item*)**

Monica Castañeda presented on the 2024-2025 Master Schedule for FACS. Administration, Ms. Kaufman, and all grade level lead teachers have been working collaboratively to develop a schedule which accommodates all tiers of instruction for each grade level. Due to fifth grade requiring both a morning and afternoon G.L.O.W. block, the schedule is being built around the needs of the 5th grade. On Friday, June 7th, 2024 Ms. Castañeda will be meeting with the FACS Lead Teachers to finalize the schedule. Additionally, each grade level will be identifying a 30 minute SEL block per week, which will also be reflected in the Master Schedule.

### **Item #4                      Semester Awards (LCAP Goal 2, AMO 1) - Mercedes Cordoba Meeks, ELOP Coordinator (*Informational Item*)**

Mercedes Cordoba Meeks shared information regarding Semester Awards. On Monday June 4th, Semester Awards assemblies began at Fenton Avenue. Each grade level was assigned a day to hold their Awards Assembly. During these assemblies, teachers present awards to students being recognized in the areas of: Academic Achievement, Citizenship, Improvement, and Perfect Attendance for the year and the semester. Teachers informed parents of these assemblies a few weeks before. We are so excited to welcome parents to campus and unveil the new auditorium chairs as we celebrate student success!

### **Item #5                      SBAC Attendance Incentive (LCAP Goal 1, AMO 2) - Paige Piper, Administrative Coordinator (*Informational Item*)**

Paige Piper presented the council with information regarding the SBAC Attendance Incentive. Ms. Piper presented that we are almost done with our CAASPP assessment for the year, and the makeups are currently being administered and are almost complete! Today the Futboleros will be here for all the students who were in-seat each day of the ELA and Math SBAC test. Around 75.9% (423 students) of students were on time and in seats on the day of the test. A seating chart was shared with the teachers and the students will be bringing out their own chairs. The assembly will take place from 1:20 pm-2:20 pm to celebrate those students' amazing attendance throughout the weeks of testing!

### **Item #6                      Summer School Programing (LCAP Goal 2, AMO 1) - Mercedes Cordoba Meeks, ELOP Coordinator (*Informational Item*)**

Mercedes Cordoba Meeks presented on the Summer Program. FACS Summer program will be taking place from June 17 - June 28th, with June 19th closed for the observance of Juneteenth. As of today we have about 160 students signed up for the incredible program. We will have students in the classroom with Fenton teachers from 8:00 am-12:00 pm. Think Together's TA's will be supporting teachers in the classroom throughout the morning program. Teachers will be providing ELA and Math support in addition to enrichment. The Think Together program will take place from 12:00 pm - 4:30 pm. Enrollment for the summer program will remain open until all spots are filled.

## **Announcements:**

The i-Ready growth incentive is happening tomorrow June 7th for all students who have reached their typical growth in ELA or Math.

**Next Regular Meeting:**

2024-2025 School year

**Adjournment:**

On **MOTION** of Christopher Howell, **SECONDED** by Juan Gomez, and **CARRIED**, the School-Community Relations Council Meeting was adjourned at 7:30am.

**Minutes respectfully submitted by: Tiffany Fisher, Secretary**

**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Charter Leadership Academy**

**Unapproved Minutes of the Parent Advocacy Committee**

**June 6, 2024**

A meeting of the Parent Advocacy Committee was held on Thursday, June 6, 2024 at 7:18am.

**Call to Order:** Brennan Mack, Chair

**Roll Call:** Bridget Badro, Secretary

**Parent Advocacy Committee Members Present:** Bridget Badro, Jennifer Miller, Cecilia Quijano, Brennan Mack, Vanessa Dwyer

**Non-committee Members:** Sofia Carias, Robin McNutt, Michelle Menjivar, Virginia Palma, Deanna Weiss, Laurie Perez

**Members Excused:** Raquel Contreras, Alejandra Munoz, Siranush Akopyan

**Additions/Corrections to the Agenda:** Brennan Mack, Chair

**Approval of Minutes from April 2, 2024:** Brennan Mack, Chair

**Item #1** **Minutes from the April 2, 2024 meeting of the Parent Advocacy Committee**  
Brennan Mack, Chair (*Motion to Approve*)

On **MOTION** of Bridget Badro, **SECONDED** by Cecilia Quijano, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Brennan Mack, Chair

**Item #2** **Any persons desiring to address the Parent Advocacy Committee on any proper matter**

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3** **Final Spirit Week (LCAP 2, AMO 2) - Jennifer Pimentel, Assistant Director**  
(*Informational Item*)

Our final spirit week will take place from Monday, June 10 to Friday, June 14. Students and staff are encouraged to participate.

Monday, June 10 – Mad Hatter Monday (wear a silly hat)

Tuesday, June 11 – Twin Day (dress like a friend)

Wednesday, June 12 – Wacky Sock Day (wear some wacky socks)

Thursday, June 13 – Tropical Thursday (wear your favorite tropical or Hawaiian themed outfit)

Friday, June 14 – Your Future is Bright (wear sunglasses and bright clothing)

**Item #4**                      **Sixth Grade Culmination Event, (LCAP 2, AMO 2) - Cecilia Quijano,**  
Assistant Director (*Informational Item*)

Sixth grade culmination will take place next Thursday, June 13, 2024, in the Annex MPR at 9:00 AM. Each student will receive 2 tickets for 2 guests to attend. We want to acknowledge the dedication and commitment of our 6<sup>th</sup> grade teachers and all of our amazing TK-6<sup>th</sup> grade educators for their part and contribution in the learning of all our students. It truly takes a village to raise successful students. Thank you to Martha May, Nikole De La Rosa, Faith Coleman and Robin McNutt for the love and care that they have poured unto all of our students to ensure that learning took place inside and outside the classroom.

**Item #5**                      **School Climate Surveys (Staff, Student, Parents) (LCAP 2, AMO 2) - Jennifer**  
Miller, Director (*Informational Item*)

Students, staff, and families complete our school climate survey every year. Questions relate to academics, strategies, safety, assessment data, parent engagement, and cultural community. They are required for Local Control Accountability Plan (LCAP), LAUSD Oversight Visits, and WASC accreditation. We also receive valuable input. Surveys are due on Friday, June 7.

**Item #6**                      **Family Center Update (LCAP 2, AMO 2) - Virginia Palma, Family Center**  
Director (*Informational Item*)

The Family Center celebrated the parents who completed the ESL Level 1 workshops. They were incredibly thrilled to come together and reflect on their semester of learning. The parents, PEBSAF instructor, and Ms. Palma organized a potluck to celebrate their achievements. We were joined by our Administration team, Mr. Parra, and the Executive Director of PEBSAF, David Marquez. David presented the Family Engagement Partner Award to Mr. Parra, Mrs. Miller, and Ms. Palma. Ms. Palma also contacted parents from the workshops that ended in April. They had an opportunity to collect their certificates and claim their \$50 Target gift card raffle prize. Ms. Andrade also had a raffle for those who attended her classes and the winner took home a juicer! Other winners include:

- ESL Level 1: Patricia Salgado (STEM)
- Disciplina con Amor: Kenia Grillo (STEM)
- Discipline with Love: Yanira Jimenez (STEM)
- Financial Education: Evangeline Pro (STEM)
- Ms. Andrade's Special Education Workshop: Evangeline Pro (STEM)

The game truck incentive was a success! The students who met the criteria during our chocolate sale were able to participate and play video games. The event was well managed and students were safe and respectful. Lastly, the Family Center Directors, along with Mr. Parra, attended an Asian American Fair in Sylmar. Ms. Palma spoke with a few vendors, including the NEVHC and the Armenian Relief

Society, to encourage a connection of workshops that can be offered at our Sun Valley campus.

**Item #7        24-25 BOY Meet and Greet Event (LCAP 2, AMO 2) - Jennifer Miller, Director**  
*(Informational Item)*

Our annual Meet and Greet will take place on Friday, August 9<sup>th</sup> from 1:30-2:30 PM. It is a great opportunity to have families access the campus and meet their child's teacher. Historically, it's successfully reduced stress and first day of school jitters. Families will be notified of the Meet and Greet date when they receive their July summer mailing packet.

**Announcements:**

There are no announcements.

**Next Regular Meeting:**

The next meeting of the Parent Advocacy Committee will be determined at a later date.

**Adjournment:**

On **MOTION** of Jennifer Miller, **SECONDED** by Bridget Badro, and **CARRIED**, the Parent Advocacy Committee adjourned at 7:40 am.

**Minutes respectfully submitted by: Bridget Badro, Secretary**

**There were no meetings of the School Site Councils this past month.**

**There were no meetings of the English Learner Advisory Committees this past month.**

**II. C.**

**Financial Business Manager's Report**  
**(See presentation slides)**



**II.D.**

**Directors' Reports**

## FENTON AVENUE CHARTER SCHOOL (FACS) *DIRECTOR'S REPORT*

**June 13, 2024**

*The mission of Fenton Avenue Charter School is to further instill the joy of learning by creating an environment that promotes confident, self-reliant, interdependent learners who become productive, contributing citizens of the community.*

**State Charter Number: 30**

### **ATTENDANCE AND ENROLLMENT**

***AVG. Monthly ADA – 98.62%***

***Cumulative ADA - 98.84%***

<b>Date</b>	<b>TK Unfunded</b>	<b>TK Funded</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Total Funded</b>	<b>Total w/ Unfunded</b>
05/17/2024	4	36	48	46	25	184	188	185	712	716

Fenton Avenue's enrollment continues to remain steady for the 24-25 school year. Fifty enrollment packets have been returned from new families across all six grade levels. Due to the two-classroom limit in the primary grades, FACS has developed a waitlist for Kindergarten, 1st, and 2nd grades. Fenton Avenue is confident it will reach its enrollment goal of 746.

### **CURRICULUM AND INSTRUCTION**

#### ***PLC Coaching Sessions with Paula Maeker***

On Monday, June 10th, and Tuesday, June 11th, Paula Maeker will work with grade-level teams to develop the first unit of study for ELA and Math based on the essential standards chosen by each team. While planning the unit, teams will ensure a viable and guaranteed curriculum by integrating all three tiers of instruction. The 30-40 minute tier 3 time, also known as GLOW, will remain within the master instructional schedule. With Paula's guidance, grade levels have now included identified times for protected daily tier 1 and 2 instruction.

#### ***iReady End of Year Diagnostic***

The end-of-year testing window remains open through Thursday, June 13th. As of Friday, June 7th, Fenton Avenue's Reading and math completion rates were 89% and 90%, respectively. Below are graphs of the typical growth median thus far. FACS is incredibly proud of the students' growth throughout the school year. More than 50% of Kindergarten through 5th grade students met their typical growth. Additionally, the current results indicate that 46% of students are on or above grade level in math,

compared to only 12% at the beginning of the school year. Reading scores indicate 49% of students on or above grade level compared to only 27% at the beginning of the school year.

**CAASPP and i-Ready Status Growth Comparison (FY22 and FY23)**

The end-of-year testing window remains open through Thursday, June 13th. As of Monday, June 10, 2024, Fenton Avenue's reading and math completion rates were 89% and 90%, respectively. Below are graphs of the typical growth median thus far. FACS is incredibly proud of the students' growth throughout the school year. More than 50% of Kindergarten through 5th grade students met their typical growth. Additionally, the current results indicate that 46% of students are on or above grade level in math, compared to only 12% at the beginning of the school year. Reading scores indicate 47% of students on or above grade level compared to only 27% at the beginning of the school year.

**ELA:**

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are noticing higher growth rates on i-Ready compared to CAASPP.

	GROWTH			STATUS					
ELA	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
FACS	61	60	55	41	50	47	42	47	43
FCPS	55	58	58	45	49	50	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50	50	48	50		47	47	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

**Math:**

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are noticing higher growth rates on i-Ready compared to CAASPP.

	GROWTH			STATUS					
<b>Math</b>	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>
FACS	61	60	<b>56</b>	42	48	<b>46</b>	32	35	<b>36</b>
FCPS	56	57	<b>56</b>	40	45	<b>46</b>	-	-	-
LAUSD	-	-	-	-	-	-	29	31	-
State	50	50	<b>50</b>	43	44		33	35	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

### ***Education Through Music - Los Angeles***

Fenton Avenue Charter School was selected as a partner school with Education Through Music (ETM)- Los Angeles! Representatives from ETM met with FACS leadership on Friday, May 3rd, to develop a long-term vision for the music program. In addition to weekly music lessons for all TK-5th grade classes, ETM will support the school by incorporating music education into academic content, embedding Social Emotional Learning into daily learning, and incorporating culturally appropriate pedagogies into daily lessons. FACS has contracted with ETM for three years and is very grateful for the opportunity. Proposition 28 funds will be utilized to cover a percentage of the contract and to cover the salary of the classified music teacher.

ETM takes a comprehensive approach to delivering its program at each partner school, ensuring sustainability and long-term success by:

- Providing music as a core subject for every student at their partner schools
- Configuring and supplying new music classrooms
- Recruiting and hiring top-notch music teachers
- Offering a sequential curriculum meeting state and national standards
- Mentoring and professional development for teaching professionals
- Developing band and orchestra ensembles
- Evaluating the program to maintain the highest quality standards

## **HUMAN RESOURCE AND PERSONNEL**

### ***Staffing Updates***

Fenton Avenue is proud to announce that it has hired ten of the eleven teachers needed to fill its open positions. A big thank you to all who participated in the numerous interviews that took place since April: **Lisa Morales, Leanna Hendrix, Christopher Torres, Evelyn Martinez, Rebecca Williamson, Christina Melkonian, Lorena Sanchez, Myriam Arechiga, Elsie Orellana, Wendy Kaufman, Angie Castellana Ferri, Yesenia Fuentes, Jason Gonzalez, Paige Piper, and Juan Gomez.** This was a team effort, and we are proud of the candidates selected to join the Fenton family. The roster with tentative candidate placements can be viewed [here](#).

## **BUDGET, FACILITIES, AND SAFETY**

### ***Classroom Movement***

Classroom movement is again necessary this year due to the addition of a second-, fourth-, and fifth-grade classroom. Mr. Gomez and Mr. Aceves have developed a plan of action and timeline to ensure smooth transitions across the campus. The custodial team has been integral in assisting with the movement of teacher belongings and furniture. We understand this is a huge undertaking and are thankful for the teachers' flexibility and the support and assistance from the custodial team.

## **SCHOOL-COMMUNITY RELATIONS**

### ***5th Grade Culmination***

FACS will be celebrating its fifth-grade students on Thursday, June 13th, at 8:30 am. One hundred and eighty-five students will be culminating in front of their families, friends, and staff. Students will receive their culmination certificate, with additional awards such as citizenship, attendance, improvement, and academic excellence being presented as well. Fenton Avenue congratulates the 5th-grade students and wishes them the best as they begin their next journey into middle school.

### ***Schools Climate Surveys***

Each school year, the Fenton Charter Public Schools survey staff, students and parents to help identify areas of strength and growth. The following are the results of the most recent survey (June 2024).

<b>School Climate Survey Results</b>			
<b>Topic</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<b>Organization</b> <ul style="list-style-type: none"><li>• Staff Capacity</li><li>• Building Relationships and Communication</li><li>• Welcoming Environment</li><li>• Participation - Decision-Making</li></ul>	<b>90.4%</b>	<b>95.7%</b>	<b>89.2%</b>
<b>Curriculum</b> <ul style="list-style-type: none"><li>• Technology and Materials</li></ul>	<b>96.1%</b>	<b>96.3%</b>	<b>96.3%</b>
<b>Instruction</b> <ul style="list-style-type: none"><li>• Academic Success</li><li>• Teaching Strategies</li></ul>	<b>95.2%</b>	<b>97%</b>	<b>89%</b>
<b>Assessment</b> <ul style="list-style-type: none"><li>• Data Analysis</li><li>• Assessments</li></ul>	<b>96.2%</b>	<b>93.2%</b>	<b>86.3%</b>
<b>School Culture</b> <ul style="list-style-type: none"><li>• Safety</li><li>• Connectedness</li></ul>	<b>89.7%</b>	<b>95.6%</b>	<b>86.1%</b>
<b>Overall Satisfaction</b>	<b>93.5%</b>	<b>95.6%</b>	<b>89.4%</b>

**Upcoming Events:**

6/14	Last Day of School
6/17-6/30	Summer Program
6/19	Juneteenth (School Closed)
8/12	First Day of School

**SANTA MONICA BOULEVARD COMMUNITY CHARTER SCHOOL  
(SMBCCS)  
DIRECTOR'S REPORT**

**June 13, 2024**

*Santa Monica Boulevard Community Charter School promotes academic achievement in a collaborative environment that creates self-confident, self-reliant learners who will become positive contributors to their communities.*

**State Charter Number: 446**

**ENROLLMENT AND ATTENDANCE**

**Cumulative Average Daily Attendance (ADA) – 99.07%**

**Average Daily Attendance by Attendance Period (ADA):**

*Period 1 – 99.59%; Period 2 – 99.14%; Period 3 – 99.05%; Period 4 – 99.13%; Period 5 – 99.28%; Period 6 – 98.48%; Period 7 – 99.15%; Period 8 – 98.98%; Period 9 – 98.99*

Date	TK			K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	Total
	Funded	Unfunded	Total								
<b>June 2024</b>	<b>47</b>	<b>5</b>	<b>52</b>	<b>90</b>	<b>108</b>	<b>80</b>	<b>127</b>	<b>126</b>	<b>113</b>	<b>76</b>	<b>772*</b>
<i>Sept. 2023</i>	<i>37</i>	<i>10</i>	<i>47</i>	<i>89</i>	<i>104</i>	<i>84</i>	<i>124</i>	<i>117</i>	<i>112</i>	<i>79</i>	<i>756*</i>

\*Totals include unfunded TK students

**Independent Study Agreement Tracking – Attendance Period 9**

The school continues to see a decrease in the number of independent study days taken by students as compared to the 2022-2023 school year. During Attendance Period 9, 955 independent study days were accumulated as compared to 1,194 last year.

**Head Start Parent Recruitment Meeting**

Thank you to Diana Ramos and Alexis Ribakoff for presenting to potential parents from the Foundation of Early Childhood Education (Head Start) during a Zoom recruitment meeting that took place on Thursday, May 30<sup>th</sup>.

**Head Start Preschool Tours**

The school has scheduled two tours with nearby Head Start Preschools during the final week of school. We are excited to welcome new families!

**INSTRUCTION**

**CAASPP and i-Ready Status Growth Comparison (FY22 and FY23)**

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. As of June 10, 2024, we have about 90% of the scores received. Schools have met the Typical Growth Target rate of 50% and are showing gains in ELA and Mathematics as measured by i-Ready. We are showing a slight decrease in ELA and Math on CAASPP in ELA and Math when comparing the percent of students that Met or Exceeded State Standards. Currently, it is too soon to

confirm the Distance From Standard (DFS) as measured by the CA Dashboard. The following charts compare the “growth” of students as well as their “status”. The California Dashboard measures both and is a key indicator for the renewal of the charter petitions. A deeper analysis will be completed once all scores have been received and confirmed.

#### ELA:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are noticing higher growth rates on i-Ready compared to CAASPP.

	GROWTH			STATUS					
ELA	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
SMBCCS	56	55	55	37	39	43	33	38	33
FCPS	55	58	58	45	49	50	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50	50	48	50		47	47	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

#### Math:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are noticing higher growth rates on i-Ready compared to CAASPP.

	GROWTH			STATUS					
Math	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
SMBCCS	58	53	57	36	37	40	27	35	29
FCPS	56	57	56	40	45	46	-	-	-
LAUSD	-	-	-	-	-	-	29	31	-
State	50	50	50	43	44		33	35	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*



## **Master Schedule Planning for the 2024-2025 School Year**

Santa Monica has completed its schoolwide Master Instructional Schedule and is currently in the process of receiving and placing Tier 1-2 Essential Learning Blocks for each teacher. We are pleased to share that the development of this schedule has come via significant staff feedback during both Staff and Guiding Coalition meetings. The schedule was created with the following priorities in mind:

- **Uninterrupted collaborative time for grade level professional learning teams**  
Every grade level will be provided 1 hour per week of untouched collaborative planning to aid and strengthen intentional data driven instructional planning. Students will attend an hour long (60 minutes) psychomotor period at this time. A second 40 minute psychomotor will be planned for each grade per week as well. This additional time can be used for grade level planning, but may also be used for individual planning. The two psychomotor periods combine to meet the State's 10-day requirement for physical education minutes as well.
- **Clearly Identified Tier 1-3 Learning Blocks across all grade levels**  
Transparent learning blocks schoolwide will aid in supporting individual classrooms and grade levels. We also intend to schedule Special education pull-out minutes outside of Tier 1-2 learning blocks to ensure special education students receive universal first instruction and have an opportunity for reteach.
- **Strengthening collaboration between general education and special education programs**  
By stacking iLab times against our 40-minute psychomotor periods, IEP meeting blocks will be extended during the day allowing all team members to remain in the meeting for its duration. Meetings, such as those for Speech-only students that are typically shorter in duration, will be scheduled before school.

### **Each teacher's schedule has been created and each includes the following:**

- 1 Hour PLT Collaborative Time Block (Yellow Psychomotor Block)
- 40 Minute Psychomotor (Green Psychomotor Block)
- Recess and Lunch
- Tier 3 WIN Time (40 min)
  - TK-1<sup>st</sup> Grade students will extend their Tier 2 essential blocks as opposed to holding a separate Tier 3 block of time.
- Art Specialist Time (30 min for TK/K; 40 min for 1st-6th)
- iLab Specialist Time (30 min for TK/K; 40 min for 1st-6th)

### **To ensure further uniformity, the following Essential Learning Norms will be implemented and closely monitored in the new year:**

- Instruction begins in every classroom **no later** than 8:15am
- Tier 1 Time is for ALL students in the room to receive CORE/Essential learning and must be untouched
- Tier 2 Time is for ALL students to have an opportunity to receive reteach and intervention support as driven by the data. This time is also prioritized.
- Tier 3 Time is our WIN Time. It is for students to receive "what they need" and may be structured as a grade level providing homogenous group rotations between rooms.
  - We intend for the majority of IEP services to be provided at this time for 2nd-6th grade students

- o We intend to provide IEP services to students in TK-1st grade outside of Tier 1 and 2 time
- o "Behavior Academies" are intended to be provided during WIN Time for Tier 3 Behavior students
- o Phonics data collected at the end of this year will drive much of our instruction during WIN time specifically in 2nd grade and up
- English Language Arts: Tier 1 + Tier 2 time will **total** no less than **80 minutes**
- Mathematics: Tier 1 + Tier 2 time will **total** no less than **60 minutes**
- WIN Time: 40-minute homogeneous blocks that will supplement/add to the amount of total instructional time primarily in ELA

[Please find our Master Schedule and Individual Teacher Schedules Here](#)

### Arts Programming for the 2024-2025 School Year

With the Board's approval, Santa Monica Boulevard Community Charter School is pleased to offer our inaugural Art's Specialist role to Christy Namkung, 4<sup>th</sup> grade teacher.

Since starting at Santa Monica for the 2018-2019 school year, Christy has served as Finance Committee Secretary and as STEAM Lead for three years. Over time, Christy has also taken on a leading role amongst her colleagues within her grade level and schoolwide, most recently over the past two years sharing in overseeing our Multicultural Festival!

The school's hiring committee members were very impressed with Christy's artistic talent and skill, but also her vision for Santa Monica's Arts programming in the coming year. Christy discussed using the school's Benchmark ELA Curriculum in tandem with the State's Arts Standards to guide the program's overall scope. By taking advantage of unit themes within the ELA program that are similar grade-to-grade, aspects, themes, and mediums within the arts can be integrated to both enhance Benchmark and introduce and develop the artistic modalities of our students.

Here is a sample breakdown of how we intend to integrate Arts Programming and the Benchmark ELA Curriculum:

ELA Benchmark Unit Theme	Integration of the Arts
Unit 1 – Rules, Community, Government	Introduce the Elements of Arts, Art and Culture
Unit 2 – Characters, Facing Problems	Self-Portrait, Stop-Motion, Parodies of Art
Unit 3 – Nature, Plants, Living Things	Photography, Stamping, Printmaking
Unit 4 – Stories, Myths, Perspectives	Perspective Art, Landscapes, Music, Stop Motion
Unit 5 - Technology	Graphic Art and Design, Sketches School, Canva
Unit 6 – Morals and Lessons	Film, Costume Creation, Theatre
Unit 7 – Events, History, Achievements	Art in History, Film
Unit 8 – Seasons, Earth, Water, Science	Crafts, Ceramics, Photography

With a full-time Arts Specialist in place, the school looks to continue to strengthen arts educational partnerships during the year as well such as those with ArtsMatter, Everybody Dance! LA, and Jazz Empowers. Initiatives may include a collaboration between Expanded Learning Before and After School programs with the Arts during the day.

## Professional Development

Santa Monica staff attended various trainings in May to support the school's focus on learning:

- **i-Ready Mathematics Training for Kindergarten and 1<sup>st</sup> Grade Teachers** (May 31st)  
*Attendees: 2024-2025 Kindergarten and 1<sup>st</sup> Grade Teachers, Acceleration Specialists, and Instructional Coach*

## PERSONNEL

### Teacher and Staff Recruitment for the 2024-2025 School Year

The school is currently seeking to fill the following general education teacher positions:

- 1 Kindergarten Teacher (based on enrollment needs)
- 1 2<sup>nd</sup> Grade Teacher (Position Offered to Candidate)
- 2 4<sup>th</sup> Grade Teachers (1 Candidate Processing)
- 1 6<sup>th</sup> Grade Teacher (1 Candidate Processing)

The school is currently seeking to fill the following special education teacher positions:

- 2 Education specialists (1 Position Offered to Candidate)
- 1 Speech and Language Pathologist (Position Offered to Candidate)

Remaining support staff openings include a School Nurse, a Security Guard, a custodian and various paraprofessional roles.

### Confirmed Staff Leadership Roles for the 2024-2025 School Year

The following leadership roles have been confirmed for the new year:

#### Professional Learning Team Leads

Transitional Kindergarten – Jennifer Flynn  
Kindergarten – Diana Ramos and Alexis Ribakoff

1<sup>st</sup> Grade – Megan Rol and Amanda Hill  
2<sup>nd</sup> Grade – Evelia Manzo and Laura Gerow  
3<sup>rd</sup> Grade – Aleeya Culhane  
4<sup>th</sup> Grade – Vacant  
5<sup>th</sup> Grade – Jordan Jones  
6<sup>th</sup> Grade – Patience Reinicke  
SPED – Angela Boyd and Christian Hidalgo

#### Focus Leads

STEAM Focus Lead – Shanjana Hossain, Christy Namkung, and Gaby Arroyo  
ELD Focus Lead – Zoe Weiss

#### Faculty Representatives

Certificated – Gaby Arroyo and Xareni Robledo  
Classified – Gemeni Guadamuz

#### Committee Chairs

Instruction – Sandra Hernandez, Jocelyn Condo  
Personnel – Megan Rol, Marie Kirakossian  
Finance – Isabella Rodriguez  
Parent Advocacy – Aaron Veals, Christian Hidalgo

### Probationary Teachers Recommended for Regular Status in 2024-2025

We are excited to see the continued growth and commitment of the following educators at Santa Monica and celebrate their recommendation for Regular Status for next year:

Aleeya Culhane, 3<sup>rd</sup> Grade Teacher  
Alexis Ribakoff, Kindergarten Teacher  
Patience Reinicke, 6<sup>th</sup> Grade Teacher

## COMMUNITY RELATIONS

### **Schools Climate Surveys**

Each school year, the Fenton Charter Public Schools survey staff, students and parents to help identify areas of strength and growth. The following are the results of the most recent survey (June 2024).

<b>School Climate Survey Results</b>			
<b>Topic</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<b>Organization</b> <ul style="list-style-type: none"><li>• Staff Capacity</li><li>• Building Relationships and Communication</li><li>• Welcoming Environment</li><li>• Participation - Decision-Making</li></ul>	<b>90.1%</b>	<b>98%</b>	<b>85.4%</b>
<b>Curriculum</b> <ul style="list-style-type: none"><li>• Technology and Materials</li></ul>	<b>91.1%</b>	<b>99.6%</b>	<b>99.3%</b>
<b>Instruction</b> <ul style="list-style-type: none"><li>• Academic Success</li><li>• Teaching Strategies</li></ul>	<b>91.1%</b>	<b>97.6%</b>	<b>89.1%</b>
<b>Assessment</b> <ul style="list-style-type: none"><li>• Data Analysis</li><li>• Assessments</li></ul>	<b>94.5%</b>	<b>98.6%</b>	<b>90.2%</b>
<b>School Culture</b> <ul style="list-style-type: none"><li>• Safety</li><li>• Connectedness</li></ul>	<b>86.3%</b>	<b>97.8%</b>	<b>88.5%</b>
<b>Overall Satisfaction</b>	<b>90.6%</b>	<b>98%</b>	<b>90.5%</b>

### **2024 Home Visits**

Santa Monica staff joined together on Tuesday, May 28<sup>th</sup> to visit the homes and families of students and celebrate their accomplishments. Students received a balloon and a certificate from a group of four staff members grouped together from various roles. This is the first time Home Visits have been conducted since before the pandemic. Staff Feedback was very positive with many requesting the event be held twice per year.

### **Family Center End of Year Celebration**

The Family Center celebrated the parents who completed their various ESL workshops! And conducted a very special celebration for Dr. Beth Henschel who has served the parents and the school for 17 years. Families were very excited to come together and reflect on everything they learned for this semester. The parents, PEBSAF representatives and Ms. Juarez organized a beautiful celebration. We were joined by various staff members and the Executive Director of PEBSAF, David Marquez. David presented the certificates of recognition to staff to recognize their efforts.

### **Semester Awards**

During the Week of June 3<sup>rd</sup>, Santa Monica held the second of our bi-yearly Semester Awards. Students are awarded certificates in one of three areas – Achievement, Citizenship, and Improvement. 1-2 grade level ceremonies occurred each day. All classrooms from each grade level are in attendance as well as parents of award winners. This year's awards were very well attended and served as a perfect example of how Santa Monica and the community work together in the best interest of our students.

### **School Visit: LACOE Community Schools, Michael Santiago**

Santa Monica was visited by Richard Parra and Michael Santiago, a representative from LACOE's Community Schools Division on Thursday, June 6<sup>th</sup> to tour Santa Monica's campus and see firsthand how the school pairs with the surrounding community to support our students. We had a successful visit and engaged in various conversations around current practices both within the CMO and among surrounding schools, as well as additional initiatives to seek out in the future.

## **FACILITIES AND SAFETY**

### **Campus-wide Rekeying**

Campus-rekeying will continue into the summer at Santa Monica. Several rooms have been completed so far.

### **Lakeshore Furniture Installations and Campus Furniture Donations**

Lakeshore furniture delivery and installations will begin at the beginning of July with the removal of classroom furniture beginning on June 17<sup>th</sup>. Thank you to Jazmin Luna who has worked closely with Richard Castro to map out all furniture removal and delivery while also overseeing the school's Summer School Academy and working on our facilities projects scheduled over the summer.

### **Auditorium Chair Removal and Installations, July 15<sup>th</sup>-18<sup>th</sup>**

The school is working with Herk Edwards to remove and replace Auditorium Chairs beginning July 15<sup>th</sup>. The work is scheduled to be completed by July 18<sup>th</sup>.

### **Synthetic Grass Installations**

Synthetic grass installations are scheduled to take place in the school's main yard, at Gate B, in our Kindergarten Yard and in our Toddler Yard. The school is working with Robertson Recreational Surfaces to install synthetic grass, and R.E. Schultz Construction to remove current synthetic grass. The project is scheduled to begin the week of June 17<sup>th</sup>.

### **Upcoming Events:**

June 12 <sup>th</sup>	End of Year Staff Celebration
June 13 <sup>th</sup>	Kindergarten Promotion Ceremony
June 14 <sup>th</sup>	5 <sup>th</sup> Grade Farewell Ceremony and 6 <sup>th</sup> Grade Culmination
June 17 <sup>th</sup>	Classroom Furniture Removal Begins Synthetic Grass Installations Begin Summer School Academy Begins

### **July**

July 1 <sup>st</sup>	Lakeshore Installations Begin
July 15 <sup>th</sup>	Auditorium Chair Removal and New Chair Installation
July 29-30 <sup>th</sup>	Administrator/Board Retreat (Ventura)

### **August**

August 1-2	Leadership Retreat (Ventura)
August 5-6	New Teacher Trainings

## FENTON PRIMARY CENTER (FPC) DIRECTOR'S REPORT

June 13, 2024

*The mission of the Fenton Primary Center is to cultivate a love of learning by fostering an environment that promotes self-discovery, independence and an awareness of the connectedness between self and others.*

**State Charter Number: 911**

### General Information on Enrollment and Attendance:

#### May 2024 Enrollment (TK-2):

Unfunded TK	TK	K	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	Funded Total	Monthly ADA	Cumulative ADA
13	66	140	132	172	523		99.67%

### Instruction

#### **Behavior Solutions:**

After attending the Behavior Solutions: A Practical Road Map for Behavior Success in All Tiers Workshop, our FPC Behavior Solutions Team met and began planning for next year.

#### **Members of FPC Behavior Solutions Team:**

- |   |  |
|---|--|
| 1. Sarah Ananta (TK Teacher)              | 8. Maria Cardenas (Education Specialist) |
| 2. Sandra Valle (TK Teacher)              | 9. Carla Carr (Education Specialist)     |
| 3. Mia Martinez (K Teacher)               | 10. Brianne Beeman (Speech Pathologist)  |
| 4. Maria Patrón (1st Grade Teacher)       | 11. Paola Ramirez (Counselor)            |
| 5. Jennifer Daugherty (2nd Grade Teacher) | 12. Guadalupe Lopez (RBT)                |
| 6. Gloria Rangel (Psychologist)           | 13. Nicole Langlois (Assistant Director) |
| 7. Max Young (Education Specialist)       | 14. Sirui Thomassian (Director)          |

#### **Behavior Solutions Team is working on the following tasks:**

- Review Matrix
- Behavior Expectations & Motto (BEE Song)
- Bookmarks w/visuals per Area (poster size)
- Staff Survey to Collect Data on Behavior Needs
- Behaviors to Teach in Each Area

#### **PLC at FPC: Solution Tree Training: Literacy in a PLC at Work® with Jacqueline Heller**

Fenton Primary Center enjoyed our last professional development session of the 2023-2024 school year, with Jacquie Heller on June 4, 2024. Each grade level created proficiency maps that will ensure a path to a guaranteed and viable curriculum, as we are guided by the organization wide essential standards.

## Literacy in a PLC at Work

Jan 17 PD with Jacquie Heller: [Literacy Coaching Resources](#)

Feb 7 PD with Jacquie Heller: [Fenton Primary Proficiency Map](#)

April 3 & May 15 PDs with Jacquie Heller: [Fenton Primary PLC Slide Deck](#)

June 4 PDs with Jacquie Heller: [FPC ELA Essential Standards](#)

## Fenton Primary '24-'25 ELA Essential Standards & Proficiency Maps

[Preschool Learning Foundations](#)    [CCSS for ELA](#)

<a href="#">TK Learning Target Proficiency Map</a>	<a href="#">K Learning Target Proficiency Map</a>	<a href="#">1st Learning Target Proficiency Map</a>	<a href="#">2nd Learning Target Proficiency Map</a>
<a href="#">Fenton Charter ELA Essentials TK</a>	<a href="#">Fenton Charter ELA Essentials Kindergarten</a>	<a href="#">Fenton Charter ELA Essentials 1st Grade</a>	<a href="#">Fenton Charter ELA Essentials 2nd Grade</a>

PFC TK Essentials	FPC Kindergarten Essentials	FPC 1st Grade Essentials	FPC 2nd Grade Essentials
<b><u>LL.R.AW 3.1</u></b> Recognize your own name or other common words to print.	<b><u>K.RF.1d</u></b> Recognize and name all upper and lowercase letters of the alphabet.	<b><u>1.RF.2a</u></b> Distinguish long from short vowel sounds in spoken single-syllable words.	<b><u>2.RF.3a</u></b> Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b><u>LL.R.AW 3.2</u></b> Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	<b><u>K.RF.2d</u></b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonemes (CVC words, does not include CVCs ending with /l/, /r/, or /x/).	<b><u>1.RF.2b</u></b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends	<b><u>2.RF.3b</u></b> Know spelling-sound correspondences for additional common vowel teams.
<b><u>LL.R. PW 2.1</u></b> Orally blends and deletes words and syllables without the support of pictures or objects	<b><u>K.RF.2f</u></b> Blend two to three phonemes into recognizable words. CA	<b><u>1.RF.2c</u></b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b><u>2.RF.3c</u></b> Decode regularly spelled two-syllable words with long vowels
<b><u>LL.R.AW 3.3</u></b> Begin to recognize that letters have sounds	<b><u>K.RF.3a</u></b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.	<b><u>1.RF.2d</u></b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b><u>2.RF.3f</u></b> Recognize and read grade-appropriate irregularly spelled words.
<b><u>LL.W.WS 1.3</u></b> Writes first name nearly correctly	<b><u>K.RF.3b</u></b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels	<b><u>1.RF.3a</u></b> Know the spelling-sound correspondence for common consonant digraphs	<b><u>2.RF.4a</u></b> Read on-level text with purpose and understanding
<b><u>3.0 Social and Emotional Understanding</u></b> 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	<b><u>K.RF.3c</u></b> Read common high-frequency words by sight(e.g. the, of, to, you, she, my, is, are, do, does).	<b><u>1.RF.3b</u></b> Decode regularly spelled one-syllable words.	<b><u>2.RF.4b</u></b> Read on-level text orally with accuracy, appropriate rate
	<b><u>K.L.2c</u></b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<b><u>1.RF.3c</u></b> Know final -e and common vowel team conventions for representing long vowel sounds.	<b><u>2.RI.2</u></b> Identify the main topic of (multi-paragraph- 2nd half of year) text and focus on specific paragraphs within the text

	<b><u>K.L.2d</u></b> Spell simple words phonetically, drawing on knowledge of sound letter relationships	<b><u>1.RF.3g</u></b> Recognize and read grade-appropriate irregularly spelled words.	<b><u>2.RL.5</u></b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		<b><u>1.RL.3</u></b> Describe characters, settings, and major events in a story, using key details.	<b><u>2.L.1f</u></b> Produce, expand, <del>and</del> <del>rearrange</del> complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
		<b><u>1.L.2e</u></b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	

Our PLC work will continue through the summer with a Leadership Retreat attended by the Lead Teachers, Directors and Acceleration Specialists on August 1 st and 2nd. Ms. Heller will return next year to continue guiding us through our PLC journey towards becoming a Model PLC School (Next Year's Dates: 9/12/24, 10/8/24, 2/6/25, 3/6/25).

### **24-25 Enrollment Update:**

On the left side are the most current enrollment numbers for next year (as of June 7, 2024). Many enrollment packets have been picked up and we hope to receive many more completed packets in the coming weeks:

TK: 43	Budgeted Goal: 100
K: 113	Budgeted Goal: 144
1 <sup>st</sup> : 146	Budgeted Goal: 144
<u>2<sup>nd</sup>: 135</u>	<u>Budgeted Goal: 144</u>
<b>Current Total: 437</b>	<b>Budgeted Goal: 532 (Need: 95 students)</b>

### **i-Ready EOY Assessments:**

i-Ready EOY Assessments for both Reading and Mathematics began on 5/20/24 and concluded on 6/12/24. Our i-Ready Pep Rallies took place on 5/28/24. Our i-Ready Ice Cream Sundae Incentives will be shared on 6/12/24 for those students who meet their growth goal.

### **i-Ready Status Growth Comparison (FY22 and FY23)**

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. As of June 10, 2024, we have about 90% of the scores received. Schools have met the Typical Growth Target rate of 50% and are showing gains in ELA and Mathematics as measured by i-Ready. The following charts compare the “growth” of students as well as their “status”. The California Dashboard measures both and is a key indicator for the renewal of the charter petitions. A deeper analysis will be completed once all scores have been received and confirmed.

### **ELA:**

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard



Metric.

**Status:** The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA.

	GROWTH			STATUS					
<b>ELA</b>	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>
FPC	49	61	<b>62</b>	55	64	<b>69</b>	-	-	-
FCPS	55	58	<b>58</b>	45	49	<b>50</b>	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50	<b>50</b>	48	50		47	47	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

### **Math:**

**Growth:** It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

**Status:** The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA.

	GROWTH			STATUS					
<b>Math</b>	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>
FPC	48	58	<b>59</b>	38	50	<b>55</b>	-	-	
FCPS	56	57	<b>56</b>	40	45	<b>46</b>	-	-	-
LAUSD	-	-	-	-	-	-	29	31	-
State	50	50	<b>50</b>	43	44		33	35	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

### **Updated i-Ready Math Curriculum:**

This Professional Learning session for K-1 took place on 5/28/24. The facilitator was Chantel Vaultz, assisted by Heather Chapas. Session Title and Focus Outcome: Transitioning to i-Ready Classroom Mathematics 2024 Edition for Kinder and 1 st . Kindergarten and First grade will be receiving the updated curriculum. In addition, on May 13 th Dr. Riddick submitted the full i-Ready order for the 24-25 materials on behalf of ALL Fenton Schools. We will also look into ordering new Math manipulatives.

**Compliance Monitoring:** District Validated Review (DVR)

We can now announce an accomplishment for Fenton Primary Center to have successfully completed the 2023-2024 District Validation Review. The Division of Special Education has received our corrective action documentation. We have been acknowledged for our compliance with District state and federal mandates. A big thank you to our Director of SPED, Ms. Khachian, our Lead Teacher, Ms. Cardenas, our school psychologist, Ms. Rangel, and the entire SPED Department at FPC for their tireless dedication and heart for the students we serve.

### **Acceleration Program:**

BEE time has concluded its third session for the current academic year (2023-2024), and plans for the upcoming 2024-2025 school year are underway. Shelley Shaghoian will oversee the completion of the BPST (Basic Phonics Skills Test) in preparation for BEE time. Teachers will receive sign-up information in August to schedule testing times. Tier 3 Instruction, aimed at providing additional support to students, will conclude on June 11th, with plans to resume during the third week of the 2024-2025 school year. Notably, Kindergarten will commence Tier 3 instruction in October. Minor adjustments are anticipated in the acceleration specialist schedule to accommodate Art, Music, and Psychomotor schedules effectively. These adjustments aim to streamline the program and ensure that students receive comprehensive support across various subjects and activities. The schedule for pulling students during the 2024-2025 school year will be sent out to teachers in August.

### **Community Relations**

#### **Semester Award Assemblies:**

Our Semester Award Assemblies were quite successful. FPC parents have been celebrating our students all year, but now as the end of the year is upon us, these ceremonies appear that much sweeter and we can fully rejoice in the achievements of the year that has passed so quickly. The ceremonies were well-attended, and our students were rightfully acknowledged for their successes. The awards given included academic achievement, most improved, exemplary citizenship as well as student of the month recognition.



### Schools Climate Surveys:

Each school year, the Fenton Charter Public Schools survey staff, students and parents to help identify areas of strength and growth. The following are the results of the most recent survey (June 2024).

School Climate Survey Results			
Topic	Staff	Parents	Students
<b>Organization</b> <ul style="list-style-type: none"><li>• Staff Capacity</li><li>• Building Relationships and Communication</li><li>• Welcoming Environment</li><li>• Participation - Decision-Making</li></ul>	97.5%	98.8%	N/A%
<b>Curriculum</b> <ul style="list-style-type: none"><li>• Technology and Materials</li></ul>	95%	99.9%	N/A%
<b>Instruction</b> <ul style="list-style-type: none"><li>• Academic Success</li><li>• Teaching Strategies</li></ul>	92.5%	99.7%	N/A%
<b>Assessment</b> <ul style="list-style-type: none"><li>• Data Analysis</li><li>• Assessments</li></ul>	96.3%	98.2%	N/A%
<b>School Culture</b> <ul style="list-style-type: none"><li>• Safety</li><li>• Connectedness</li></ul>	92.5%	99.3%	N/A%
<b>Overall Satisfaction</b>	94.8%	99.3%	N/A%

### Summer School 2024:

Fenton Primary Center is excited to offer our ELOP summer program to all students TK-second grade. The summer program will be taught by classroom teachers and will begin on Monday June 17th and go through Friday June 28th. A parent interest survey went home and rosters will be created in the coming weeks, with a finalized roster on June 11th. There are over 200 students that have signed up for the summer program so far. Teachers received confirmation letters in their mailboxes. They were sent home by June 7th. The summer program will feature an exciting field trip to the El Capitan Theatre to watch a showing of the new movie Inside Out 2, as well as math themed projects, working with food, outdoor play, and a special student BBQ. We are excited to provide an engaging FPC Summer School program during the month of June. We currently have 226 students enrolled in summer school, which will run from 6/17-6/28. Lunch will be served for TK and Kinder( 100 students ) at 10:30 a.m. and 11:00 a.m. for 1st and 2nd grade (126 students).

#### Field trips

TK and Kinder classes will be going on a field trip on Friday, 6/21 while 1st and 2nd grade will go on Thursday, 6/27. Students will depart at 8:45 a.m. and return at 12:15 p.m. Students will be receiving a snack at the theater, and will have a snack ready for them when they return to school.

#### BBQ-Friday, 6/28

Students will enjoy a community barbecue consisting of hotdogs, burgers, tater tots and watermelon.

## **Facilities**

### **Facility Summer Cleaning:**

As we approach summer break, a notice was sent to remind staff of the summer cleaning procedures. Every summer all classroom floors are stripped and waxed, furniture is cleaned (this includes bookshelves, tables, student desks, teacher desks, and chairs). The walls, windows, and doors will also be cleaned. The carpets are washed and the exterior of the closets are wiped.

The custodial team asked that the student's desks are emptied, while personal items are removed and/or stored. All decorations on the doors, walls, etc., are to be removed. Bookshelves will be removed but do not need to be emptied.

Every Friday Mr. Osornia will send updates of how the cleaning is going.

### **Facility Roof Work:**

USA Premier Roofing: Our roof repair work was completed this month. Sigifredo Del Toro, our Facilities Manager, along with Tommy Ramirez supervised the completion of this project. The roof is now completely sealed. The quality walk/inspection was done last Thursday May 30<sup>th</sup>. Video of the completed work is included [here](#).

### **Upcoming Events:**

#### **Looking Ahead:**

#### **May**

<b>5/21</b>	<b>7:15 FPC Personnel Committee Meeting</b>
<b>5/22</b>	<b>Lead Teacher Meeting 1-2 Grade (Business Office)</b>
<b>5/23</b>	<b>BEE Cycle 3 Ends</b>
<b>5/24</b>	<b>Professional Development #7 (Behavior Solutions)</b>
<b>5/27</b>	<b>Memorial Day (School Closed)</b>
<b>5/28</b>	<b>FCPS EOY i-Ready Window Opens (K-6)</b>
<b>5/29</b>	<b>Student of the Month Assembly</b> <b>8:15am - 8:45am (K-136 students)</b> <b>12:40 - 1:20 Make-up Psychomotor (K)</b> <b>1:30 Initial IEP for AilTre (Huerta)</b> <b>2:30 Behavior Solutions Team Meeting (MPR)</b>
<b>5/31</b>	<b>Birthday Breakfast (Staff Lounge)</b>

#### **June**

<b>6/3</b>	<b>Grades Due to Lead Teachers</b>
<b>6/4</b>	<b>PLC at Work with Jacquie Heller: Agenda <a href="#">here</a></b> <b>8:30 Kindergarten Culmination Practice (set-up for 2 classes)</b>
<b>6/5</b>	<b>Grades Due to Infinite Campus</b> <b>End of Year Awards Assemblies (MPR)</b> <ul style="list-style-type: none"><li>● <b>1st Grade- 8:30-9:00 am</b></li></ul>

- 2nd Grade- 9:15-9:45 am
- 2:30 Staff Meeting Agenda- [here](#)
- 6/6 i-Ready Ice Cream Sundae Party Incentive  
Schedule:  
*12:40 TK/K Blue Wing*  
*12:50 TK/K Green Wing*  
*1:00 Blue Hallway Upstairs 2nd Grade*  
*1:10 Green Hallway Upstairs 2nd Grade*  
*1:30 Orange Hallway Downstairs 1st Grade*  
*1:40 Red Hallway Upstairs 1st Grade*  
 8:30 Kindergarten Culmination Practice (set-up for 3 classes)  
 12:40 FPC Behavior Team Meeting  
 12:40 Initial IEP for DonPre (Patron)
- 6/10 8:30 Kindergarten Culmination Practice (set-up for 3 classes)  
 10:00 Kindergarten Culmination Practice (set-up for 2 classes)
- 6/11 8:30 Kindergarten Culmination in MPR (Gill, Hernandez, Martinez)  
 9:45 TK End of Year Celebrations (In Classrooms)
- 6/12 FCPS EOY i-Ready Window Closes (K-6)  
 8:30 Kindergarten Culmination in MPR (Knapp, Ferman)
- 6/13 Shortened Day #29  
 End of Year Staff Luncheon  
 4:30 FCPS Board Meeting
- 6/14 Last Day of School  
 Birthday Breakfast Celebration (Admin. Provide donuts)  
 8:30 Kindergarten Culmination in MPR (Salazar)

# FENTON STEM ACADEMY (STEM) DIRECTOR'S REPORT

**June 13, 2024**

*The mission of the Fenton STEM Academy: Elementary Center for Science, Technology, Engineering and Math is successful student engagement and achievement through the implementation of a curriculum that interconnects science, technology, engineering, and math across all disciplines, including art, music, language arts and social studies.*

**State Charter Number: 1605**

## ENROLLMENT

	TK Unfunded	TK Funded	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	Total	Cumulative ADA
<b>06/13/2024</b>	<b>0</b>	<b>18</b>	<b>31</b>	<b>33</b>	<b>41</b>	<b>48</b>	<b>45</b>	<b>71</b>	<b>39</b>	<b>326</b>	<b>99.15%</b>

Fenton STEM Academy continues to implement effective strategies and incentives to maintain an average cumulative daily attendance rate of 99.15%. The school continues to enroll for the 2024-2025 school year. School tours, in person recruitment events, social media marketing campaigns, and postcard mailings are expected to yield positive results.

## Instruction

**Literacy in a PLC at Work® with Jacqueline Heller** – The Fenton Academies completed the final coaching sessions with Jacqueline Heller during June 2024. All teams worked with Mrs. Heller to build clarity around essential standards and complete unit planning for the fall of 2024.

The collective efforts to improve literacy for Fenton students contributed to excellent reading scores as measured by preliminary iReady and CAASPP data. The majority of grade levels have exceeded state thresholds and are performing at outstanding levels.

All resources for teams can be found within the [Fenton Academies Literacy Coaching Resources](#).

<a href="#">TK Learning Targets</a>	<a href="#">Kindergarten Learning Targets</a>	<a href="#">1st Grade Learning Targets</a>	<a href="#">2nd Grade Learning Targets</a>
<a href="#">TK Time for Essentials</a>	<a href="#">Kindergarten Time for Essentials</a>	<a href="#">1st Grade Time for Essentials</a>	<a href="#">2nd Grade Time for Essentials</a>
<a href="#">Fenton Charter ELA Essentials TK</a>	<a href="#">Fenton Charter ELA Essentials Kindergarten</a>	<a href="#">Fenton Charter ELA Essentials 1st Grade</a>	<a href="#">Fenton Charter ELA Essentials 2nd Grade</a>

<a href="#">3rd Grade Learning Targets</a>	<a href="#">4th Grade Learning Targets</a>	<a href="#">5th Grade Learning Targets</a>	<a href="#">6th Grade Learning Targets</a>
<a href="#">Fenton Charter ELA Essentials 3rd Grade</a>	<a href="#">Fenton Charter ELA Essentials 4th Grade</a>	<a href="#">Fenton Charter ELA Essentials 5th Grade</a>	<a href="#">Fenton Charter ELA Essentials 6th Grade</a>

### CAASPP and i-Ready Status Growth Comparison (FY22 and FY23)

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. As of June 10, 2024, we have about 90% of the scores received. Schools have met the Typical Growth Target rate of 50% and are showing gains in ELA and Mathematics as measured by i-Ready. We are showing a slight decrease in ELA and Math on CAASPP in ELA and Math when comparing the percent of students that Met or Exceeded State Standards. Currently, it is too soon to confirm the Distance From Standard (DFS) as measured by the CA Dashboard. The following charts compare the “growth” of students as well as their “status”. The California Dashboard measures both and is a key indicator for the renewal of the charter petitions. A deeper analysis will be completed once all scores have been received and confirmed.

#### ELA:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are noticing higher growth rates on i-Ready compared to CAASPP across the Fenton schools.

	GROWTH			STATUS					
<b>ELA</b>	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>
STEM	55	64	<b>61</b>	46	48	<b>51</b>	49	48	<b>47</b>
FCPS	55	58	<b>58</b>	45	49	<b>50</b>	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50	<b>50</b>	48	50		47	47	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

#### Math:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, are noticing higher growth rates on i-Ready compared to



CAASPP across the Fenton schools.

	GROWTH			STATUS					
Math	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
STEM	59	66	51	46	52	46	40	44	38
FCPS	56	57	56	40	45	46	-	-	-
LAUSD	-	-	-	-	-	-	29	31	-
State	50	50	50	43	44		33	35	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

### Refinement of Master Instructional Schedule (2024-2025)

The Fenton Academies implemented several practices during the 2023-2024 school year to guarantee alignment across the grade level teams and schools. One essential piece was the need for grade level teams to identify a protected block for new essential standards. This block is approximately 30-40 minutes within a teacher’s 90 English Language Arts block as well as their 90 Mathematics block. During the essential time period, all students receive Tier 1 instruction without disruption for Tier 2 (Acceleration) or Tier 3 (Special Education and Acceleration) supports. This structure ensures students never miss core instruction and receive all tier supports without any overlap.

Building upon the Grade Level Essential Time Schedule, the Guiding Coalition revised the schoolwide Master Instructional Block Schedule for the 2024-2025 school year. Often many initiatives are unsuccessful due to scheduling conflicts. In addition, the schools frequently develop schedules with prioritization to operational events such as recess, lunch, psychomotor, or dismissal. Allowing the master schedule to be “loose” creates an environment that is not dependent on schoolwide tights to ensure equity for all students. In addition, Tier 3 intervention is dependent on the systemwide master schedule being followed. **Overlapping Tier 2 and Tier 3 time** does not ensure all kids receive the appropriate tiers of instruction. Tier 2 is intended for additional time to master grade level essentials; not to receive a tier 3 intervention. If Tier 2 is replaced with Tier 3, the student is not receiving all three layers of the intended framework.

A systematic master schedule is the foundation for all instructional decisions made by school leadership, Acceleration Specialist, and teachers. When categorizing tight and loose systems, a systemwide master schedule falls under a tight system, simply because everyone in the school must work from the same framework in order to meet the needs of all students. The PLC Framework recommends the following separated within a master schedule:

- **Tier 1 instruction** is grade level instruction that all students receive from their general education teacher. Think of this tier as a promise to every student. The adults in the building are committed to ensuring every student is given the opportunity to learn what has been identified as a Tier 1 essential curriculum utilizing district resources and state standards.
- **Tier 2 Acceleration/Intervention** is extra time to master grade level curriculum. This is the “bonus hour” for our essential standards. Students who need more time to master the essential standard in math or reading will be given an opportunity to receive intervention on



a specific learning target that needs more practice. In addition, this time can also be seen as an extension block for those students who showed mastery of the essential standard.

- **Tier 3 Acceleration/Special Education Services** is a specialized intervention to fill gaps from previous years or an extension program.

The FCLA STEM Guiding Coalition revised the master schedule for the 2024-2025 school year with prioritization to the following “tight” measures:

- An identified protected "Core Block" of 40 minutes daily for ELA and 40 minutes daily for Math to introduce new essential standards. **Students are not pulled for RSP, AIM, or any other services during this protected block.**
- Based on these protected blocks, Elisa Vallejo (Acceleration Specialist) and the Sped Teachers will create service schedules to minimize disruption to student instruction.
- A daily block of at least 60 minutes for ELA and at least 60 minutes for Math
- AIM (Tier 2) blocks of at least two times per week, 40 minutes per day
- An equitable 35-minute music block for every TK-6th grade classroom
- A new lunch period which ensures students EAT first, then PLAY (this year about 50% of teams implemented this model)
- A psychomotor schedule which honors a late afternoon for our primary grades (TK-1st)

Thank you to the FCLA and STEM staff for their input and participation to revise the final 24-25 schedule.

Click to view: [24-25 FCLA STEM Master Block Schedule](#)

**Acceleration/RTI Implementation:** The Acceleration Specialist completed primary supports and proceeded with end-of-year progress monitoring to assess year-long growth. Teachers received a progress report to send home to parents with the report card. After the creation of the master block schedule, the acceleration specialist was able to create a tentative schedule for the next school year starting in the fall. This schedule is a pull-out schedule that allows for intensive supports for students in 1<sup>st</sup>-6<sup>th</sup> grade. It currently does not interfere with essential ELA and Math instruction, psychomotor, or music blocks.

Additionally, the Acceleration Team met with the instructional coaches and Jennifer Miller to discuss improvements for the next school year. It was agreed that the selection criteria for students receiving tier 3 supports should be data-driven and systematic. This approach ensures an objective and transparent selection process, reducing biases and accurately identifying students who need the most support. The team decided that using three data points along with teacher input for future student selection would provide a comprehensive picture of student needs and progress. Incorporating teacher insights allows for qualitative perspectives that data alone might miss. The team plans to determine these data points in future meetings. Furthermore, it was decided that a letter would be created for parents when students are selected to receive pull-out intensive supports by the acceleration specialist. This letter will keep parents informed about the interventions their children are receiving, fostering transparency and encouraging parental involvement in their child's educational progress.

Click to view: [Fenton Academies Acceleration Program Website \(Instruction Cycle\)](#) - Prezi created by Elisa Vallejo

**ELO-P/Expanded Learning at the Fenton Academies:** Our final expanded learning session has now concluded. We are thrilled to have seen so many of our students participate in one or more of our returning favorites or new and exciting opportunities. Some of our most popular clubs were our Cooking Academy, Animal Encounters, and Ballet Club. Some new and successful offerings were our well-attended Fashion Design and assortment of STEM classes (Amusement Park Engineering and Space Engineering). As the school year comes to a close, preparations begin for a new year of enriching learning. Feedback surveys will be sent out to families in order to gauge interest for the new school year.

A special thank you to all of our partner programs for their ongoing collaboration and support. And a very special thank you to all teachers who participated throughout the year to offer clubs that spanned academics, art, science, and school involvement. We know it is not an easy task to devote additional time and resources to these engaging programs, but we are so appreciative of the enrichment provided to our students.

On June 1st, students from our Born to Reed, Mutt-i-Grees, and Environmental Club had an opportunity to visit the Burbank Animal Shelter. Students had a chance to tour the shelter, and learn about and read to shelter animals. The pictures that were shared are simply adorable! Additionally, students from our Ballet Club, Student Council and Homework Heroes embarked on a trip to Disneyland on June 9th. They had an opportunity to participate in the educational workshop: Theme Park Engineering. Once again, thank you to all staff that devote their time and energy to participating in these adventures with our students.

Our ELOP Spring Show took place this past Friday, June 7th. It showcased our first ever Fenton fashion show put on by our Fashion Design students. The students used actual sewing machines and needle and thread to hand create the pieces that they modeled. Additionally, Drama Club students put on performances featuring scenes from “The Cat in the Hat” and “Alice in Wonderland.” Our Music and Dance club students showcased rhythm and dance from around the world. Our Hula club took us on a relaxing trip to the islands of Hawaii, and our Ballet Club showcased dances from a variety of famous ballets. It was absolutely wonderful to see all of our students’ hard work on display!

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Music Specialist – Lynne Cuneo

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<b>School Climate Survey Results</b>			
<b>Topic</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<b>Organization</b> <ul style="list-style-type: none"> <li>• Staff Capacity</li> <li>• Building Relationships and Communication</li> <li>• Welcoming Environment</li> <li>• Participation - Decision-Making</li> </ul>	<b>95.5%</b>	<b>97.4%</b>	<b>90.2%</b>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Technology and Materials</li> </ul>	<b>95.5%</b>	<b>99.6%</b>	<b>99.6%</b>
<b>Instruction</b> <ul style="list-style-type: none"> <li>• Academic Success</li> <li>• Teaching Strategies</li> </ul>	<b>100%</b>	<b>98.6%</b>	<b>92.3%</b>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Assessments</li> </ul>	<b>97.7%</b>	<b>97.3%</b>	<b>94.7%</b>
<b>School Culture</b> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Connectedness</li> </ul>	<b>95.5%</b>	<b>95.6%</b>	<b>86.1%</b>
<b>Overall Satisfaction</b>	<b>96.8%</b>	<b>97.7%</b>	<b>92.6%</b>

### Upcoming Events:

- June 14 – Last Day of School
- June 17 – Summer Program Session 1
- July 15 – Summer Program Session 2
- August 8 – FCPS PD Day 1
- August 9 – FCPS PD Day 2/ Meet and Greet Event (1:30-2:30pm)
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- August 16 – FCPS PD Day 3

## FENTON CHARTER LEADERSHIP ACADEMY (FCLA) DIRECTOR'S REPORT

**June 13, 2024**

*The mission of Fenton Charter Leadership Academy is to nurture the development of responsible, thoughtful citizens in an increasingly interdependent global society by creating environments in which students are challenged to explore, to create, and to make decisions while actively participating in and being accountable for their learning.*

**State Charter Number: 1613**

### ENROLLMENT

	<b>TK Unfunded</b>	<b>TK Funded</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>Total</b>	<b>Cumulative ADA</b>
<b>06/13/2024</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>38</b>	<b>43</b>	<b>48</b>	<b>39</b>	<b>48</b>	<b>40</b>	<b>326</b>	<b>99.0%</b>

Fenton Charter Leadership Academy continues to implement effective strategies and incentives to maintain an average cumulative daily attendance rate of 99.00%. The school continues to enroll for the 2024-2025 school year. School tours, in person recruitment events, social media marketing campaigns, and postcard mailings are expected to yield positive results.

### Instruction

**Literacy in a PLC at Work® with Jacqueline Heller** – The Fenton Academies completed the final coaching sessions with Jacqueline Heller during June 2024. All teams worked with Mrs. Heller to build clarity around essential standards and complete unit planning for the fall of 2024.

The collective efforts to improve literacy for Fenton students contributed to excellent reading scores as measured by preliminary iReady and CAASPP data. The majority of grade levels have exceeded state thresholds and are performing at outstanding levels.

All resources for teams can be found within the [Fenton Academies Literacy Coaching Resources](#).

<a href="#">TK Learning Targets</a>	<a href="#">Kindergarten Learning Targets</a>	<a href="#">1st Grade Learning Targets</a>	<a href="#">2nd Grade Learning Targets</a>
<a href="#">TK Time for Essentials</a>	<a href="#">Kindergarten Time for Essentials</a>	<a href="#">1st Grade Time for Essentials</a>	<a href="#">2nd Grade Time for Essentials</a>
<a href="#">Fenton Charter ELA Essentials TK</a>	<a href="#">Fenton Charter ELA Essentials Kindergarten</a>	<a href="#">Fenton Charter ELA Essentials 1st Grade</a>	<a href="#">Fenton Charter ELA Essentials 2nd Grade</a>

<a href="#">3rd Grade Learning Targets</a>	<a href="#">4th Grade Learning Targets</a>	<a href="#">5th Grade Learning Targets</a>	<a href="#">6th Grade Learning Targets</a>
<a href="#">Fenton Charter ELA Essentials 3rd Grade</a>	<a href="#">Fenton Charter ELA Essentials 4th Grade</a>	<a href="#">Fenton Charter ELA Essentials 5th Grade</a>	<a href="#">Fenton Charter ELA Essentials 6th Grade</a>

### CAASPP and i-Ready Status Growth Comparison (FY22 and FY23)

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. As of June 10, 2024, we have about 90% of the scores received. Schools have met the Typical Growth Target rate of 50% and are showing gains in ELA and Mathematics as measured by i-Ready. The following charts compare the “growth” of students as well as their “status”. The California Dashboard measures both and is a key indicator for the renewal of the charter petitions. A deeper analysis will be completed once all scores have been received and confirmed.

#### ELA:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA at FCLA.

	GROWTH			STATUS					
<b>ELA</b>	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>
FCLA	57	51	<b>59</b>	48	50	<b>52</b>	47	43	<b>51</b>
FCPS	55	58	<b>58</b>	45	49	<b>50</b>	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50	<b>50</b>	48	50		47	47	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

#### Math:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA at Math.



	GROWTH			STATUS					
Math	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
FCLA	52	58	55	39	45	44	29	31	39
FCPS	56	57	56	40	45	46	-	-	-
LAUSD	-	-	-	-	-	-	29	31	-
State	50	50	50	43	44		33	35	-

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### **Refinement of Master Instructional Schedule (2024-2025)**

The Fenton Academies implemented several practices during the 2023-2024 school year to guarantee alignment across the grade level teams and schools. One essential piece was the need for grade level teams to identify a protected block for new essential standards. This block is approximately 30-40 minutes within a teacher's 90 English Language Arts block as well as their 90 Mathematics block. During the essential time period, all students receive Tier 1 instruction without disruption for Tier 2 (Acceleration) or Tier 3 (Special Education and Acceleration) supports. This structure ensures students never miss core instruction and receive all tier supports without any overlap.

Building upon the Grade Level Essential Time Schedule, the Guiding Coalition revised the schoolwide Master Instructional Block Schedule for the 2024-2025 school year. Often many initiatives are unsuccessful due to scheduling conflicts. In addition, the schools frequently develop schedules with prioritization to operational events such as recess, lunch, psychomotor, or dismissal. Allowing the master schedule to be "loose" creates an environment that is not dependent on schoolwide tights to ensure equity for all students. In addition, Tier 3 intervention is dependent on the systemwide master schedule being followed. **Overlapping Tier 2 and Tier 3 time** does not ensure all kids receive the appropriate tiers of instruction. Tier 2 is intended for additional time to master grade level essentials; not to receive a tier 3 intervention. If Tier 2 is replaced with Tier 3, the student is not receiving all three layers of the intended framework.

A systematic master schedule is the foundation for all instructional decisions made by school leadership, Acceleration Specialist, and teachers. When categorizing tight and loose systems, a systemwide master schedule falls under a tight system, simply because everyone in the school must work from the same framework in order to meet the needs of all students. The PLC Framework recommends the following separated within a master schedule:

- **Tier 1 instruction** is grade level instruction that all students receive from their general education teacher. Think of this tier as a promise to every student. The adults in the building are committed to ensuring every student is given the opportunity to learn what has been identified as a Tier 1 essential curriculum utilizing district resources and state standards.
- **Tier 2 Acceleration/Intervention** is extra time to master grade level curriculum. This is the "bonus hour" for our essential standards. Students who need more time to master the essential standard in math or reading will be given an opportunity to receive intervention on a specific learning target that needs more practice. In addition, this time can also be seen as an extension block for those students who showed mastery of the essential standard.



- **Tier 3 Acceleration/Special Education Services** is a specialized intervention to fill gaps from previous years or an extension program.

The FCLA STEM Guiding Coalition revised the master schedule for the 2024-2025 school year with prioritization to the following “tight” measures:

- An identified protected "Core Block" of 40 minutes daily for ELA and 40 minutes daily for Math to introduce new essential standards. **Students are not pulled for RSP, AIM, or any other services during this protected block.**
- Based on these protected blocks, Elisa Vallejo (Acceleration Specialist) and the Sped Teachers will create service schedules to minimize disruption to student instruction.
- A daily block of at least 60 minutes for ELA and at least 60 minutes for Math
- AIM (Tier 2) blocks of at least two times per week, 40 minutes per day
- An equitable 35-minute music block for every TK-6th grade classroom
- A new lunch period which ensures students EAT first, then PLAY (this year about 50% of teams implemented this model)
- A psychomotor schedule which honors a late afternoon for our primary grades (TK-1st)

Thank you to the FCLA and STEM staff for their input and participation to revise the final 24-25 schedule.

Click to view: [24-25 FCLA STEM Master Block Schedule](#)

**Acceleration/RTI Implementation:** The Acceleration Specialist completed primary supports and proceeded with end-of-year progress monitoring to assess year-long growth. Teachers received a progress report to send home to parents with the report card. After the creation of the master block schedule, the acceleration specialist was able to create a tentative schedule for the next school year starting in the fall. This schedule is a pull-out schedule that allows for intensive supports for students in 1<sup>st</sup>-6<sup>th</sup> grade. It currently does not interfere with essential ELA and Math instruction, psychomotor, or music blocks.

Additionally, the Acceleration Team met with the instructional coaches and Jennifer Miller to discuss improvements for the next school year. It was agreed that the selection criteria for students receiving tier 3 supports should be data-driven and systematic. This approach ensures an objective and transparent selection process, reducing biases and accurately identifying students who need the most support. The team decided that using three data points along with teacher input for future student selection would provide a comprehensive picture of student needs and progress. Incorporating teacher insights allows for qualitative perspectives that data alone might miss. The team plans to determine these data points in future meetings. Furthermore, it was decided that a letter would be created for parents when students are selected to receive pull-out intensive supports by the acceleration specialist. This letter will keep parents informed about the interventions their children are receiving, fostering transparency and encouraging parental involvement in their child's educational progress.

Click to view: [Fenton Academies Acceleration Program Website](#)  
([Instruction Cycle](#)) - Prezi created by Elisa Vallejo

**ELO-P/Expanded Learning at the Fenton Academies:** Our final expanded learning session has now concluded. We are thrilled to have seen so many of our students participate in one or more of our returning favorites or new and exciting opportunities. Some of our most popular clubs were our Cooking

Academy, Animal Encounters, and Ballet Club. Some new and successful offerings were our well-attended Fashion Design and assortment of STEM classes (Amusement Park Engineering and Space Engineering). As the school year comes to a close, preparations begin for a new year of enriching learning. Feedback surveys will be sent out to families in order to gauge interest for the new school year.

A special thank you to all of our partner programs for their ongoing collaboration and support. And a very special thank you to all teachers who participated throughout the year to offer clubs that spanned academics, art, science, and school involvement. We know it is not an easy task to devote additional time and resources to these engaging programs, but we are so appreciative of the enrichment provided to our students.

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<b>Instruction</b> <ul style="list-style-type: none"> <li>Academic Success</li> <li>Teaching Strategies</li> </ul>	94.6%	98.6%	94.1%
<b>Assessment</b> <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Assessments</li> </ul>	98.2%	97.3%	87.5%
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**II. E.**

**Director of Special Education Report**

## FENTON CHARTER PUBLIC SCHOOLS (FCPS) DIRECTOR OF SPECIAL EDUCATION'S REPORT

**June 13, 2024**

*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 Compliance, Professional Development and Research and Knowledge

### **COMPLIANCE**

Enrollment of students with disabilities

The following displays the enrollment of students with disabilities ((SWD) as of June 7, 2024.

	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD
	September 2023	October 2023	November 2023	January 2024	March 2024	April 2024	May 2024	June 2024
FACS	99	103	102	105	109	110	114	116
FPC	63	67	72	72	67	65	66	68
SMBCCS	129	130	135	135	138	134	138	144
STEM	49	49	51	51	51	52	51	54
FCLA	39	42	41	43	45	45	44	44

The following is the percentage of enrolled students identified as having a Low Incidence disability, which includes hearing loss, visual impairment and orthopedic impairment.

School	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence
	September 2023	October 2023	November 2023	January 2024	March 2024	April 2024	May 2024	June 2024
FACS	<1% (MD-H)	<1% (MD-H, MD-O)	<1% (MD-H, MD-O)	<1% (MD-H, MD-O)	<1% (MD-H, MD-O)	<1% (MD-H, MD-O)	<1% (MD-H, MD-O, HOH)	<1% (MD-H, MD-O, HOH)
FPC	-	-	-	-	-	-	-	-
SMBCCS	<1% (HOH)	<1% (HOH)	<1% (HOH)	<1% (HOH)	<1% (HOH)	<1% (HOH)	<1% (HOH)	<1% (HOH, OI)
STEM	<1% (VI,	<1% (VI,	<1% (VI,	<1%	<1%	<1%	<1% (MD-O)	<1%

	MD-O)	MD-O)	MD-O)	(MD-O)	(MD-O, EMD)	(MD-O, EMD)		(MD-O)
FCLA	-	-	-	<1% (VI)	<1% (VI)	<1% (VI)	<1% (VI)	<1% (VI)

The following is the percentage of students identified as having a High Incidence disability.

	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence
School	September 2023	October 2023	November 2023	January 2024	March 2024	April 2024	May 2024	June 2024
FACS	14%	14%	14%	14%	15%	15%	15%	16%
FPC	11%	13%	13%	13%	12%	12%	12%	13%
SMBCCS	17%	17%	17%	17%	17%	17%	17%	18%
STEM	15%	15%	15%	15%	15%	15%	15%	16%
FCLA	12%	13%	12%	12%	13%	13%	13%	13%

The chart below reveals the number of students with disabilities by eligibility status.

#### September 2023

	<b>AUT</b>	<b>ED</b>	<b>HOH</b>	<b>MD</b>	<b>OHI</b>	<b>SLD</b>	<b>SLI</b>	<b>VI</b>	<b>ID</b>
FACS	16	-	-	1	26	39	15	-	2
FPC	20	-	-	-	5	6	27	-	5
SMBCCS	31	-	1	-	15	44	38	-	-
STEM	10			1	15	14	8	1	
FCLA	9	1	-	-	10	9	10	-	-

#### October 2023

	<b>AUT</b>	<b>ED</b>	<b>HOH</b>	<b>MD</b>	<b>OHI</b>	<b>SLD</b>	<b>SLI</b>	<b>VI</b>	<b>ID</b>
FACS	17	-	-	2	25	39	18	-	2
FPC	22	-	-	-	5	6	29	-	5
SMBCCS	32	-	1	-	15	43	39	-	1
STEM	10	-	-	1	16	13	8	1	-
FCLA	9	1	-	-	10	10	12	-	-

#### November 2023

	<b>AUT</b>	<b>ED</b>	<b>HOH</b>	<b>MD</b>	<b>OHI</b>	<b>SLD</b>	<b>SLI</b>	<b>VI</b>	<b>ID</b>
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FACS	17	-	-	2	25	40	16	-	2
FPC	26	-	-	-	5	7	29	-	5
SMBCCS	33	-	1	-	15	46	39	-	1
STEM	13	-	-	1	15	13	8	1	-
FCLA	9	1	-	-	9	10	12	-	-

#### January 2024

	AUT	ED	HOH	MD	OHI	SLD	SLI	VI	ID	EMD
FACS	18	-	-	2	25	43	15	-	2	-
FPC	26	-	-	-	5	7	29	-	5	-
SMBCCS	33	-	1	-	15	46	39	-	1	-
STEM	13	-	-	1	15	13	8	-	-	1
FCLA	9	1	-	-	9	10	12	-	-	-

#### March 2024

	AUT	ED	HOH	MD	OHI	SLD	SLI	VI	ID	EMD
FACS	18	1	-	1	26	44	16	-	2	-
FPC	25	-	-	-	5	9	23	-	5	-
SMBCCS	32	-	1	-	16	46	41	-	1	-
STEM	13	-	-	1	15	12	8	-	1	1
FCLA	12	1	-	-	10	9	12	1	-	-

#### April 2024

	AUT	ED	HOH	MDH	MDO	OHI	SLD	SLI	VI	ID	EMD
FACS	21	1	-	1	1	26	43	15	-	2	-
FPC	24	-	-	-	-	5	9	22	-	5	-
SMBCCS	32	-	1	-	-	16	44	40	-	1	-
STEM	14	-	-	-	1	15	12	8	-	1	1
FCLA	12	1	-	-		10	9	12	1	-	-

#### May 2024

	AUT	ED	HOH	MDH	MDO	OHI	SLD	SLI	VI	ID
FACS	20	1	1	1	1	27	47	14	-	2
FPC	24	-	-	-	-	7	9	20	-	6

SMBCCS	31	-	1	-	-	17	50	37	-	1
STEM	15	-	-	-	1	14	14	7	-	1
FCLA	12	1	-	-		12	8	10	1	-

#### June 2024

	<b>AUT</b>	<b>ED</b>	<b>HOH</b>	<b>MDH</b>	<b>MDO</b>	<b>OHI</b>	<b>SLD</b>	<b>SLI</b>	<b>VI</b>	<b>ID</b>	<b>OI</b>
FACS	19	1	1	1	1	30	48	13	-	2	-
FPC	24	-	-	-	-	7	10	21	-	6	-
SMBCCS	32	-	1	-	-	19	54	36	-	1	1
STEM	15	-	-	-	1	15	15	7	-	1	-
FCLA	12	1	-	-	-	10	8	10	1	-	-

AUT - Autism

DEA - Deafness

DBL - Deaf Blindness

ED - Emotional Disturbance

HOH - Hard of Hearing

ID - Intellectual Disability

MD - Multiple Disabilities

OI - Orthopedic Impairment

OHI - Other Health Impairment

SLD - Specific Learning Disability

SLI - Speech or Language Impairment

TBI - Traumatic Brain Injury

VI - Visual Impairment

#### Outside Vendors

The following is information on services provided to Fenton schools by outside vendors.

<b>Vendor</b>	<b>Services</b>
The Cruz Center	Occupational Therapy related services; Deaf and Hard of Hearing teacher
Pride Learning	Orton Gillingham based reading specialists
Dynamic Education Services, Inc.	Supplemental Academic Supports/Academic Instruction
Speech Improvement Center	Speech and Language Therapy services
Cross Country	Educational Services (APE, LAS, Case Management)
Total Education Solutions	Educational Services (Case Management)

## Behavior Services-Outside Vendors

<b>Vendor</b>	<b>Services</b>
STAR (Stepping Stones Group)	Behavioral Services (BII-Behavior Implementation Intervention, BID-Behavior Intervention Development services)
Nurture & Nature	Behavioral Services (BII-Behavior Implementation Intervention, BID-Behavior Intervention Development services)
New Growth	Behavioral Services; Consultations with RBTs-Registered Behavior Technicians; BCBA-Board Certified Behavior Analyst supervision for RBTs; NCI-Nonviolent Crisis Intervention training for staff; SPED paraprofessional training
Scout	Providing adult assistants to work with students with significant behaviors

The following are the number of staff members for Behavior Intervention Implementation (BII) and Adult Assistants (AA).

<b>School</b>	<b>Fenton</b>	<b>Nurture and Nature</b>	<b>STAR</b>	<b>New Growth</b>	<b>Cross Country</b>	<b>Scout</b>
FACS	21	-	-	-	-	2
FPC	9	-	1 (BII) 1 (BID)	-	-	-
SMBCCS	11	-	-	-	1 (BII)	2 (Adult Assistants)
STEM	9	1 (BII) 1 (BID)	-	1 (BID) supporting 1 student	-	-
FCLA	13		1 (BID) supporting 3 students; 3 (BIIs)	-	-	-

## **PROFESSIONAL DEVELOPMENT**

### **My PROFESSIONAL LEARNING NETWORK**

My Professional Learning Network (MyPLN) is developed to offer district and charter school employees access to a myriad of training opportunities on various topics. The sessions include in-person, virtual and blended learning professional development. All special education staff are encouraged to browse the

site regularly for upcoming professional development opportunities. Welligent login credentials are required to access the platform.

### **CALIFORNIA DYSLEXIA INITIATIVE CONFERENCE**

This is a free virtual conference on June 11-12, 2024 featuring some of the most knowledgeable experts presenting on the topic of dyslexia. This opportunity is open to all staff members. You will get the opportunity to learn from the experts and implement the resources in your classrooms and with your students.

### **COMPLIANCE MONITORING - District Validated Review (DVR)**

Congratulations to Fenton Primary Center (FPC) for successfully completing the 2023-2024 District Validation Review. The Division of Special Education has received the school's corrective action documentation. Congratulations to the FPC team for their consistent implementation of services and accommodations as well as ensuring compliance with District, state and federal mandates.

In the meantime, Fenton Avenue Charter School (FACS) along with Fenton Charter Leadership Academy (FCLA) and Fenton STEM Academy have submitted their corrective action plans and are awaiting clearance from the DVR team.

### **2023-2024 Legal and Extraordinary Cost Assistance Pool (LECAP)**

Charter Operated Programs maintains pooled funds for Option 3 schools for the purpose of assisting charter schools with mitigating costs associated with due process litigation and extraordinary one-time costs associated with nonpublic school (NPS) placements and nonpublic agencies (NPA).

Fenton Charter Leadership Academy (FCLA) was awarded \$10,350 and Fenton STEM Academy was awarded \$8,587.50 to cover expenses associated with services, legal costs and compensatory education due to due process cases.

**II. F.**

**Director of Community Schools Report**

## **FENTON CHARTER PUBLIC SCHOOLS (FCPS) DIRECTOR OF COMMUNITY SCHOOLS' REPORT**

**June 13, 2024**

*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.*

### **Pillar 1 - Integrated Student Supports**

**CCSPP Planning Grant:** The Implementation Grant funds will be released once the requirements for the CCSPP Planning Grant have been met. The requirements include two parts. The first requirement is the submission of the annual progress report for each school, found [HERE](#). All five reports were submitted to the California Department of Education. The second requirement of the planning grant is the submission of the budget, found [HERE](#), and expenditure report, included [HERE](#). FCPS is currently working to document the expenditures of \$200,000 per school. Dr. Riddick and I are working closely with Erik from EdTec to ensure that expenditures are properly coded before being submitted. The goal is to submit documentation by June 30<sup>th</sup>.

**Boys and Girls Club:** On May 28, 2024, the Family Center Directors, Tony Peña, Laura Vasquez, and Virginia Palma visited the Boys and Girls Club of Pacoima for their annual Open House. The team had an opportunity to learn about the valuable free resources the club has to offer for families and students. It was a great way to get Fenton's name out into the community and for the Family Center Directors to build partnerships and receive information to pass along to Fenton families.

**Agape Applied Behavior Analysis (ABA) Services:** On May 28, 2024, the staff from Agape provided a presentation on a bridge program for students in need of behavior support to all the Fenton directors. The focus of the presentation was on the possibility of supporting Fenton students with behavior from the time a need is identified to the time support is provided by Medi-Cal or a behavior plan in an IEP. Fenton campuses currently use adult assistants, RBTs, 1:1 aide, or contract with other agencies such as Star or Cross Country, for emergency assistance. The team is analyzing the cost and if this would be beneficial for the schools.

### **Pillar 2 – Extended Learning Time & Opportunities**

**ELO-P Program:** All Fenton ELO-P coordinators will begin their summer programs on Monday, June 17 through Friday, June 28. Fenton teachers will provide academic and enriching activities in the morning followed by Think Together staff providing enriching activities after lunch. All campuses will resume summer programs after the 4<sup>th</sup> of July week. Think Together will be providing summer services for the entire day beginning in July.

The ELO-P team has finalized the documentation of another successful year of ELO-P. The information in the following links will be used for ELO-P auditing:

**ELO-P Calendar:** The ELO-P calendar of activities is updated monthly and discussed with the

ELO-P coordinators. Please find the calendar [HERE](#).

**ELO-P Budget and Expenditures:** ELO-P expenses are documented using spreadsheets. Please find the budget for the ELO-P programs [HERE](#). The expenditures spreadsheet can be found [HERE](#).

**ELO-P Attendance Tracker:** This year's goal is to meet a minimum of 50% of the student enrollment participating in ELO-P programming. Please find the attendance tracker used to document attendance progress [HERE](#).

**FCPS ELO-P Master Memo:** The FCPS ELO-P Master Memo, which is reviewed frequently by ELO-P coordinators and updated by Dr. Riddick and Mr. Gonzalez can be found [HERE](#).

### **Pillar 3 - Family & Community Engagement**

**Zoom Parent Informational Sessions:** The final FCPS Zoom parent information meeting was held on May 30<sup>th</sup> from 6:00 to 7:00 p.m. During the Zoom session parents were provided with resources, tools, and recommendations for the summer break. A brief explanation was provided to parents regarding the summer programs at each of our campuses.

**Fenton Charter Public Schools Climate Surveys:** All Fenton schools have completed their annual climate surveys for parents, staff, and students in grades 3<sup>rd</sup> -5<sup>th</sup>. The directors of each school have reviewed the results for their respective schools. [HERE](#) you will find the survey results for each of the schools. A summary of the results for each school is available [HERE](#). Below is a graph of total surveys received from each school.

School	Staff Surveys Completed	Parent Surveys Completed (Unique Household Address)	Student Surveys Completed
FPC	74 of 94 (78%)	167 of 479 (35%)	N/A
FACS	53 of 121 (44%)	189 of 629 (30%)	223 of 557 (40%)
SMBCCS	41 of 116 (35%)	214 of 620 (35%)	371 of 442 (84%)
STEM	29 of 66 (44%)	119 of 299 (40%)	178 of 203 (88%)
FCLA	23 of 64 (35%)	105 of 282 (37%)	97 of 175 (55%)
FCPS	11 of 25 (44%)	N/A	N/A

**Literacy in the Home:** Family center directors and myself visited the Families in Schools literacy event at Vaughn's campus on May 30<sup>th</sup>. We had the opportunity to talk to Yolie Flores, President and CEO of Families in Schools, and invited her to visit the Fenton campuses. She is a Fenton supporter and remembers Fenton very well. It is also worth mentioning that Tommy Chang, Charter School Advocate, is a Families in Schools board member and supporter of Fenton. Roxann Nazario, former Fenton parent and current Fenton supporter, is an employee of Families in Schools. We look forward to building our partnership with Families in Schools and offering Fenton families their workshops.





#### **Pillar 4 - Collaborative Leadership & Practices**

**FCPS Advisory Committee Meeting:** As we prepare for the 2024-2025 school year, the majority (12 of the 15 of the committee members have volunteered to continue on for next school year. The committee is currently recruiting a few members and a final roster will be available at the August FCPS board meeting.

**Los Angeles County Office of Education (LACOE) Community School Coordinator Visit at SMBCCS:** On June 6<sup>th</sup> Michael Santiago, LACOE Community School Coordinator for SMBCCS, visited SMBCCS and met with Mr. Rabinowitz and myself. He visited the Family Center and toured the campus. He was very impressed with all the wonderful opportunities the school offers families and the community. He noticed we have done a fabulous job of meeting the requirements of the community school framework. We look forward to a visit from the valley schools' LACOE coordinator in early fall. LACOE is currently filling that position.



**Olive View Farmer's Market and Asian American and Pacific Islander (AAPI) Month:** On May 31<sup>st</sup>, Mr. Peña, Ms. Vasquez, Ms. Palma, and I visited the AAPI event and hosted a table at Olive View Hospital. The team put together Fenton reusable bags with various school supplies in an effort to recruit students and inform the community about the Fenton Schools. Over 100 bags were handed out at the event.





**Upcoming Events:**

6/13 FCPS Board Meeting  
6/14 Last Day of School  
6/17 Summer School Begins  
6/19 Juneteenth Holiday  
6/21 Community School Coordinators Meeting  
7/16-18 MTSS Conference

**II. G.**

**Chief Operating Officer's Report**

## FENTON CHARTER PUBLIC SCHOOLS (FCPS) CHIEF OPERATING OFFICER'S REPORT

June 13, 2024

*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 [Finance](#), [Personnel](#), and [Marketing](#)

### **Finance** ([Back to Top](#))

#### **Annual Renewal of Systems for Award Management (SAM)**

To successfully renew the organization's SAM, specific documentation intended to validate the organization is submitted annually to the school's administrative or financial office responsible for managing grants and federal funding.

Schools validate registration in the System for Award Management (SAM) each year for several important reasons:

- **Eligibility for Federal Funding:** To receive federal grants, contracts, and other forms of financial assistance, schools must have an active and validated SAM registration. Annual validation ensures continued eligibility.
- **Compliance with Federal Regulations:** The federal government requires entities receiving federal funds to maintain current and accurate information in SAM. Annual validation helps ensure compliance with these regulations.
- **Accuracy of Information:** Over the course of a year, various details about a school (such as contact information, banking details, and organizational structure) may change. Annual validation helps ensure that all information in SAM is up-to-date and accurate.
- **Avoiding Interruptions in Funding:** Failing to validate SAM registration can lead to deactivation, which may result in delays or interruptions in funding and contract awards. Annual validation helps prevent such disruptions.
- **Maintaining Good Standing:** Regular validation helps maintain the school's good standing with federal agencies and other entities that may use SAM to verify eligibility for various programs and opportunities.

Currently, four out of five schools' SAM documentation has been submitted for validation and are awaiting confirmation of successful renewal. The one that has not been submitted possesses a later in the year renewal date. As soon as the validation request is received, the appropriate documentation will be submitted. Specific information related to SAM has been intentionally left out to prevent identity fraud. SAM is often a target of fraud due to the sensitive organizational details associated with the program.

### Submission of SB 740 for FPC, FCLA, and STEM

Applications for the 2024-25 Charter School Facility Grant Program (known as SB740) were submitted prior to the June 5, 2025 deadline. Schools in California, particularly charter schools, submit for SB 740 to receive reimbursement for a portion of their facility-related costs. SB 740 provides financial assistance to charter schools to help cover the costs of leasing facilities. This program is essential because charter schools often face financial constraints compared to traditional public schools, and the funding helps them offset high leasing expenses. By participating in SB 740, charter schools can better manage their budgets and allocate more resources towards educational programs and student support services.

Receiving funds through SB 740 contributes to the financial stability of charter schools by reducing one of their largest expenses. This allows schools to focus more on instructional quality and improving the learning environment for students. Additionally, participating in the SB 740 program ensures that charter schools comply with state guidelines for facility funding, maintaining their good standing with state education authorities and eligibility for other forms of state support.

The SB 740 program is particularly important for charter schools serving low-income and underserved communities. These funds help ensure that schools can operate in safe and suitable facilities, which is crucial for providing a quality education to students who may not have other options. To qualify for SB 740 funding, charter schools must meet specific criteria, such as serving a high percentage of students eligible for free or reduced-price meals and being located in low-income areas. Overall, by submitting for SB 740, schools receive vital financial support that enhances their ability to provide a conducive learning environment and promote student success.

The tables below show the SB 740 awarded apportionments for the 2023-24 school year.

Fenton Primary Center		
Total Eligible Lease Costs	\$1,079,806.00	
Number of Sites	1	
75% of Eligible Lease Costs	\$809,854.50	
ADA Cap (P-2 ADA x \$1,421)	<u>445.44</u>	\$632,970.24
2023-24 Total Eligible Award* (Lesser of the Two)	\$632,970.24	
Initial Apportionment	\$316,485.12	
Second Apportionment	\$158,242.56	
Final Apportionment*	\$158,242.56	
Fenton Charter Leadership Academy		
Total Eligible Lease Costs	\$676,960.08	
Number of Sites	1	
75% of Eligible Lease Costs	\$507,720.06	
ADA Cap (P-2 ADA x \$1,421)	<u>275.07</u>	\$390,874.47

2023-24 Total Eligible Award* (Lesser of the Two)	\$390,874.47
Initial Apportionment	\$195,437.24
Second Apportionment	\$97,718.62
Final Apportionment*	\$97,718.62

*Note: We are awaiting 2023-24 STEM initial award determinations from the CSFA*

## **Personnel** [\(Back to Top\)](#)

### **LACOE Induction Program**

The Los Angeles County Office of Education (LACOE) Induction Program is a professional development initiative aimed at supporting new teachers in their early years of teaching to enhance their instructional practices and ensure student success. Typically spanning two years, the program provides new teachers with individualized coaching, professional development workshops, and collaborative learning opportunities. Participants are paired with experienced mentors who offer ongoing support and feedback. Through this mentorship and structured professional development, teachers reflect on their practice, set professional goals, and demonstrate their growth via assessments and a culminating portfolio. Successful completion of the program is essential for obtaining a clear teaching credential in California, fostering the development of effective, reflective educators committed to continuous improvement.

The table below lists teachers currently enrolled in the induction program. Fenton covers up to \$4,000 per year for the program, for up to two years, for teachers employed by Fenton. Educators interested in obtaining a clear credential are encouraged to enroll in the program.

<b>LACOE Induction Participants</b>			
<b>Induction Year</b>	<b>First Name</b>	<b>Last Name</b>	<b>Campus</b>
Year 1	Adriana	Baez	FCLA
Year 1	Elena	Durghalli	FACS
Year 1	Laura	Gerow	SMBCCS
Year 1	Kevin	Kasir	SMBCCS
Year 1	Diana	Ramos	SMBCCS
Year 2	Nikole	De La Rosa	FCLA
Year 2	Loren	Caballero	FCLA
Year 2	Magaly	Ponce	FPC
Year 2	Tiffany	Fisher	FACS
Year 2	Hayley	Martin	FACS
Year 2	Alyssa	Marygold	FCLA
Year 2	Emily	Harper	SMBCCS

## **Executive Officer's Feedback Surveys**

On June 12, 2024 an organization-wide survey will be sent to staff to provide comments and recommendations related to the Chief Operating Officer and Chief Executive Officer's performance throughout the 2023-2024 school year. The survey questions are based on the roles, responsibilities, and key metrics outlined in their job descriptions. The ranking is based on a 3-point likert scale (1 = rarely, 2 = sometimes, and 3 = consistently). The survey will close on July 21, 2024. Everyone is encouraged to take a few minutes to fill out the survey and provide constructive feedback. Materials and resources were included with the email to provide added context to the feedback process.

## **Marketing** [\(Back to Top\)](#)

### **Logo Concept for Fenton Charter Public Schools**

Fenton Charter Public Schools is collaborating with Gina Plate and the DeVeau Burr Group, a communications and marketing strategy firm, to revitalize the Fenton brand. As Fenton celebrates 30 years of dedicated service, its leadership is conceptualizing a reimagined logo to more accurately represent the unique, multi-school organization it has become. This new logo aims to honor Fenton's rich history and identity while providing a fresh, forward-looking image that underscores its pioneering role in the charter movement and unwavering mission to deliver high-quality education to students, both in current service areas and in any future locations where its services are needed.

The DeVeau Burr Group conducted several meetings with Fenton's leadership to gain a thorough understanding of the organization and identify the attributes, emotions, and ideas that should be conveyed in the reimagined logo. The comprehensive steps in the brand development process included:

Brand discovery: Interviews, landscape audit, analysis

Brand essence territories: Led to courage

Brand foundation: Brand story, brand personality, brand attributes.

Verbal identity: Tone and voice, brand messaging pillars, storytelling guidelines, style guide.

Visual identity workshop

Brand attributes gathered from brand development meetings:

Children First: Our reason for being.

Belonging: Finding a place.

Opportunity: Becoming your best.

Excellence: The highest standards in education.

Transformation: Changing lives and shaping communities

DeVeau Burr Group proposes the logo concept based on the data collected. The concept is inspired by and/or elevates specific brand traits, attributes, and storytelling themes. They are presented with color, photography, and other design elements for visual context, not as final designs. It is important to remember that the logo will never exist in isolation and should not be burdened with conveying the entire brand story. The logo concept is included as an attachment.

**Attachment:** [Logo Concept](#)

**II. H.**

**Chief Executive Officer's Report**

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

**June 13, 2024**

*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 the following: [Enrollment](#); [ADA Rates](#); [Budget Review](#); [Local Control and Accountability Plans](#); [Analysis of School Climate Surveys](#); [FCPS Board of Directors for 2024-2025](#)

## **Enrollment** ([Back to Top](#))

The following is an overview of our enrollment from FY2019 to FY2024. The following numbers are based on financial presentations in June for each year. The chart compares enrollment prior to the COVID-19 pandemic to the current school year.

	<a href="#">FY2019</a> <a href="#">PrePandemic</a>	<a href="#">FY2022</a> <a href="#">1st Year</a> <a href="#">In-Person</a>	<a href="#">FY2023</a> <a href="#">2nd Year</a> <a href="#">In-Person</a>	<a href="#">FY2024</a> <a href="#">(Budget)</a>	<a href="#">September</a> <a href="#">2023</a>	<a href="#">March</a> <a href="#">2024</a>	<a href="#">April</a> <a href="#">2024</a>	<a href="#">June</a> <a href="#">2024</a>
FACS	722	552	638*	674*	687*	709*	709*	712*
FPC	710	610	537*	552*	530*	503*	510*	510*
SMBCCS	890	779	776*	768*	746*	757*	761*	767*
STEM	320	347	313*	334*	335*	330*	329*	326*
FCLA	330	329	314*	326*	321*	315*	313*	314*

\*Does not include Unfunded TK.

	FACS		FPC		SMBCCS		STEM		FCLA		FCPS	
	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24
UTK*	6	4	35	13	13	5	0	0	9	12	63	34
TK	12	36	61	66	43	47	21	18	11	23	148	190
K	38	48	140	140	98	90	23	31	37	35	336	344
1st	24	46	161	132	88	108	40	33	41	38	354	357
2nd	25	25	175	172	122	80	47	41	40	43	409	361
3rd	168	184			122	127	44	48	39	48	373	407
4th	186	188			110	126	71	45	48	39	415	398
5th	185	185			114	113	43	71	51	48	393	417
6th					79	76	24	39	47	40	150	155
TOTAL	644	716	572	523	789	772	313	326	323	326	2641	2663
+/-		72		-49		-17		13		3		22



The above chart compares 22-23 and 23-24 total enrollment (including Unfunded TK). Overall, enrollment for 2023-2024 is above the previous year. FPC and SMBCCS are facing declines from the previous year.

Resources: ([FCPS Enrollment & Staffing Trends](#))  
([Enrollment Numbers and Percentage Increase/Decrease](#))

#### ADA Rates ([Back to Top](#))

The following is an overview of our ADA rates from FY2019 to FY2024. The following numbers are based on Financials presentations in June for each year. The chart compares enrollment prior to the COVID-19 pandemic to the current school year.

	<a href="#">FY2019</a> <i>PrePandemic</i>	<a href="#">FY2022</a> <i>1st Year In-Person</i>	<a href="#">FY2023</a> <i>2nd Year In-Person</i>	<i>FY2024</i> <i>Month #1 ADA Rate</i>	<i>FY2024</i> <i>Month #5 ADA Rate</i>	<i>FY2024</i> <i>Month #10 ADA Rate</i>
FACS	97.1%	95.5%	97.75%	99.5%	98.45%	98.62%
FPC	96.2%	94.8%	99.39%	99.86%	99.76%	99.67%
SMBCCS	97.6%	94.3%	98.82%	99.59%	99.28%	98.99%
STEM	95.9%	92.7%	98.75%	98.98%	99.35%	99.44%
FCLA	96%	93.8%	98.14%	99.5%	99.36%	99.0%

#### Budget Review ([Back to Top](#))

The following is an update on the operating income for the Fenton schools based on the Unaudited Actuals for each year and current year forecasts.

	<a href="#">FY2019</a> <i>PrePandemic Unaudited Actuals</i>	<a href="#">FY2021</a> <i>August Remote April Hybrid Unaudited Actuals</i>	<a href="#">FY2022</a> <i>1st Year In-Person Unaudited Actuals</i>	<a href="#">FY2023</a> <i>2nd Year In-Person Forecast</i>	<a href="#">FY2024</a> <i>(Budget) April Forecast</i>	<a href="#">FY2024</a> <i>(Budget) June Forecast</i>
FACS	\$193,187	\$1,469,595	\$658,150	\$408,442	\$600,050	\$916,967
FPC	\$285,115	\$2,140,257	\$323,753	\$100,000	\$43,031	\$1,780
SMBCCS	\$1,024,492	\$2,123,799	\$1,621,028	\$886,211	\$386,072	\$1,392,712
STEM	\$238,871	\$816,254	\$219	\$73,714	\$12,499	\$78,929
FCLA	\$69,524	\$644,664	\$650	\$74,529	\$7,834	\$307

Please see the [Financial Business Manager's Report](#) for additional information. An item we will need to follow is the unexpected rise in costs associated with contractors and substitute expenses associated with one-time professional development opportunities.

#### CAASPP and i-Ready Status Growth Comparison (FY22 and FY23) ([Back to Top](#))

[ELA - Comparison 23-24 \(CAASPP & iReady\)](#) - Illuminate Report

[Math - Comparison 23-24 \(CAASPP & iReady\)](#) - Illuminate Report

[Science - 23-24 \(CAASPP\)](#) - Illuminate Report

**ELA:**

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA at FCLA. We are noticing higher growth rates on i-Ready compared to CAASPP across the Fenton schools.

	GROWTH			STATUS					
<b>ELA</b>	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>
FPC	49	61	<b>62</b>	55	64	<b>69</b>	-	-	-
FACS	61	60	<b>55</b>	41	50	<b>47</b>	42	47	<b>43</b>
SMBCCS	56	55	<b>55</b>	37	39	<b>43</b>	33	38	<b>33</b>
STEM	55	64	<b>61</b>	46	48	<b>51</b>	49	48	<b>47</b>
FCLA	57	51	<b>59</b>	48	50	<b>52</b>	47	43	<b>51</b>
FCPS	55	58	<b>58</b>	45	49	<b>50</b>	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50	<b>50</b>	48	50		47	47	-

*Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed*

**Math:**

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 10, 2024, we are seeing significant increases in the number of students that have met or exceeded grade level standards in Math at FCLA. We are noticing higher growth rates on i-Ready compared to CAASPP across the Fenton schools.

	GROWTH			STATUS					
<b>Math</b>	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>	21-22	22-23	<b>23-24</b>
FPC	48	58	<b>59</b>	38	50	<b>55</b>	-	-	

FACS	61	60	56	42	48	46	32	35	36
SMBCCS	58	53	57	36	37	40	27	35	29
STEM	59	66	51	46	52	46	40	44	38
FCLA	52	58	55	39	45	44	29	31	39
FCPS	56	57	56	40	45	46	-	-	-
LAUSD	-	-	-	-	-	-	29	31	-
State	50	50	50	43	44		33	35	-

Preliminary Scores as of June 10, 2024 - Not all Scores Have Been Processed

### CAASPP Scores Over Time

The following chart reveals the growth of the Fenton schools since 2017. The most effective way to read the data is to begin with LAUSD and State data to understand the macro scores, which will provide an understanding of how students have a tendency to score across the grade levels. Scores in one grade level cannot be effectively measured against the scores of another grade level.

### Preliminary CAASPP Scores as of June 10, 2024 - Not all Scores Have Been Processed

	FACS						SMBCCS						STEM						FCLA					
	'17	'18	'19	'22	'23	'24	'17	'18	'19	'22	'23	'24	'17	'18	'19	'22	'23	'24	'17	'18	'19	'22	'23	'24
<b>ELA</b>																								
<b>School</b>	31	35	40	42	47	43	35	46	42	33	38	33	38	44	50	49	48	47	-	44	51	47	43	51
3rd	31	31	32	44	48	41	29	37	39	35	30	24	39	47	63	46	31	40	-	44	57	28	33	46
4th	29	39	41	41	43	47	39	44	40	25	36	35	23	40	43	36	58	40	-	-	43	60	35	34
5th	32	35	46	41	50	42	41	51	39	35	38	48	53	46	49	58	40	61	-	-	-	53	55	63
6th	-	-	-	-	-	-	30	54	51	40	52	25	-	-	-	59	63	37	-	-	-	44	46	62
	FACS						SMBCCS						STEM						FCLA					
	'17	'18	'19	'22	'23	'24	'17	'18	'19	'22	'23	'24	'17	'18	'19	'22	'23	'24	'17	'18	'19	'22	'23	'24
<b>Math</b>																								
<b>School</b>	22	26	33	32	35	36	30	32	37	27	35	29	35	34	34	40	44	38	-	36	46	29	31	39
3rd	29	28	32	44	47	40	30	34	36	27	30	21	37	51	43	49	57	46	-	36	59	22	31	52
4th	21	30	38	30	34	41	36	26	32	25	37	32	24	22	33	33	49	51	-	-	26	40	29	31
5th	16	20	30	23	26	28	30	32	30	22	25	32	43	36	32	31	26	38	-	-	-	26	31	47
6th	-	-	-	-	-	-	20	42	58	40	53	33	-	-	-	39	38	13	-	-	-	27	33	23

The boxes in yellow indicate the overall percentage of students that have met or exceeded grade level standards as of June 10, 2024. Currently, we have received about 96% of the scores. A deeper analysis will be completed once all scores have been received and confirmed.

### Local Control and Accountability Plans ([Back to Top](#))

The 2023-2024 Local Control and Accountability Plans for the Fenton Schools were approved by the Board on June 15, 2023. The [Mid-Year LCAP](#) was shared with the Board of Directors on January 25, 2024. The 2024-2025 LCAPs for approval by the Board of Directors are [linked](#).

The LCAP describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies to share their stories of how, what and why programs and services are selected to meet their local needs. The LCAP Federal Addendum is designed to supplement the LCAP to ensure schools meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The Chief Executive Officer, Chief Operating Officer and Directors of the Fenton schools will present the final LCAP documents at the June meeting. The LCAPs for the five Fenton schools will be submitted to the Los Angeles County Office of Education by June 30, 2024.

### Analysis of School Climate Surveys ([Back to Top](#))

The following is a comparison of the School Climate Survey results between the 2022-2023 school year and 2023-2024 school year.

#### STAFF

	FPC		FACS		SMBCCS		STEM		FCLA	
	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>
Organization	97%	<b>98%</b>	98%	<b>90%</b>	97%	<b>90%</b>	100%	<b>96%</b>	100%	<b>96%</b>
Curriculum	97%	<b>95%</b>	100%	<b>96%</b>	98%	<b>91%</b>	99%	<b>96%</b>	99%	<b>100%</b>
Instruction	99%	<b>93%</b>	100%	<b>95%</b>	98%	<b>91%</b>	100%	<b>100%</b>	99%	<b>95%</b>
Assessment	91%	<b>96%</b>	100%	<b>96%</b>	91%	<b>95%</b>	94%	<b>98%</b>	90%	<b>98%</b>
School Culture	100%	<b>93%</b>	97%	<b>90%</b>	92%	<b>86%</b>	100%	<b>96%</b>	99%	<b>94%</b>
<b>Overall</b>	<b>97%</b>	<b>95%</b>	<b>99%</b>	<b>94%</b>	<b>95%</b>	<b>91%</b>	<b>99%</b>	<b>97%</b>	<b>97%</b>	<b>97%</b>
<i>Participation Rates</i>	<i>100%</i>	<i><b>78%</b></i>	<i>96%</i>	<i><b>44%</b></i>	<i>66%</i>	<i><b>35%</b></i>	<i>56%</i>	<i><b>44%</b></i>	<i>54%</i>	<i><b>35%</b></i>

#### PARENTS

	FPC		FACS		SMBCCS		STEM		FCLA	
	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>
Organization	99%	<b>99%</b>	96%	<b>96%</b>	94%	<b>98%</b>	99%	<b>97%</b>	99%	<b>97%</b>
Curriculum	99%	<b>100%</b>	99%	<b>96%</b>	98%	<b>100%</b>	98%	<b>100%</b>	99%	<b>100%</b>
Instruction	99%	<b>100%</b>	96%	<b>97%</b>	92%	<b>98%</b>	98%	<b>99%</b>	99%	<b>99%</b>
Assessment	97%	<b>98%</b>	97%	<b>93%</b>	94%	<b>99%</b>	95%	<b>97%</b>	89%	<b>97%</b>
School Culture	99%	<b>99%</b>	97%	<b>96%</b>	95%	<b>98%</b>	99%	<b>96%</b>	98%	<b>96%</b>
<b>Overall</b>	<b>99%</b>	<b>99%</b>	<b>97%</b>	<b>96%</b>	<b>95%</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>	<b>97%</b>	<b>98%</b>

<i>Participation Rates</i>	52%	<b>35%</b>	21%	<b>30%</b>	14%	<b>35%</b>	68%	<b>40%</b>	74%	<b>37%</b>

## STUDENTS

	FPC		FACS		SMBCCS		STEM		FCLA	
	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>	22-23	<b>23-24</b>
Organization	-	-	97%	<b>89%</b>	89%	<b>85%</b>	97%	<b>90%</b>	99%	<b>89%</b>
Curriculum	-	-	81%	<b>96%</b>	88%	<b>99%</b>	99%	<b>100%</b>	98%	<b>100%</b>
Instruction	-	-	91%	<b>89%</b>	93%	<b>89%</b>	98%	<b>92%</b>	96%	<b>94%</b>
Assessment	-	-	91%	<b>86%</b>	94%	<b>90%</b>	92%	<b>95%</b>	87%	<b>88%</b>
School Culture	-	-	79%	<b>86%</b>	95%	<b>89%</b>	99%	<b>86%</b>	96%	<b>85%</b>
<b>Overall</b>	-	-	<b>88%</b>	<b>89%</b>	<b>92%</b>	<b>91%</b>	<b>97%</b>	<b>93%</b>	<b>95%</b>	<b>91%</b>
<i>Participation Rates</i>	-	-	91%	<b>40%</b>	87%	<b>84%</b>	40%	<b>88%</b>	64%	<b>55%</b>

### FPC

At FPC, the staff survey results indicate several key strengths and areas for growth. Organization consistently received high marks, with satisfaction rates of 97% in 2022-23 and an even higher 98% in 2023-24, reflecting strong confidence in the school's administrative processes and resource management. School Culture was rated a perfect 100% in 2022-23, highlighting a highly positive and inclusive environment at that time. Overall, staff satisfaction was high, with 97% in 2022-23 and 95% in 2023-24.

For parents at FPC, the survey results were exceptionally positive across all categories. Organization maintained high ratings at 99% for both years, while Curriculum and Instruction saw slight improvements, reaching a perfect 100% in 2023-24. Assessment improved from 97% in 2022-23 to 98% in 2023-24, and School Culture remained consistently high at 99% for both years. Overall satisfaction was also very high at 99% for both years.

Student data for FPC was not available as the school serves students in grades TK-2.

### FACS

For FACS, the staff survey results showed notable strengths in Curriculum and Instruction. Curriculum received a perfect score of 100% in 2022-23 and remained high at 96% in 2023-24. Instruction also achieved a perfect 100% in 2022-23, demonstrating strong satisfaction with teaching methods and quality. However, there were areas for growth, particularly in Organization, which saw a significant drop from 98% in 2022-23 to 90% in 2023-24. School Culture also declined from 97% to 90% over the same period, indicating potential issues in maintaining a supportive and respectful environment. Overall satisfaction was 99% in 2022-23 and 94% in 2023-24.

Parents at FACS reported high satisfaction in Curriculum and Instruction, with Curriculum maintaining a high rating of 99% in 2022-23 and 96% in 2023-24. Instruction improved slightly from 96% to 97%.

School Culture was consistent at 97% in 2022-23 and 96% in 2023-24, while overall satisfaction remained high at 97% in 2022-23 and 96% in 2023-24.

Students at FACS showed significant improvement in Curriculum, which increased from 81% in 2022-23 to 96% in 2023-24. However, Organization and School Culture both saw declines, with Organization falling from 97% to 89% and School Culture from 79% to 86%. Instruction remained relatively stable at 91% in 2022-23 and 89% in 2023-24, and overall satisfaction was 88% in 2022-23 and 89% in 2023-24.

### **SMBCCS**

At SMBCCS, the staff survey highlighted strengths in Curriculum and Instruction, with Curriculum rated at 98% in 2022-23 before declining to 91% in 2023-24, and Instruction maintaining a high 98% in 2022-23 but also dropping to 91% in 2023-24. School Culture emerged as an area for growth, dropping significantly from 92% in 2022-23 to 86% in 2023-24. Organization also saw a decline from 97% to 90% over the same period. Overall satisfaction was 95% in 2022-23 and 91% in 2023-24.

For parents at SMBCCS, Curriculum and Assessment improved significantly, with Curriculum reaching 100% in 2023-24 and Assessment going from 94% to 99%. Organization and School Culture also saw improvements, with Organization increasing from 94% to 98% and School Culture from 95% to 98%. Overall satisfaction improved from 95% in 2022-23 to 98% in 2023-24.

Students at SMBCCS experienced significant improvement in Curriculum, which saw a large increase from 88% in 2022-23 to 99% in 2023-24. However, Organization and School Culture both dropped, with Organization falling from 89% to 85% and School Culture from 95% to 89%. Instruction remained stable at 93% in 2022-23 and 89% in 2023-24, and overall satisfaction was 92% in 2022-23 and 91% in 2023-24.

### **STEM**

STEM showed exceptional strengths in Instruction and School Culture. Instruction achieved perfect scores of 100% in both 2022-23 and 2023-24, reflecting high satisfaction with the quality of teaching. School Culture also received a perfect 100% in 2022-23, although it declined slightly to 96% in 2023-24. Organization dropped from a perfect 100% in 2022-23 to 96% in 2023-24, though it still remains high. Overall satisfaction was 99% in 2022-23 and 97% in 2023-24.

For parents at STEM, Curriculum and Instruction were consistently strong, with Curriculum reaching 100% in 2023-24 and Instruction improving to 99%. Organization was high at 99% in 2022-23 and 97% in 2023-24. Assessment improved from 95% in 2022-23 to 97% in 2023-24, and School Culture remained high at 99% in 2022-23 and 96% in 2023-24. Overall satisfaction was consistent at 98% for both years.

Students at STEM reported high satisfaction in Curriculum and Instruction, with Curriculum reaching 100% and Instruction at 92% in 2023-24. However, School Culture declined from 99% in 2022-23 to 86% in 2023-24. Organization saw a decrease from 97% in 2022-23 to 90% in 2023-24. Overall satisfaction was high at 97% in 2022-23 and 93% in 2023-24.

### **FCLA**

For FCLA, the staff survey results showed consistent strengths in Organization and Curriculum. Organization was rated at 100% in 2022-23 and slightly lower at 96% in 2023-24. Curriculum improved from 99% in 2022-23 to a perfect 100% in 2023-24. Instruction remained high, though it declined from 99% in 2022-23 to 95% in 2023-24. Assessment also saw significant improvement from 90% to 98%.

School Culture dropped from 99% to 94%, indicating a need to address potential issues in maintaining a positive environment. Overall satisfaction remained consistent at 97% for both years.

Parents at FCLA reported high satisfaction across all categories. Curriculum maintained a high rating of 99% in 2022-23 and improved to 100% in 2023-24. Instruction remained strong at 99% for both years. Organization was high at 99% in 2022-23 and 97% in 2023-24. Assessment improved significantly from 89% to 97%, while School Culture remained consistent at 98% in 2022-23 and 96% in 2023-24. Overall satisfaction was high at 97% in 2022-23 and 98% in 2023-24.

Students at FCLA showed high satisfaction in Curriculum, which improved to 100% in 2023-24. Instruction remained strong, though it saw a slight decline from 96% in 2022-23 to 94% in 2023-24. Assessment and School Culture saw decreases, with Assessment dropping from 87% to 88% and School Culture from 96% to 85%. Organization also declined from 99% to 89%. Overall satisfaction remained high at 95% in 2022-23 and 91% in 2023-24.

### **Summary**

Across all locations, the surveys revealed consistent strengths in Curriculum and Instruction for staff, parents, and students, with many locations showing improvements over time. School Culture and Organization emerged as areas for growth in several locations, indicating a need for focused efforts to enhance the overall school environment and administrative processes. Each location has specific strengths and challenges, providing clear direction for targeted improvements to foster a more supportive and effective educational climate.

### **Participation Rates:**

*Participation rates fluctuate based on the number of individuals that took the survey. Consistency in providing the survey to all eligible members and engagement in the process is key to increasing participation rates.*

### **FCPS Board of Directors for 2024-2025 ([Back to Top](#))**

#### **Walter Wallace ([Resume](#))**

Walter Wallace, who has served on the Board of Directors of the Fenton Charter Public Schools since 2013, is retiring from the Board. We thank him for his many years of dedicated service and the expertise he has shared to ensure FCPS' success and sustainability. We wish him well as he moves to Washington, D.C., to be near his daughter and her family.

Walter Wallace will be retiring from Fenton's Board of Directors at the end of this month. Walter has been on our board since July 1, 2012 and has been with us since the beginning of our Charter Management Operation. It is challenging to describe the significant impact Walter has had on Fenton. His exceptional financial background has provided a solid foundation for making informed and strategic financial decisions. Walter's meticulous attention to detail helped ensure our finances were thoroughly examined. His contributions have not only strengthened Fenton's financial health, but have also fostered a culture of precision and excellence within the organization.

#### **Dr. Caprice Young**

Dr. Caprice Young is a nationally respected education innovator. Dr. Caprice Young is currently the Chief Executive Officer and Superintendent of Navigator Schools. Caprice has served on numerous boards, including the Board of Education of the Los Angeles Unified School District, on which she

presided as Board President. Caprice was the President of the LAUSD School Board when some of our charters were approved. She was the first CEO of the California Charter Schools Association. We are fortunate to have her as a champion for Fenton.

An Ad Hoc Board Selection Committee chaired by the Board Chair, and including all Faculty and Classified Representatives, worked with the Chief Executive Officer and Chief Operating Officer to determine the following recommendation for the Board of Directors for the 2024-2025 school year:

<b>Board Member</b>	<b>Term</b>
Yvette King-Berg	Community Representative Term Expires: 6/30/2025
Daniel Laughlin	Parent Representative Term Expires: 6/30/2026
Joe Lucente	Community Representative Term Expires: 6/30/2025
Dr. Erin Studer	Community Representative Term Expires: 6/30/2026
Carrie Wagner	Community Representative Term Expires: 6/30/2026
Jed Wallace	Community Representative Term Expires: 6/30/2026
Dr. Caprice Young	Community Representative Term Expires: 6/30/2026

The following dates are proposed for the 2024-2025 school year. Board members are asked to communicate with the Board Chair and/or CEO as to their availability and dates will be revised as needed.

**2024-2025 School Year**

July 18, 2024

August 8, 2024

September 19, 2024

October 24, 2024

December 12, 2024

January 23, 2025

March 6, 2025

April 10, 2025

May 22, 2025

June 12, 2025



### **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**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve 2024-2025 Homeless Education Policies for FACS, FPC, SMBCCS, FCLA and STEM**

### **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 been supplemented with an Addendum to the LCAP at the state level, which describes how federal funds are to be expended in support of goals expressed in the LCAP.

### **ANALYSIS**

Title I, Part A, ESEA sections 722(g)(1)(I), 722(g)(1)(J)(i), 722(g)(1)(C), 722(g)(3)(E), and 722(g)(1)(J)(iii), define the regulations of the Homeless Education 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.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve the 2024-2025 Homeless Education Policies for FACS, FPC, SMBCCS, STEM and FCLA.

**Attachments: 2024-2025 Homeless Education Policies for FACS, FPC, SMBCCS, STEM and FCLA**



**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Avenue Charter School**  
**Homeless Education Policy**

Fenton Avenue Charter School has designated Ivan Hernandez, Elementary School Counselor, as the liaison for homeless children and youths. He may be reached at [ihernandez@fentoncharter.net](mailto:ihernandez@fentoncharter.net) or (818) 896-7482.

Fenton Avenue Charter School agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Fenton Avenue Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Fenton Avenue Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at <https://www.fentoncharter.net>.

### **Definitions**

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Fenton Avenue Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Fenton Avenue Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Fenton Avenue Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Fenton Avenue Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Fenton Avenue Charter School and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Fenton Avenue Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Fenton Avenue Charter School including:

- Transportation

- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Fenton Avenue Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

## **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Fenton Avenue Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Fenton Avenue Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Fenton Avenue Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Fenton Avenue Charter School's decision as provided in Fenton Avenue Charter School's formal dispute resolution process.

## **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Fenton Avenue Charter School.

## **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Fenton Avenue Charter School in implementing this policy.



**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Primary Center**  
**Homeless Education Policy**

Fenton Primary Center has designated Paola Ramirez Aguilar, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at [pramirez@fentoncharter.net](mailto:pramirez@fentoncharter.net) or (818) 485-5900.

Fenton Primary Center agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Fenton Primary Center will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Fenton Primary Center, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at <https://www.fentoncharter.net>.

### **Definitions**

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.  
*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Fenton Primary Center as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Fenton Primary Center will be identified. Data will be collected on the number of children and youth experiencing homelessness in Fenton Primary Center; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Fenton Primary Center identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Fenton Primary Center and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Fenton Primary Center must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Fenton Primary Center including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services

- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Fenton Primary Center must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

## **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Fenton Primary Center pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Fenton Primary Center will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Fenton Primary Center and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Fenton Primary Center's decision as provided in Fenton Primary Center's formal dispute resolution process.

## **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Fenton Primary Center.

## **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Fenton Primary Center in implementing this policy.





**FENTON CHARTER PUBLIC SCHOOLS**  
**Santa Monica Boulevard Community Charter School**  
**Homeless Education Policy**

Santa Monica Boulevard Community Charter School has designated Xareni Robledo, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at [xrobledo@fentoncharter.net](mailto:xrobledo@fentoncharter.net) or (323) 469-0971.

Santa Monica Boulevard Community Charter School agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Santa Monica Boulevard Community Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Santa Monica Boulevard Community Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at <https://www.fentoncharter.net>.

### **Definitions**

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Santa Monica Boulevard Community Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Santa Monica Boulevard Community Charter School will be identified.

Data will be collected on the number of children and youth experiencing homelessness in Santa Monica Boulevard Community Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Santa Monica Boulevard Community Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Santa Monica Boulevard Community Charter School and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Santa Monica Boulevard Community Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Santa Monica Boulevard Community Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Santa Monica Boulevard Community Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

### **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Santa Monica Boulevard Community Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Santa Monica Boulevard Community Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Santa Monica Boulevard Community Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Santa Monica Boulevard Community Charter School's decision as provided in Santa Monica Boulevard Community Charter School's formal dispute resolution process.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Santa Monica Boulevard Community Charter School.

### **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Santa Monica Boulevard Community Charter School in implementing this policy.



**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton STEM Academy**  
**Homeless Education Policy**

Fenton STEM Academy has designated Melissa Katchen, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at [mkatchen@fentoncharter.net](mailto:mkatchen@fentoncharter.net) or (818) 962-3636.

Fenton STEM Academy agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Fenton STEM Academy will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Fenton STEM Academy, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at <https://www.fentoncharter.net>.

### **Definitions**

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Fenton STEM Academy as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Fenton STEM Academy will be identified. - Data will be collected on the number of children and youth experiencing homelessness in Fenton STEM Academy; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Fenton STEM Academy identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Fenton STEM Academy and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Fenton STEM Academy must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Fenton STEM Academy including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Fenton STEM Academy must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

## **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Fenton STEM Academy pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Fenton STEM Academy will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Fenton STEM Academy and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Fenton STEM Academy's decision as provided in Fenton STEM Academy's formal dispute resolution process.

## **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Fenton STEM Academy.

## **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Fenton STEM Academy in implementing this policy.



**FENTON CHARTER PUBLIC SCHOOLS**  
**Fenton Charter Leadership Academy**  
**Homeless Education Policy**

Fenton Charter Leadership Academy has designated Melissa Katchen, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at [mkatchen@fentoncharter.net](mailto:mkatchen@fentoncharter.net) or (818) 962-3636.

Fenton Charter Leadership Academy agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Fenton Charter Leadership Academy will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Fenton Charter Leadership Academy, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at <https://www.fentoncharter.net>.

### **Definitions**

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Fenton Charter Leadership Academy as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Fenton Charter Leadership Academy will be identified. -Data will be collected on the number of children and youth experiencing homelessness in Fenton Charter Leadership Academy; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Fenton Charter Leadership Academy identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Fenton Charter Leadership Academy and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Fenton Charter Leadership Academy must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Fenton Charter Leadership Academy including:

- Transportation



- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Fenton Charter Leadership Academy must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

## **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Fenton Charter Leadership Academy pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Fenton Charter Leadership Academy will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Fenton Charter Leadership Academy and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Fenton Charter Leadership Academy's decision as provided in Fenton Charter Leadership Academy's formal dispute resolution process.

## **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Fenton Charter Leadership Academy.

## **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Fenton Charter Leadership Academy in implementing this policy.



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** Jason Gonzalez  
Chief Operating Officer/Vice President

**SUBJECT: Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2024-2025 from Learningtech.org**

### **BACKGROUND**

Learningtech.org has been our E-Rate consultant since the untimely passing of our first Technology Coordinator, Doug Bean. E-Rate was a new and totally unknown federal program with seemingly unlimited potential, but neither Joe Lucente nor Irene Sumida knew exactly how to access the plan to its fullest potential.

### **ANALYSIS**

Mark Miller and his team at Learningtech.org, including his sister Eileen Miller, have provided exceptional service at an exceptionally low cost to first Fenton Avenue Charter School, then Fenton Primary Center (while the school was still a concept without a location or any hope of construction), then Santa Monica Boulevard, immediately upon divestiture, and finally Fenton STEM and Fenton Charter Leadership. For over thirty years, federal funding has been leveraged to the maximum extent to ensure Fenton students have enjoyed high speed Internet access that other schools only hoped for.

The cost for the nearly daily consulting work has been minimal reflecting the commitment of Learningtech.org to support its partners to bring the highest level of technology access to schools across California. The labor rate schedule is attached for board review. A school purchase order for \$15,000 will be created to cover anticipated costs related to consultation services.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve the renewal of the Learningtech.org E-Rate Consulting Proposal for Fiscal Year 2024-2025.

**Attachment:** [E-Rate Consulting Renewal Proposal](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve Delta Dental and VSP plans for benefited employees**

**BACKGROUND**

Benefited employees receive medical, dental and vision insurance from Fenton. Dental and vision benefits have been purchased through the ASCIP Joint Powers Authority (JPA) for nearly as long as Fenton has been purchasing benefits independently. Membership in this JPA composed of school districts, charter schools and other JPAs in California has provided access to exceptional coverage as Fenton enjoys rates comparable to that offered to large school districts in the pool, while Fenton's employee usage determines the final yearly cost. Rates for both Delta Dental and VSP have been exceptional, with little or no annual increases, while coverage levels have remained relatively unchanged.

**ANALYSIS**

Rates for Delta Dental and VSP have been received and are displayed below:

**2024-2025 Dental Plans**

**DELTA DENTAL OF CALIFORNIA (DELTA)**

Type of Plan	Monthly Payment
1 Party (Active or Retiree)	\$50.84
2 Party (Active or Retiree)	\$93.71
Family	\$152.63

**DELTA CARE DENTAL**

Type of Plan	Monthly Payment
<b>Actives</b>	
1 Party	\$22.56
2 Party	\$37.32
Family	\$54.95
<b>Retirees</b>	
1 Party	\$31.98
2 Party	\$56.61
Family	\$61.49

### **2024-2025 Vision Plan**

#### **VISION SERVICE PLAN (VSP)**

Type of Plan	Monthly Payment
1 Party (Active or Retiree)	\$10.10
2 Party (Active or Retiree)	\$18.14
Family	\$26.20

#### **RECOMMENDATION**

It is recommended that the Board of Directors approve Delta Dental and VSP plans for benefited employees.

**Attachment:** [ASCIP Dental and VSP Rates 2024-25](#)  
[ASCIP Renewal Letter](#)



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve continued membership in CharterSAFE for Workers' Compensation Insurance and membership in the Alliance of Schools for Cooperative Insurance Programs (ASCIP) for Property and Liability Insurance**

### **BACKGROUND**

As per our charter renewals, all Fenton schools are required to carry Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the organization from claims that may arise from our operations pursuant to the Workers' Compensation Act. Workers' Compensation Insurance coverage must also include Employers Liability coverage.

Additionally the school must carry Property and Liability Insurance which includes coverage for Crime Insurance, Cyber Liability, Professional Educators Errors and Omissions Liability coverage, Sexual Molestation and Abuse coverage, Employment Practices Legal Liability coverage and excess/umbrella insurance. The Fenton schools have been a member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP) Joint Powers Authority (JPA) since FACS first converted to charter. ASCIP was the only JPA that welcomed Fenton and Vaughn as members, upon Joe Lucente's urging, and both organizations have remained with ASCIP ever since.

### **ANALYSIS**

The Fenton schools have been members of CharterSAFE for Workers' Compensation Insurance since 2012. Premiums have remained cost effective, and customer assistance and support are consistently excellent. The premium for 2024-2025 is **\$279,053.00**.

For Property and Liability (P & L), Fenton has remained with ASCIP since 1993. In this new world of AB 218 (Child Sexual Assault), catastrophic wild fire devastation, and COVID-19, P & L insurance has seen a dramatic increase as insurance carriers leave California and options are few. The rates for 2024-2025 have continued to increase, with the excess layer of insurance from SELF presenting the greatest increase. The total premium last year was \$251,089 and will be **\$295,602** with a higher increase from SELF due to the current environment.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve continuing to purchase Workers' Compensation Insurance and Employer's Liability coverage from CharterSAFE and Property and Liability Insurance (which includes all the insurances listed above) from ASCIP.

**Attachment:** [Insurance Proposals](#)



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to ratify vendor schedule of agreements**

### **BACKGROUND**

The Chief Executive Officer has the authority to approve expenditures up to \$50,000. All expenditures over \$50,000 must be approved by the Board of Directors.

### **ANALYSIS**

For transparency purposes, the attached list are vendors with a contract that has been executed since June 7, 2024. This item can be pulled from the Consent Calendar for discussion if desired.

### **RECOMMENDATION**

It is recommended that the Board of Directors ratify the executed agreements.

**Attachment:** [Vendor Schedule of Agreement](#)



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve conference attendance for selected FCPS staff during the 2024-2025 school year**

### **BACKGROUND**

Professional conferences are important events to ensure the Fenton Charter Public Schools remain current on best practices related to instruction, finances, operations, human resources and parent advocacy. In general, employees will be reimbursed for any actual expenses incurred up to the limit of the prevailing Federal Per Diem rate, while on school-related travel and per the terms of Fenton's Expense Reimbursement Policy. These expenses must be submitted on a Travel Reimbursement Request Form and require approval by the Director. If the Director is requesting reimbursement, the Chief Executive Officer or Chief Operating Officer or designee must approve the form.

### **ANALYSIS**

The number of conferences we will be able to attend during the 2024-2025 school year has been significantly reduced because the one-time funds that we have relied on for professional development over the past few years are now expiring. These funds have been crucial in supporting our participation in various conferences, allowing us to stay updated with the latest industry trends, network with peers, and enhance our skills. Without these funds, we will have to scale back our conference attendance considerably.

The following are conferences the CEO is recommending for approval during the 2024-2025 school year.

California MTSS 2024 Professional Learning Institute (CA MTSS PLI)  
July 16-18, 2024; Anaheim, CA

[Link to Website](#)

*(Richard Parra, Community Schools Advisory Committee, Community School Coordinators)*  
*(Funding: CCSS Grant)*



FCPS Leadership Retreat  
July 27-28, 2024 (Ventura, CA)  
*(Leadership, 2 Board Members, Executive Advisor)*  
*(Funding: ESSER III)*

FCPS Lead Teacher Retreat *(Board Approved - April 25, 2023) (CEO Items over \$50K)*  
August 1-2, 2024 (Ventura, CA)  
*(Leadership, Instructional Coaches, Lead Teachers)*  
*(Funding: ESSER III)*

Charter Schools Development Center (CSDC) Conference  
Nov. 18-20, 2024; Sacramento, CA,  
[Link to Website](#)  
(CEO, COO)

California Principal Support Network (CAPS) (Solution Tree) (Simi Valley, CA)  
September 25, 2024; November 12, 2024; December 10, 2024; January 27, 2025;  
February 26, 2025; May 13, 2025; March 28, 2025; Sonoma, CA  
Local: No Lodging or Meals  
*(7 CMO Leaders/Directors; 19 Teachers)*

CAPS District Systems Leadership Collaborative (PLC) (Sonoma, CA)  
September 27, 2024; December 13, 2024; March 28, 2025  
*Expenditures for Meals and Travel Only*  
*(Senior Leadership, Site Directors, Instructional Coaches)*

California Charter Schools Association (CCSA) Conference  
March. 10-13, 2025; Sacramento, CA,  
[Link to Website](#)  
*(Site Administrators and Senior Leadership)*

The Chief Executive Officer may invite other individuals (FCPS staff) to attend the above conferences and be reimbursed by Fenton as the appropriate need arises. Reimbursement is per the terms of Fenton's Expense Reimbursement Policy.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the list of conferences selected FCPS staff will be attending during the 2024-2025 school year.



**FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve Board of Directors for 2024-2025**

**BACKGROUND**

Terms of office for the following board members will expire on June 30, 2024:

Daniel Laughlin  
Dr. Erin Studer  
Carrie Wagner  
Jed Wallace  
Walter Wallace

**ANALYSIS**

An Ad Hoc Board Selection Committee chaired by the Board Chair, and including all Faculty and Classified Representatives, worked with the Chief Executive Officer and Chief Operating Officer to determine the following recommendation for the Board of Directors for the 2024-2025 school year:

Board Member	Term
Yvette King-Berg	Community Representative Term Expires: 6/30/2025
Daniel Laughlin	Parent Representative Term Expires: 6/30/2026
Joe Lucente	Community Representative Term Expires: 6/30/2025
Dr. Erin Studer	Community Representative Term Expires: 6/30/2026
Carrie Wagner	Community Representative Term Expires: 6/30/2026
Jed Wallace	Community Representative Term Expires: 6/30/2026
Dr. Caprice Young	Community Representative Term Expires: 6/30/2026

### **Walter Wallace** [\*\(Resume\)\*](#)

Walter Wallace, who has served on the Board of Directors of the Fenton Charter Public Schools since 2013, is retiring from the Board. We thank him for his many years of dedicated service and the expertise he has shared to ensure FCPS' success and sustainability. We wish him well as he moves to Washington, D.C., to be near his daughter and her family.

Walter has been on our board since July 1, 2012 and has been with us since the beginning of our Charter Management Operation. It is challenging to describe the significant impact Walter has had on Fenton. His exceptional financial background has provided a solid foundation for making informed and strategic financial decisions. Walter's meticulous attention to detail helped ensure our finances were thoroughly examined. His contributions have not only strengthened Fenton's financial health, but have also fostered a culture of precision and excellence within the organization.

### **Dr. Caprice Young**

Dr. Caprice Young is a nationally respected education innovator. Dr. Caprice Young is currently the Chief Executive Officer and Superintendent of Navigator Schools. Caprice has served on numerous boards, including the Board of Education of the Los Angeles Unified School District, on which she presided as Board President. Caprice was the President of the LAUSD School Board when some of our charters were approved. She was the first CEO of the California Charter Schools Association. We are fortunate to have her as a champion for Fenton.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve the slate of Directors recommended by the Ad Hoc Board Selection Committee.



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT:** Recommendation to approve 2024-2025 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy

### 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 2024-2025 Application for Funding for FACS, FPC, SMBCCS, STEM and FCLA.

**Attachments:** [2024-2025 General Assurances, 2024-2025 Certification of Assurances and 2024-2025 Application for Funding for FACS, FPC, SMBCCS, STEM and FCLA](#)



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to ratify the contract with BrightenEd LLC funded through the LAUSD Charter Operated Programs Impact Grant**

### **BACKGROUND**

The Charter Operated Programs (Option 3) is a unique and innovative collaboration between LAUSD and the charter school community that has systematically and effectively led to improved access to quality options, services, and outcomes for students with disabilities. Option 3 has been recognized as a national model. Operating under the umbrella of the District, the program is directed by an elected board of charter school leaders and the broader council of member schools. To support effective governance and continued sustainability of Option 3, the Board is in need of an outside advisor to research trends, assess the full scope of issues impacting the entire community, and provide strategic advice in navigating challenging policy shifts, advocacy priorities, and evolving programmatic needs.

The Fenton Charter Public Schools (FCPS) partnered with Granada Hills Charter (GHC) on an Impact Grant through Option 3 for a Technical Assistant for the 2021-2022 school year. This was done to ensure Kate Dove, former long-time employee of the California Charter Schools Association (CCSA), would continue to serve as a consultant for Option 3, providing her invaluable services and perspective related to LAUSD and California Special Education history, policies and procedures. As founding members of Option 3, FCPS and GHC know a significant amount of our success is due to the indispensable work of Kate Dove. She was able to provide technical assistance and support to the Option 3 members, Executive Council, and the Board in navigating the challenges specific to Specific Education while ensuring long-term viability and sustainability of Option 3.

On April 24, 2024, COP Leaders were notified that Kate Dove was appointed to serve as Policy Director at the State Board of Education. We thank Kate for her remarkable contributions to the Charter Operated Programs division over the last several years. The continued success of Option 3 would not have been possible without Kate's expertise, guidance, and unwavering dedication to the success of our schools and the students we serve.

The COP is welcoming back Gina Plate and Allison Magill to the COP community. Gina and Allison were instrumental in the design, negotiation, and early days of Option 3 in their roles with CCSA, and they later recruited Kate Dove to their team at CCSA to expand support to the COP. Their expertise, insight, and leadership were instrumental in shaping Option 3 into what it is today, and we look forward to continuing our work together.

Technical Assistance support has existed since the inception of Option 3. There will likely continue to be a need for this program going forward. This grant is applicable to the entire Option 3 community. As such, any member school in need of assistance in the proposed areas may receive such support. In future years, other Option 3 member organizations may replicate and put forward a similar proposal. Fenton will evenly split the cost of the Technical Assistance with GHC to fund Allison Magill through BrightenEd LLC and Gina Plate through the Deveau Burr Group utilizing the LAUSD Charter Operated Programs Impact Grant.

## ANALYSIS

FCPS and GHC applied for and received approval on an Impact Grant to fund Allison Magill as the Option 3 Technical Assistant for the 2024-2025 fiscal year. This position is fully funded by the Impact Grant and has no additional cost to FCPS.

The scope of the work in the contract includes identifying policy barriers, researching and sharing best practices related to programs and governance, providing operational support that will enable charter schools to develop and sustain innovative high-quality educational programs and services for students with unique needs, and sharing successes of Option 3 with the broader education community.

- **Funding Amount** – The Option 3 Executive Board has approved **\$125,000** for the 2024-2025 school year to be provided to FCPS and GHC to fund services to Gina Plate and Allison Magill. The following is Fenton’s contribution:
  - \$50,000 - Allison Magill (BrightenED LLC)
  - \$12,500 - Gina Plate (Deveau Burr Group)

The expense to BrightenED LLC requires board approval as it reaches the maximum approval limit of the Chief Executive Officer (CEO). The CEO has the authority to approve expenditures up to \$50,000. All expenditures over \$50,000 must be approved by the Board of Directors.

## RECOMMENDATION

It is recommended that the Board of Directors approve the recommendation to approve the contract with Allison Magill through BrightenEd LLC funded by the LAUSD Charter Operated Programs Impact Grant.

**Attachments:** [Agreement with BrightenEd LLC](#)

#### **IV. ITEMS SCHEDULED FOR ACTION**





## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to approve revised policy for calculating CMO management fees for school sites**

### BACKGROUND

At the October 24, 2019 regular meeting of the FCPS Board of Directors, a policy for calculating the Charter Management Organization (CMO) management fees for school sites was approved. The following methodology for calculating the fee was approved:

*The total of all expenses and net revenues is allocated to the schools as the CMO fee and is the amount needed to “zero out” the net on the home office. The percentage of allocation is based on the Average Daily Attendance (ADA) of each site.*

On December 6, 2019, the California School Finance Authority (CSFA) approved conduit bond financing that would allow SFV Education to pay off a New Market Tax Credit Loan on the Fenton Primary Center, refinance the property, and proceed with the expansion of Fenton STEM and Fenton Charter Leadership Academies. From CSFA approval to signing of final documents on February 26, 2020, a number of internal changes were initiated by legal counsel to make lease payments on the Sunland site where FCLA, STEM and the business office are located, as efficiently as possible. On October 22, 2020, the Board Board of Directors approved the following change to the CMO policy to formally recognize and document the separation of the business office portion of the payment.

The following addition was added to ensure the business office pays its “fair share” for the office space:

*The Fenton Charter Public Schools business office occupies space in facilities leased by Fenton Charter Public Schools for use in the operation of Fenton Charter Leadership Academy (FCLA) and Fenton STEM Academy (STEM). The FCPS business office will grant credit to each of FCLA and STEM against the CMO fees otherwise chargeable to such school in an amount equal or approximately equal to the allocable rent payable by or on behalf of such school for the space occupied by the business office, as such amount may be reasonably determined by senior management of Fenton Charter Public Schools.*

*The amount of such credit shall be included in the expenses related to the business office included in the calculation of CMO costs.*

## ANALYSIS

The current Charter Management Organization (CMO) fee is distributed based on each site's proportion of total revenue using Average Daily Attendance (ADA). The mechanism is described below:

*The total cost of salaries, benefits, and other expenses related to the business office are divided by the total ADA of the Fenton schools. This amount is then multiplied by each school's ADA to determine the CMO fee for the site.*

However, in recent years, there has been a significant disparity in the distribution of one-time funds among the various schools. This disparity is expected to continue in the coming years, with schools receiving varying amounts from the following one-time funds:

- Learning Recovery Emergency Block Grant
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Educator Effectiveness Block Grant
- California Community Schools Partnership Program (CCSPP)
- Literacy Coaches and Reading Specialists Grant (LCRS)
- Kitchen Infrastructure and Training (KIT) Funds for 2022
- Universal Pre-K Grant

To address this issue and ensure a more equitable distribution of the CMO fee, it is proposed that the fee be allocated based on each site's share of Local Control Funding Formula (LCFF) revenue. This adjustment will help align the fees more closely with the actual enrollment figures of each school.

Allocating the CMO fee based on LCFF revenue rather than total revenue accounts for the differing financial dynamics of one-time funds, which can vary greatly and are not always reflective of a school's ongoing financial needs or enrollment. By linking the fee directly to LCFF revenue, schools will be assessed fees that are more representative of their student populations, thus promoting fairness and financial stability across the organization.

This approach recognizes that one-time funds can create temporary imbalances that distort the financial contributions expected from each school. Therefore, a revenue model tied to consistent, enrollment-based funding streams, like the LCFF, provides a more stable and predictable basis for fee allocation. This method helps ensure that schools with higher enrollment, which consequently receive more LCFF funding, contribute a proportionate share to the CMO fees, thereby fostering an equitable distribution of resources and support across the network of schools.

The full revised document is attached.

## RECOMMENDATION

It is recommended that the Board of Directors approve the revised policy for calculating CMO management fees as presented.

**Attachment:** [Revised Policy for Determining Calculation of CMO Management Fee](#)



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to approve 2024-2025 Local Control and Accountability Plans (LCAPs) for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy**

### **BACKGROUND**

As per Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5:

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans, and funded by a variety of other fund sources, when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

A public hearing was conducted at the May 23, 2024 regular meeting of the board.

### **ANALYSIS**

The LCAP describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies to share their stories of how, what and why programs and services are selected to meet their local needs. The LCAP Federal Addendum is designed to supplement the LCAP to ensure schools meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The Chief Executive Officer, Chief Operating Officer and Directors of the Fenton schools present these final LCAP documents after careful review and analysis of the work the schools have accomplished and plans for the new school year. The LCAPs for the five Fenton schools will be submitted to the Los Angeles County Office of Education by June 30, 2024.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the Local Control and Accountability Plans (LCAPs) and Federal Addendums for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton Charter Leadership Academy and Fenton STEM Academy as submitted.

**Attachment:** [2024-2025 LCAP Parent Overview Documents for FACS, FPC, SMBCCS, STEM and FCLA](#)



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT:** **Recommendation to approve Local Indicators for the California School Dashboard for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy**

### BACKGROUND

In February 2021, the State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

LCFF Priority #	LCFF Priority Area	Performance Indicator
One	Appropriately Assigned Teachers; Access to Curriculum-Aligned Instructional Materials; and Safe, Clean and Functional School Facilities	Data elements that are required as part of School Accountability Report Card (SARC)
Two	Implementation of State Academic Standards	Choice of narrative summary or self-reflection tool survey
Three	Parent and Family Engagement	Self-reflection tool addressing three areas of parent and family engagement (includes narrative & survey)
Six	School Climate	Narrative Summary of the administration and analysis of student survey

<b>Seven</b>	Access to a Broad Course of Study	Narrative Summary
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An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

## **ANALYSIS**

As required by the CDE, LCFF Priority Areas (Priority 1: Basic Services and Conditions; Priority 2: Implementation of Academic Standards; Priority 3: Parent Engagement; Priority 6: School Climate; Priority 7: Access to a Broad Course of Study) were completed for each site and are presented here for review and discussion prior to requested Board approval.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the Local Indicators for the California School Dashboard for FACS, SMBCCS, FPC, STEM and FCLA.

**Attachment:** [2024-2025 Local Indicator Documents for FACS, FPC, SMBCCS, STEM and FCLA](#)



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT:** **Recommendation to approve 2024-2025 budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy**

### **BACKGROUND**

As per the California State Constitution, the legislature, Assembly and Senate, must pass the Budget Bill by June 15 of each year. If the Budget Bill is not passed by this date, the legislators are unpaid until they reach agreement. Once passed, the bill moves on to the Governor for signing. The Governor decides to either sign or veto the Budget Bill.

### **ANALYSIS**

As required by law, the legislature has sent the final budget to the Governor to ensure approval by June 15, 2024.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve the 2024-2025 budgets for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton Charter Leadership Academy and Fenton STEM Academy.

**Attachments:** [2024-2025 Budgets for FACS, SMBCCS, FPC, STEM and FCLA](#)



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to approve Education Protection Act spending plans and resolutions for 2024-2025**

### BACKGROUND

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increased the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The measure was to end in 2018, but with the passage of Proposition 55 (*The California Children's Education and Health Care Protection Act of 2016*) on November 8, 2016, the increased tax rates for upper-income taxpayers (individuals earning more than \$263,000 and couples earning more than \$526,000) will end in 2030. Proposition 55 did not extend the Proposition 30 sales and use tax (SUT) increase, and that portion of the tax expired on December 31, 2016.

The revenues generated from Proposition 30/55 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) receive funds from the EPA based on their proportionate share of the statewide revenue limit amount.

Proposition 30/55 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

### ANALYSIS

The Fenton schools have been allocated the following amounts in EPA funding:



**Education Protection Account (EPA) Spending Determination\***

**Estimated Expenditures July 1, 2024 - June 30, 2025**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	FACS	FPC	SMBC	STEM	FCLA
<b>Amount Available for this Fiscal Year</b>						
Education Protection Account	8012	\$2,040,575	\$1,420,734	\$2,037,171	\$67,374	\$66,586
<b>Expenditures</b>						
Certificated Salaries	1000s					
Teacher Salaries	1100	\$2,040,575	\$1,420,734	\$2,037,171	\$67,374	\$66,586
Administrator Salaries	1300	\$0	\$0	\$0	\$0	\$0
Classified Salaries	2000s	\$0	\$0	\$0	\$0	\$0
Employee Benefits	3000s	\$0	\$0	\$0	\$0	\$0
Books and Supplies	4000s	\$0	\$0	\$0	\$0	\$0
Services and Other Operating Expenses	5000s	\$0	\$0	\$0	\$0	\$0
Capital Outlay	6000s	\$0	\$0	\$0	\$0	\$0
<b>Total Expenditures</b>		<b>\$2,040,575</b>	<b>\$1,420,734</b>	<b>\$2,037,171</b>	<b>\$67,374</b>	<b>\$66,586</b>

\*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

It is proposed that EPA funds be used to cover salary costs of non-administrative certificated staff.

The attached documents list how EPA funds will be expended by the five schools, and will be placed on the FCPS website as required by law after Board approval of the spending plans. The plans also separate the EPA allocation and verifies that the funds are not expended on administrative salaries or costs.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the EPA spending plans and resolutions for 2024-2025.

**Attachments:** [\*EPA spending plans and resolutions for FACS, SMBCCS, FPC, STEM and FCLA\*](#)



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to approve Resolution #53: Submission of Charter Renewal and Material Revision for Fenton Primary Center**

### **BACKGROUND**

The history of the Fenton Charter Public Schools (“FCPS”) begins in March 1993, when the staff of Fenton Avenue Elementary unanimously affirmed the decision to write and submit a charter petition to the authorizing district, LAUSD. Using the twenty-two charter petitions which had been approved by the state, along with the District’s then-recently publicized LEARN document, the staff of Fenton Avenue Elementary worked for six weeks to address the 14 elements (later 16, and now 15) of California’s original charter school law, adopted as SB 1448. Approved by the Los Angeles City Board of Education in June 1993, Fenton Avenue Charter School (“FACS”) became LAUSD’s seventh charter school and charter number 30 in the state of California

Fenton Avenue Elementary was converted to charter in July 1993. Successfully renewed five times over the course of the last twenty-six (26) years, in addition to charter conversion, the school, and later the organization, have initiated and successfully implemented innovative solutions to best serve all students and their families.

In 2007, Fenton Primary Center, a start-up charter school that was created to move FACS off the year round, multi-track calendar, was approved, and in 2013, FPC moved to its own 55,000 square foot site just eight-tenths of a mile from FACS. At that time, Fenton Avenue Charter School moved off the Modified Concept Six 163-day calendar for the first time in 20 years, with the separation of grades kindergarten through second (to FPC) and third through fifth grades (remaining at FACS). Both charter schools serve the original attendance area of Fenton Avenue Elementary and nearly the same demographic population.

On January 31, 2020, the FCPS Board of Directors approved the submission of material revisions to the charters for Fenton Avenue Charter School and Fenton Primary Center. The intent of the Material Revision for FPC and FACS is to allow the following:

- 1) Align the grade level configuration of FPC and FACS with all of the other Fenton schools (TK-6);
- 2) Allow FPC to serve grades that take standardized tests;
- 3) Allow FACS to operate a Learning Lab program for students that are typically assigned to a non-public school setting in grades TK-6.

*For more information, please see [FPC and FACS Sequence of Events for Submission of Material Revisions](#).*

On September 28, 2021, the LAUSD Board of Education approved the Material Revision for Fenton Avenue Charter School to serve students in grades TK-5 beginning in the 2022-2023 school year. Unfortunately, we did not receive the support from LAUSD for the Material Revision for Fenton Primary Center to serve students beyond TK-2. The main objection from Board members opposed to the material revision was the potential impact to district schools. We argued this is simply a reconfiguration of existing students between FACS and FPC.

On June 15, 2023, the Board of Directors approved the submission of the Charter Renewal Petition for Fenton Primary Center to expand and serve students in grades TK-5. SB 114, education omnibus budget trailer bill, extended the term of all charter schools whose petitions expire between January 1, 2024, and June 30, 2027, by one additional year.

One year of renewal relief enabled all charter schools with charter terms expiring on or between January 1, 2024, and June 30, 2027 to have their renewals pushed back one more year. The one-year extension applied to all charter schools, not just those with terms expiring next year, to avoid a renewal “bottleneck” for authorizers. The following is the current charter expiration date for the Fenton Charter Public Schools.

School	LAUSD Board Approved Terms	Charter Expiration Date
FPC	<u>2017-2024</u>	June 30, 2025
FACS	<u>2017-2024</u>	June 30, 2025
SMBCCS	<u>2017-2024</u>	June 30, 2025
STEM	<u>2019-2026</u>	June 30, 2027
FCLA	<u>2019-2026</u>	June 30, 2027

## ANALYSIS

The charter petitions for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, and Fenton Primary Center will expire on June 30, 2025. The Charter Schools Division of LAUSD provided guidance about the charter renewal template or guidance on the submission of the petitions. The [most recent guidance from LAUSD](#) is from May 22, 2024.

Based on a review of our current metrics, (i-Ready, CAASPP, RFEP), the Fenton schools will demonstrate strong academic gains and will be well positioned for renewal. Fenton is currently planning on submitting our charter petitions to LAUSD in July. We believe we have enough data to defend arguments against the Material Revision for Fenton Primary Center to expand and serve students in grades TK-5. We are working with Janelle Ruley of Young, Minney, Corr on the completion of our charter petitions.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve Resolution #53: Submission of Charter Renewal and Material Revision for Fenton Primary Center.

**Attachments: *Resolution #53: Charter Renewal and Material Revision for Fenton Primary Center***  
***(Charter Petition)***



**FENTON CHARTER PUBLIC SCHOOLS  
BOARD OF DIRECTORS**

**RESOLUTION #53 AUTHORIZING SUBMISSION OF CHARTER RENEWAL PETITION  
TO LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

WHEREAS, Fenton Charter Public Schools is a California nonprofit public benefit corporation that operates Fenton Primary Center (the “Charter School”), a California public charter school; and

WHEREAS, the Board of Directors (“Board”) of Fenton Charter Public Schools finds it in the best interest of the Charter School to submit a charter renewal petition application (“Renewal”) of the Fenton Primary Center charter as authorized by the Los Angeles Unified School District (“LAUSD”) and provided for in Education Code Sections 47605, 47607 and 47607.2.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of the Fenton Primary Center Renewal to the LAUSD Board of Education for a term of July 1, 2025 to June 30, 2030; and

BE IT FURTHER RESOLVED that the Board authorizes the following individuals to take all steps necessary pursuant to their roles to seek the approval of the Renewal:

- Dr. David Riddick will serve as “Lead Petitioner” and is hereby authorized to make any additional changes or revisions to the Renewal as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same;
- Sirui Thomassian is the Director;
- Dr. David Riddick is the Chief Executive Officer; and
- Jason Gonzalez, Chief Operating Officer, is the Financial Manager.

\* \* \*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 13<sup>th</sup> day of June, 2024.

AYES:

NOS:

ABSTENTIONS:

By: \_\_\_\_\_  
Joe Lucente, Chairman of the Board of Directors

By: \_\_\_\_\_  
Irene Sumida, Secretary



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to to approve Resolution #54: Submission of Charter Renewal for Fenton Avenue Charter School**

### BACKGROUND

The history of the Fenton Charter Public Schools (“FCPS”) begins in March 1993, when the staff of Fenton Avenue Elementary unanimously affirmed the decision to write and submit a charter petition to the authorizing district, LAUSD. Using the twenty-two charter petitions which had been approved by the state, along with the District’s then-recently publicized LEARN document, the staff of Fenton Avenue Elementary worked for six weeks to address the 14 elements (later 16, and now 15) of California’s original charter school law, adopted as SB 1448. Approved by the Los Angeles City Board of Education in June 1993, Fenton Avenue Charter School (“FACS”) became LAUSD’s seventh charter school and charter number 30 in the state of California

Fenton Avenue Elementary was converted to charter in July 1993. Successfully renewed five times over the course of the last twenty-six (26) years, in addition to charter conversion, the school, and later the organization, have initiated and successfully implemented innovative solutions to best serve all students and their families.

In 2007, Fenton Primary Center, a start-up charter school that was created to move FACS off the year round, multi-track calendar, was approved, and in 2013, FPC moved to its own 55,000 square foot site just eight-tenths of a mile from FACS. At that time, Fenton Avenue Charter School moved off the Modified Concept Six 163-day calendar for the first time in 20 years, with the separation of grades kindergarten through second (to FPC) and third through fifth grades (remaining at FACS). Both charter schools serve the original attendance area of Fenton Avenue Elementary and nearly the same demographic population.

On January 31, 2020, the FCPS Board of Directors approved the submission of material revisions to the charters for Fenton Avenue Charter School and Fenton Primary Center. The intent of the Material Revision for FPC and FACS is to allow the following:

- 1) Align the grade level configuration of FPC and FACS with all of the other Fenton schools (TK-6);
- 2) Allow FPC to serve grades that take standardized tests;
- 3) Allow FACS to operate a Learning Lab program for students that are typically assigned to a non-public school setting in grades TK-6.

*For more information, please see [FPC and FACS Sequence of Events for Submission of Material Revisions](#).*

On September 28, 2021, the LAUSD Board of Education approved the Material Revision for Fenton Avenue Charter School to serve students in grades TK-5 for the 2022-2023 school year. Unfortunately, we did not receive the support from LAUSD for the Material Revision for Fenton Primary Center to serve students beyond TK-2. The main objection from Board members opposed to the material revision was the potential impact to district schools. We argued this is simply a reconfiguration of existing students between FACS and FPC.

On June 15, 2023, the Board of Directors approved the submission of the Charter Renewal Petition for Fenton Avenue Charter School to serve students in grades TK-5. SB 114, education omnibus budget trailer bill, extended the term of all charter schools whose petitions expire between January 1, 2024, and June 30, 2027, by one additional year.

One year of renewal relief enabled all charter schools with charter terms expiring on or between January 1, 2024, and June 30, 2027 to have their renewals pushed back one more year. The one-year extension applied to all charter schools, not just those with terms expiring next year, to avoid a renewal “bottleneck” for authorizers. The following is the current charter expiration date for the Fenton Charter Public Schools.

School	LAUSD Board Approved Terms	Charter Expiration Date
FPC	<u>2017-2024</u>	June 30, 2025
FACS	<u>2017-2024</u>	June 30, 2025
SMBCCS	<u>2017-2024</u>	June 30, 2025
STEM	<u>2019-2026</u>	June 30, 2027
FCLA	<u>2019-2026</u>	June 30, 2027

## ANALYSIS

The charter petitions for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, and Fenton Primary Center will expire on June 30, 2025. The Charter Schools Division of LAUSD provided guidance about the charter renewal template or guidance on the submission of the petitions. The [most recent guidance from LAUSD](#) is from May 22, 2024.

Based on a review of our current metrics, (i-Ready, CAASPP, RFEP), the Fenton schools will demonstrate strong academic gains and will be well positioned for renewal. Fenton is currently planning on submitting our charter petitions to LAUSD in July. We are working with Janelle Ruley of Young, Minney, Corr on the completion of our charter renewal petitions.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve Resolution #54: Submission of Charter Renewal for Fenton Avenue Charter School.

**Attachments: *Resolution #54: Charter Renewal for Fenton Avenue Charter School***  
***([Charter Petition](#))***





**FENTON CHARTER PUBLIC SCHOOLS  
BOARD OF DIRECTORS**

**RESOLUTION #54 AUTHORIZING SUBMISSION OF CHARTER RENEWAL PETITION  
TO LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

WHEREAS, Fenton Charter Public Schools is a California nonprofit public benefit corporation that operates Fenton Avenue Charter School (the “Charter School”), a California public charter school; and

WHEREAS, the Board of Directors (“Board”) of Fenton Charter Public Schools finds it in the best interest of the Charter School to submit a charter renewal petition application (“Renewal”) of the Fenton Avenue Charter School charter as authorized by the Los Angeles Unified School District (“LAUSD”) and provided for in Education Code Sections 47605, 47607 and 47607.2.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of the Fenton Avenue Charter School Renewal to the LAUSD Board of Education for a term of July 1, 2025 to June 30, 2030; and

BE IT FURTHER RESOLVED that the Board authorizes the following individuals to take all steps necessary pursuant to their roles to seek the approval of the Renewal:

- Dr. David Riddick will serve as “Lead Petitioner” and is hereby authorized to make any additional changes or revisions to the Renewal as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same;
- Monica Castañeda is the Director;
- Dr. David Riddick is the Chief Executive Officer; and
- Jason Gonzalez, Chief Operating Officer, is the Financial Manager.

\* \* \*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 13<sup>th</sup> day of June, 2024.

AYES:

NOS:

ABSTENTIONS:

By: \_\_\_\_\_  
Joe Lucente, Chairman of the Board of Directors

By: \_\_\_\_\_  
Irene Sumida, Secretary



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to to approve Resolution #55: Submission of Charter Renewal for Santa Monica Boulevard Community Charter School**

### **BACKGROUND**

Santa Monica Boulevard Community Charter School (“SMBCCS” or “Santa Monica”) is one of five Fenton Charter Public Schools (FCPS) in Los Angeles, California. The Charter School is located in an overcrowded, urban, low-economic section of East Hollywood that consists of mixed residential and commercial/industrial development. SMBCCS has been in existence as a public school since 1910. Driven by innovative ideas and strategies to improve the quality and effectiveness of its programs, SMBCCS became the largest independent conversion charter school within the Los Angeles Unified School District (LAUSD) when its initial charter petition was approved by the LAUSD in 2002.

With the help of a petition signed by 320 parents, the Los Angeles Board of Education approved the operation of Santa Monica Boulevard Community Charter School by Fenton Charter Public Schools on May 1, 2012 specifically defining the move as a “divestiture” whereby FCPS would accept all assets and liabilities of the conversion school. This transition met the criteria of a substantive change and triggered the need for a WASC Committee to visit Santa Monica in October 2012. The Committee reported that the change “had a positive impact on the ability of the school to meet the needs of the students it serves.”

SMBCCS and the FCPS saw immediate and significant student achievement growth with this divestiture and have built and strengthened community partnerships with a variety of outside organizations and institutions over the last 10 years including Paramount Pictures, the SABAN Community Clinic, Young Storytellers, and Pacific Clinics. SMBCCS has refined the overall instructional program to ensure a focus on individual student needs through the implementation of Professional Learning Communities pedagogy, and increased expanded learning opportunity programming targeted to community feedback.

On June 15, 2023, the Board of Directors approved the submission of the Charter Renewal Petition for Santa Monica Boulevard Community Charter School to serve students in grades TK-6. SB 114, education omnibus budget trailer bill, extended the term of all charter schools whose petitions expire between January 1, 2024, and June 30, 2027, by one additional year.

One year of renewal relief enabled all charter schools with charter terms expiring on or between January 1, 2024, and June 30, 2027 to have their renewals pushed back one more year. The one-year extension applied to all charter schools, not just those with terms expiring next year, to avoid a renewal “bottleneck” for authorizers. The following is the current charter expiration date for the Fenton Charter Public Schools.

School	LAUSD Board Approved Terms	Charter Expiration Date
FPC	<u>2017-2024</u>	June 30, 2025
FACS	<u>2017-2024</u>	June 30, 2025
SMBCCS	<u>2017-2024</u>	June 30, 2025
STEM	<u>2019-2026</u>	June 30, 2027
FCLA	<u>2019-2026</u>	June 30, 2027

**ANALYSIS**

The charter petitions for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, and Fenton Primary Center will expire on June 30, 2025. The Charter Schools Division of LAUSD provided guidance about the charter renewal template or guidance on the submission of the petitions. The [most recent guidance from LAUSD](#) is from May 22, 2024.

Based on a review of our current metrics, (i-Ready, CAASPP, RFEP), the Fenton schools will demonstrate strong academic gains and will be well positioned for renewal. Fenton is currently planning on submitting our charter petitions to LAUSD in July. We are working with Janelle Ruley of Young, Minney, Corr on the completion of our charter renewal petitions.

**RECOMMENDATION**

It is recommended that the Board of Directors approve Resolution #54: Submission of Charter Renewal for Santa Monica Boulevard Community Charter School.

**Attachments: Resolution #55: Submission of Charter Renewal for Santa Monica Boulevard Community Charter School ([Charter Petition](#))**



**FENTON CHARTER PUBLIC SCHOOLS  
BOARD OF DIRECTORS**

**RESOLUTION #55 AUTHORIZING SUBMISSION OF CHARTER RENEWAL PETITION  
TO LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

WHEREAS, Fenton Charter Public Schools is a California nonprofit public benefit corporation that operates Santa Monica Boulevard Community Charter School (the “Charter School”), a California public charter school; and

WHEREAS, the Board of Directors (“Board”) of Fenton Charter Public Schools finds it in the best interest of the Charter School to submit a charter renewal petition application (“Renewal”) of the Santa Monica Boulevard Community Charter School charter as authorized by the Los Angeles Unified School District (“LAUSD”) and provided for in Education Code Sections 47605, 47607 and 47607.2.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of the Santa Monica Boulevard Community Charter School Renewal to the LAUSD Board of Education for a term of July 1, 2025 to June 30, 2030; and

BE IT FURTHER RESOLVED that the Board authorizes the following individuals to take all steps necessary pursuant to their roles to seek the approval of the Renewal:

- Dr. David Riddick will serve as “Lead Petitioner” and is hereby authorized to make any additional changes or revisions to the Renewal as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same;
- Cary Rabinowitz is the Director;
- Dr. David Riddick is the Chief Executive Officer; and
- Jason Gonzalez, Chief Operating Officer, is the Financial Manager.

\* \* \*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 13<sup>th</sup> day of June, 2024.

AYES:

NOS:

ABSTENTIONS:

By: \_\_\_\_\_  
Joe Lucente, Chairman of the Board of Directors

By: \_\_\_\_\_  
Irene Sumida, Secretary



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to approve staff rosters, stipends for specific positions, and recommendations for regular status, and FCPS employee contracts**

### **BACKGROUND**

By May of each school year, the Fenton schools typically have completed interviews, observations and final hiring.

Although each year is uncertain in terms of the fiscal position of the state, the Fenton schools will move forward with the variety of roles that encourage and build leadership within the organization.

### **ANALYSIS**

#### **Leadership Roles**

##### ***Lead Teachers***

The Board is reminded that the Lead Teacher role was created in 1998 as Fenton Avenue Charter School grew to fifty-four teachers, twenty-seven of whom were credentialed through the Emergency Permit process. In order to ensure a well-prepared teaching staff assisted by experienced mentors, we created the Lead Teacher position to combine the roles of mentor teacher and grade level chairperson. The stipend was intended to be a small token of appreciation to recognize dedicated staff members, not a monetary incentive to accept the role. The stipend increased to \$5,000 due to the number of teachers who were new to the profession and required mentoring. Although there are far fewer inexperienced teachers at any of the schools, providing the same stipend of \$5,000 is warranted due to the continuity and leadership provided by the Lead Teachers. (For sixth grade at any site, the stipend is \$2,500 due to the number of teachers at the grade level.) All Lead Teachers attend all Leadership Team meetings and regular meetings of the Board of Directors.

### ***Focus Leads***

The position of Focus Lead was first created at FCLA and STEM acknowledging the challenge of continuously maintaining an integrated curricular focus area such as Science, Technology, Engineering and Mathematics (**STEM**) at one school, and **Leadership** at the other school, while realizing the two schools are located on one campus.

The concept was also implemented at SMBCCS to call attention to a new innovative practice: **STEAM** – Science, Technology, Engineering, Arts and Mathematics.

As FACS and FPC prepared for renewal (delayed due to the Governor’s action during the pandemic), both schools identified areas of focus. For FACS, **Environmental Studies** has always been a natural area of study due to the school’s proximity to Hansen Dam and the adjoining area overseen by the Army Corps of Engineers. For FPC, **Communication** was a natural focus area as the development of all areas of the language arts (listening, speaking, reading and writing) is a major area of emphasis for the school.

All Focus Leads receive a stipend of \$5,000 (unless the position is shared) for leading professional development and ensuring continued work in the focus area.

### ***Faculty and Classified Representatives***

The Faculty and Classified Representatives positions were created by Fenton and first written into the 2003 charter petition. Viewed as a means of ensuring that even the “quietest” voice would be heard, the positions are not attached to any level of monetary compensation, as the role includes a significant voice within the governance system (the representatives are typically part of interviewing and hiring recommendations at their respective school sites as well as positions within the Business Office). All representatives must be seen as taking on the position to assist their peers; not for financial gain or power. They are the objective, unbiased voice of the employees they represent.

### ***Council and Committee Chairs***

As with the representatives, Council and Committee Co-Chairs must be unbiased and objective as they serve as liaisons to the governing board. Initially, they *were* the governing board at Fenton Avenue Charter School, and hence the need for total objectivity and therefore no monetary compensation has ever been attached to these positions.

2024-2025 FCPS Leadership Team

<b>Position</b>	<b>FCPS</b>				
<b>Chief Executive Officer</b>	David Riddick				
<b>Chief Operating Officer</b>	Jason Gonzalez				
<b>Director of Community Schools</b>	Richard Parra				
<b>Director of Instruction</b>	Jennifer Miller				
<b>Director of Special Education</b>	Kristine Khachian				
<b>Instructional Coaches</b>	Angie Castellana Ferri, Yessenia Fuentes, Evelyn Martinez (FACS) and Bunny Wolfer (SMBCCS)				
<b>Position</b>	<b>FACS</b>	<b>SMBCCS</b>	<b>FPC</b>	<b>STEM</b>	<b>FCLA</b>
<b>Directors</b>	Monica Castañeda	Cary Rabinowitz	Sirui Thomassian	Beth Henschel	
<b>Assistant Directors</b>	Juan Gomez and Paige Piper	Walter Gomez	Nicole Langlois	Jennifer Pimentel and Cecilia Quijano	
<b>Administrative Coordinators</b>		Ariana Gomez and Carmen Solis			
<b>ELOP Coordinators</b>	Kelley Christenson	Jazmin Luna	Jessi Tello	Alejandra Muñoz	
<b>Acceleration Specialists</b>	Wendy Kaufman	Sandra Hernandez and Jocelyn Condo	Michelle Shaghoian	Elisa Vallejo	
<b>Family Center Directors</b>	Tony Peña	Johana Juarez	Laura Vasquez	Virginia Palma	
<b>Lead Teachers</b>  <b>\$5,000 per grade level, TK/K-5 and Special Education; \$2,500 if shared</b>  <b>\$2,500 for 6<sup>th</sup> grade</b>	<b>TK/K:</b> Lisa Morales <b>1st/2nd grades:</b> Feather Gentry <b>3<sup>rd</sup> grade:</b> Christopher Torres <b>4<sup>th</sup> grade:</b> Christina Melkonian and Rebecca Williamson <b>5<sup>th</sup> grade:</b> Tiffany Fisher and Lorena Sanchez	<b>TK:</b> Jennifer Flynn <b>K:</b> Diana Ramos and Alexis Ribakoff <b>1<sup>st</sup> grade:</b> Amanda Hill and Megan Rol <b>2<sup>nd</sup> grade:</b> Laura Gerow and Evelia Manzo	<b>TK:</b> Sarah Ananta and Bridget Ruiz <b>K:</b> Coco Salazar <b>1<sup>st</sup> grade:</b> Brianna Ellis and Laura Holmes <b>2<sup>nd</sup> grade:</b> Nitima Angus and Judy Lee	<b>TK:</b> Priscilla Gentry <b>K:</b> Veronica McCaughin <b>1<sup>st</sup> grade:</b> Adriana Baez <b>2<sup>nd</sup> grade:</b> Alyssa Marygold <b>3<sup>rd</sup> grade:</b> Lilia Padilla Zúñiga <b>4<sup>th</sup> grade:</b> Elizabeth Marquez <b>5<sup>th</sup> grade:</b> Joanna Tepper	

	<b>Special Ed.:</b> Jann Manorothkul	<b>3<sup>rd</sup> grade:</b> Alleea Culhane <b>4<sup>th</sup> grade:</b> TBD <b>5<sup>th</sup> grade:</b> Jordan Jones <b>6<sup>th</sup> grade:</b> Patience Reinicke <b>Special Ed.:</b> Angela Boyd and Chrsitian Hidalgo	<b>Special Ed.:</b> Maria Cardenas	<b>6<sup>th</sup> grade:</b> Martha May <b>Special Ed.:</b> Alexis Sheppard	
<b>Focus Leads</b> <b>\$5,000; \$2,500 if shared</b>	<b>Environmental Studies:</b>	<b>ELD:</b> Zoe Weiss <b>STEAM:</b> Gaby Arroyo, Shanjana Hossain, and Christy Namkung	<b>Communication:</b> Celina Calvillo and Jennifer Daugherty	<b>STEM:</b> Bianca Bell-Reed	<b>Leadership:</b> Lindsey Western
<b>Faculty Representatives</b>	Evelyn Martinez and Lorena Sanchez	Gaby Arroyo and Xareni Robledo	Nitima Angus and Coco Salazar	Veronica McCaughlin	Melissa Allender
<b>Classified Rep.</b>	Nereyda Gonzaga	Gemini Guadamuz	Laura Vasquez		
<b>TA Representative</b>					
<b>Council/Committee Co-Chairs</b>	<b>Budget, Facilities and Safety:</b> Elena Durghalli	<b>Finance:</b> Isabella Rodriguez	<b>Finance:</b> Sarah Ananta and Maria Patron	<b>Finance:</b> TBD	<b>Finance:</b> Jennifer Hines
	<b>Curriculum and Assessment:</b> Christopher Torres	<b>Instruction:</b> Jocelyn Condo and Sandy Hernandez	<b>Instruction:</b> Brianna Ellis and Michelle Shaghoian	<b>Instruction:</b> Elisa Vallejo	<b>Instruction:</b> Melissa Andrade
	<b>Human Resource and Personnel:</b> Lorena Sanchez	<b>Personnel:</b> Marie Kirakossian and Megan Stevenson	<b>Personnel:</b> Judy Lee, Caitlin McMabell and Angie Salceda	<b>Personnel:</b> Priscilla Gentry	<b>Personnel:</b> Kate Marrelli
	<b>School-Community Relations:</b> Tony Peña	<b>Parent Advocacy:</b> Christian Hidalgo and Aaron Veals	<b>Parent Advocacy:</b> Gurpreet Gill and Bridget Ruiz	<b>Parent Advocacy:</b> Sofia Carias	<b>Parent Advocacy:</b> Brennan Mack
	<b>SSC and ELAC:</b>	<b>SSC and ELAC:</b>	<b>SSC and ELAC:</b>	<b>SSC and ELAC:</b>	<b>SSC and ELAC:</b>



## Regular Status

Teachers and other certificated staff who have successfully completed two years of satisfactory service (as defined in the Employee Handbook) are being recommended for regular status by the Directors of their respective schools. Moving from probationary to regular status allows certificated staff to apply for leadership positions, and allows teachers to move over a column each semester, rather than yearly, for purposes of salary advancement.

### *Certificated Staff Recommended for Regular Status*

FACS	SMBCCS	FPC	STEM	FCLA
Elena Durghalli			Deborah Allan	Adriana Baez
Feather Gentry			Deanna Weiss	Kalea Wright
Jann Manorothkul				

## Employee Contracts

Employee contracts were written for all current employees and will be distributed during the month of June. The content of the teacher contracts was changed in 2021-2022 by our personnel attorney at Procopio, Cory, Hargeaves and Savitch LLP, Robert Levy, to ensure alignment with new state and federal laws. The format and basic content of the teacher contracts remain the same as the contracts from the 2021-2022 school year. The fully executed contracts will be returned to employees after board approval, which is included in this action item.

## RECOMMENDATION

It is recommended that the Board of Directors approve any changes in titles and schedules, final staff rosters, granting of stipends for specific leadership positions, approval of regular status for identified employees, and contracts for employees. As additional openings exist, or may open during the summer break, the Board is asked to approve giving hiring discretion to the Directors of each site with input from the Chief Executive Officer and Chief Operating Officer. Final updated and/or revised staff rosters will be presented for approval, as necessary, at the August 15, 2024 regular meeting of the Board of Directors.

**Attachments:** [2024-2025 Staff Rosters for FACS, FPC, SMBCCS, FCLA and STEM](#)



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

Jason Gonzalez  
Chief Operating Officer/ Vice President

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

### BACKGROUND

The Chief Executive Officer has the authority to approve expenditures up to \$50,000. All expenditures over \$50,000 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.

**AB 218 School Excess Liability Funding Plan Invoice (SELF) (\$82,898) (FCPS)** - AB 218, or the California Child Victims Act, has multiple implications for CA educational agencies including the following:

- Opened a three-year revival period, during which a claim for childhood sexual assault could be filed from any point in the past. This window closed 12/31/22 for persons over the age of 40.
- Extends the general statute of limitations in which to file a claim going forward from age 26 to age 40 (once the revival period closed).
- Deleted the requirement of filing a government tort claim.

JPsAs such as SELF hold school district funds in reserve based on actuarial science. Actuaries only forecast liabilities based on current state law, so we would not hold funds belonging to school districts or

forecast losses that do not legally exist at the time. This retroactive unfunded mandate on schools has necessitated, in turn, a retroactive funding solution based on this law. SELF developed per-year funding amounts calculated as a pro-rata share of our original contributions in the affected years.

**California Charter Schools Association (CCSA) Membership Renewal (\$41,152.50) (FCPS)** - In July 2022, CCSA transitioned to a fiscal year billing cycle and invoiced \$12.50 per student for FY2023. Another \$2.50 per student increase took effect in July 2023, increasing the FY2024 price to \$15.00 per student. An annual \$0.50 increase begins in FY2025 for a \$15.50 price per student.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the expenditures for **SELF (\$82,898)** and **CCSA Membership Renewal (\$41,152.50)**.

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



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve the employment of Vivian Matute Rojas on a Provisional Internship Permit**

### BACKGROUND

Fenton Avenue Charter School would like to employ **Vivian Matute Rojas** as a Classroom Teacher for a Special Day Class serving grades 3-5. **Ms. Matute Rojas** will be on a Provisional Internship Permit. **Ms. Matute Rojas** will enroll in an intern program for a **Education Specialist Instruction Credential: Moderate/Severe Disabilities** within the next couple of months.

### ANALYSIS

The approval of the Provisional Internship Permit (PIP) by the Commission on Teaching Credentialing (CTC) is dependent upon the following.

- Public notice was presented as an action item on the governing board agenda and acted upon favorably;
- Include a copy the agenda item;
- The agenda item will include:
  - Applicant's name: **Vivian Matute Rojas**
  - Assignment: **Special Day Classroom Teacher**
  - Grade Level: **3rd-5th Grade**
  - School Site: **Fenton Avenue Charter School**

**The applicant will be employed on the basis of the Provisional Internship Permit.**

### RECOMMENDATION

It is recommended that the Board of Directors approve the employment of **Vivian Matute Rojas** on a Provisional Internship Permit.

**Attachment:** **[PIP Documentation](#)**



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve the employment of Linnea Thorne on a Provisional Internship Permit**

### BACKGROUND

Fenton Charter Leadership Academy would like to employ **Linnea Thorne** as a Classroom Teacher for Transitional Kindergarten. **Ms. Thorne** will be on a Provisional Internship Permit. **Ms. Thorne** will enroll in an intern program for a Multiple Subject Teaching Credential with the goal of obtaining at least 24 units in early childhood education, childhood development, or both.

### ANALYSIS

The approval of the Provisional Internship Permit (PIP) by the Commission on Teaching Credentialing (CTC) is dependent upon the following.

- Public notice was presented as an action item on the governing board agenda and acted upon favorably;
- Include a copy the agenda item;
- The agenda item will include:
  - Applicant's name: Linnea Thorne
  - Assignment: Classroom Teacher
  - Grade Level: Transitional Kindergarten
  - School Site: Fenton Charter Leadership Academy

**The applicant will be employed on the basis of the Provisional Internship Permit.**

### RECOMMENDATION

It is recommended that the Board of Directors approve the employment of **Linnea Thorne** on a Provisional Internship Permit.

**Attachment:** [PIP Documentation](#)



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve certification of professional experience in a classroom setting with preschool-age children comparable to 24 units of education in early childhood education and/or childhood development**

### BACKGROUND

California Education Code Section 48000(g)(4) outlines the requirements for Transitional Kindergarten (TK) teachers:

"As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, a school district or charter school shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2025, one of the following:

(A) At least 24 units in early childhood education, childhood development, or both.

(B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).

(C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing."

Any current credentialed teacher who is or was assigned to teach TK, or a combination class of kindergarten and TK, on or before July 1, 2015, is "grandfathered in" to teach TK without having to meet additional requirements. Further, any current credentialed teacher who is assigned to teach TK and has completed at least 24 semester units (or equivalent units) in early childhood education/childhood development, or holds a Child Development Teacher Permit, has met the additional requirements.

## ANALYSIS

This Action Items seeks to certify that the following teachers have obtained professional experience in a classroom setting with preschool-age children comparable to the 24 units of education in early childhood education and/or childhood development. The following FCPS TK Teachers for the 2024-2025 school year have participated in extensive professional development and classroom observations during the 2023-2024 school year comparable to the 24 units of education in early childhood education and/or childhood development.

Fenton Avenue Charter School:

**Lisa Morales and Araceli Caro**

Fenton Primary Center:

**Sarah Ananta, Bridget Ruiz, Sandra Valle, Diana Lucas, and Celina Calvillo Cerda**

Santa Monica Boulevard Community Charter School:

**Jennifer Flynn, Vanessa Ettleman, and Yennizel Duran**

Fenton STEM Academy:

**Priscilla Gentry**

Fenton Charter Leadership Academy:

**Brennan Mack**

## RECOMMENDATION

It is recommended that the Board of Directors approve certification of professional experience in a classroom setting with preschool age children comparable to 24 units of education in early childhood education and/or childhood development.



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve Proposition 28 Arts & Music in Schools (AMS) Annual Reports for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy**

### **BACKGROUND**

On November 8, 2022, California voters approved Proposition 28, known as the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. This measure mandates the establishment of an ongoing program to support arts education in California public schools starting from the 2023–24 school year. The AMS program allocates 1% of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee from the prior fiscal year to enhance arts education programs ([California Department of Education](#)) ([California Department of Education](#)).

The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to ensure that at least 80 percent of AMS funds to be expended are used to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA's administrative expenses.

"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

Each school can determine which program or programs it will offer. School administrators—in collaboration with teachers, families, and students—should together make the choice that best serves students in their local school community. LEAs that use AMS funds for arts program instruction as part



of the regular school day should keep in mind that statute requires that students be under the immediate supervision and control of a certificated employee of the LEA in order to generate attendance for apportionment and receive instructional time credit.

LEAs have three fiscal years to spend their annual allocations before unused funds must be reverted to the state. EC Section 8820 indicates that allocated funds are available for use for up to three fiscal years. At the end of the third year, the amount of unexpended funds shall be reported to the CDE by October 1st. Unexpended funds will be collected by the CDE and allocated to all LEAs in the following fiscal year. The Fenton Charter Public Schools did not use any Proposition 28 funds for the 2023-2024 school year. These funds will need to be distributed among the following two years. The following are available for funds for either certificate or classified staff members to provide an art instructor.

	<b>2023-2024</b>	<b>2024-2025</b> <i>(estimate)</i>	<b>2025-2026</b> <i>(estimate)</i>
<b>FPC</b>	\$94,468	\$94,468	\$94,468
<b>FACS</b>	\$113,428	\$113,428	\$113,424
<b>SMBCCS</b>	\$145,084	\$145,084	\$145,084
<b>FCLA</b>	\$53,861	\$53,861	\$53,861
<b>STEM</b>	\$51,561	\$51,561	\$51,561

LEAs do not need to apply for AMS funds. Funding will be automatically allocated by the CDE to each K–12 LEA using the methodology outlined in subdivision (c) of Education Code Section 8820, which is based on the share of statewide total enrollment and the share of enrollment of economically disadvantaged pupils, as defined in Education Code Section 8821, at each eligible school site of the K–12 LEA. Funding will be calculated at the school site level and allocated to the LEA, which is required to allocate funds to eligible school sites in the amounts calculated by the CDE.

The AMS program aims to achieve several key objectives:

1. **Increase Funding for Arts Education:** By providing additional, dedicated funding, the program ensures that schools can develop and sustain comprehensive arts education programs.
2. **Quality Arts Instruction:** A significant portion of the funds (at least 80% for LEAs with 500 or more students) must be used to employ certificated or classified employees, ensuring high-quality arts instruction ([California Department of Education](#)) ([California Department of Education](#)).
3. **Educational Equity:** The funding formula takes into account the enrollment of economically disadvantaged students, helping to reduce disparities in access to arts education ([California Department of Education](#)).
4. **Comprehensive Education:** Arts education is integral to developing students' creativity, critical thinking, and problem-solving skills, contributing to their overall academic success.
5. **Accountability and Transparency:** The program includes stringent reporting and auditing requirements to ensure funds are used effectively and transparently. LEAs must submit annual,

board-approved reports detailing the use of funds and the impact on arts education programs. These reports must be posted on both the LEA's and the California Department of Education's websites ([California Department of Education](https://www.cde.ca.gov)).

It is recommended that the board take the following actions to comply with Proposition 28 and maximize the benefits of the AMS program:

1. **Certify Fund Usage:** Ensure that all AMS funds are used to provide arts education programs, with at least 80% of funds (for LEAs with 500 or more students) allocated to employ qualified arts education staff.
2. **Submit Annual Reports:** Approve and submit the required annual reports detailing the types of arts programs funded, personnel involved, and the number of students and school sites served.
3. **Monitor and Audit:** Implement processes to monitor the use of AMS funds and prepare for annual audits to verify compliance with statutory requirements.
4. **Public Transparency:** Post the approved annual reports on Fenton's website and provide them to the California Department of Education for additional transparency and accountability.

By taking these steps, the board can ensure that the Fenton effectively utilizes AMS funds to enhance arts education, fostering a more enriching and equitable educational experience for all students.

## ANALYSIS

The Fenton Charter Public Schools did not use any Proposition 28 Arts & Music in Schools funds for the 2023-2024 school year. Directors have indicated their plans for their "Arts Education program" in their Board Reports for the 2024-2025 school year. Each school will require those interested in the position to have a background in arts education and experience teaching art. The following is an overview of the various plans currently in place.

	Type of Arts Program	Possible Fenton Teacher	New Hire Outside of Fenton
<b>FPC</b>	Visual Arts	Yes ( <i>Certificated</i> )	-
<b>FACS</b>	Visual Arts	-	Yes ( <i>Classified</i> )
<b>SMBCCS</b>	Visual Arts	Yes ( <i>Certificated</i> )	-
<b>FCLA</b>	Music	-	Yes ( <i>Certificated</i> )
<b>STEM</b>	Music	-	Yes ( <i>Certificated</i> )

California schools have up to three fiscal years to spend the funds allocated under Proposition 28 Arts and Music in Schools (AMS). For example, if funds are apportioned in the 2023-24 fiscal year, they must be expended by June 30, 2026. Any funds that remain unspent by the end of this period must be reported to the California Department of Education (CDE) by October 1 following the end of the three-year expenditure period. The unexpended funds will then be collected by the CDE and reallocated to all LEAs in the subsequent fiscal year.

The following chart reflects how the Fenton Charter Public Schools will spend AMS funds apportioned to the 2023-2024. These funds will be expended by June 30, 2026 with 50% spent in FY25 and 50% spent in FY26.

	<b>FACS</b>	<b>FPC</b>	<b>SMBCCS</b>	<b>STEM</b>	<b>FCLA</b>
<b><i>FY24 Unspent</i></b>	<i>\$113,428</i>	<i>\$94,471</i>	<i>\$145,090</i>	<i>\$51,563</i>	<i>\$53,862</i>
<b>FY25</b>					
FY Forecast	\$113,428	\$94,471	\$145,090	\$51,563	\$53,862
<i>FY24 Unspent (50%)</i>	<i>\$56,714</i>	<i>\$47,236</i>	<i>\$72,545</i>	<i>\$25,782</i>	<i>\$26,931</i>
<b>FY25 TOTAL</b>	<b>\$170,142</b>	<b>\$141,707</b>	<b>\$217,635</b>	<b>\$77,345</b>	<b>\$80,793</b>
<b>FY26</b>					
FY Forecast	\$113,428	\$94,471	\$145,090	\$51,563	\$53,862
<i>FY24 Unspent (50%)</i>	<i>\$56,714</i>	<i>\$47,236</i>	<i>\$72,545</i>	<i>\$25,782</i>	<i>\$26,931</i>
<b>FY25 TOTAL</b>	<b>\$170,142</b>	<b>\$141,707</b>	<b>\$217,635</b>	<b>\$77,345</b>	<b>\$80,793</b>

## RECOMMENDATION

It is recommended that the Board of Directors approve Proposition 28 Arts & Music in Schools (AMS) Annual Reports for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy.

**Attachments:** [\*Proposition 28 Arts & Music in Schools \(AMS\) Annual Reports\*](#)



## FENTON CHARTER PUBLIC SCHOOLS

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve Arts, Music, and Instructional Materials (AMI) Discretionary Block Grant Spending Plans for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy**

### BACKGROUND

The Arts, Music, and Instructional Materials (AMI) Discretionary Block Grant is an initiative aimed at enhancing the quality of education through targeted funding for arts, music, and instructional materials. This grant forms part of the state's broader commitment to ensuring a well-rounded education, recognizing the critical role that arts and music play in student development. The AMI Discretionary Block Grant provides Local Educational Agencies (LEAs) with flexible funding to support these essential areas, allowing for tailored approaches to meet specific local needs. The funds must be utilized within a defined period, typically spanning several fiscal years ([California Department of Education](#)) ([California Department of Education](#)).

The Arts, Music, and Instructional Materials (AMI) Discretionary Block Grant and the Proposition 28 Arts and Music in Schools (AMS) program are distinct initiatives with different objectives and funding structures. The AMS program, established by Proposition 28, is designed to guarantee ongoing funding specifically for arts and music education in California public schools. In contrast, the AMI Discretionary Block Grant aims to provide flexible funding for arts, music, and instructional materials, allowing Local Educational Agencies (LEAs) to address specific local needs. This grant offers broad discretion in how the funds can be allocated, which may include hiring arts and music teachers, purchasing instruments, funding arts-related extracurricular activities, and updating instructional materials. The flexibility of the AMI grant enables LEAs to target a wide range of educational improvements based on local priorities and gaps in resources ([California Department of Education](#)).

The discretionary nature of the AMI Block Grant allows LEAs to allocate funds according to their unique needs and priorities. This flexibility is crucial for addressing diverse educational challenges and opportunities within different LEAs. Key points of analysis include:

1. **Flexible Allocation:** The grant provides LEAs with the discretion to decide how best to use the funds to enhance arts, music, and instructional materials. This could include hiring additional arts and music teachers, purchasing instruments, funding arts-related extracurricular activities, or updating instructional materials across various subjects ([California Department of Education](#)) ([California Department of Education](#)).
2. **Priority Areas:** LEAs can prioritize spending based on specific local needs, such as expanding underdeveloped arts programs or addressing gaps in instructional materials. This targeted approach ensures that the funds have the maximum impact on student learning and engagement.
3. **Spending Timeline:** The funds from the AMI Discretionary Block Grant are available for use over a specific period, usually up to three fiscal years. For example, funds allocated in the 2023–24 fiscal year must be expended by June 30, 2026. Any unexpended funds by this deadline must be reported to the California Department of Education (CDE) and will be reallocated in subsequent years ([California Department of Education](#)).
4. **Equity and Inclusion:** The discretionary funding model helps address inequities by allowing LEAs to direct resources to schools and programs that serve the most disadvantaged students. This ensures that all students have access to high-quality arts and music education and modern instructional materials ([California Department of Education](#)).
5. **Accountability and Compliance:** LEAs must develop detailed spending plans and submit them for approval. These plans should outline how the funds will be used to meet the grant’s objectives. LEAs are also required to provide regular updates and undergo audits to ensure compliance with the grant’s requirements. Transparency is maintained through public reporting of these spending plans and outcomes ([California Department of Education](#)).

To maximize the impact of the AMI Discretionary Block Grant, the following recommendations are proposed:

1. **Develop Comprehensive Spending Plans:** Each Fenton school will create a detailed spending plan that aligns with the broader educational goals and address specific local needs in arts, music, and instructional materials. These plans should be submitted for board approval and updated regularly to reflect progress and changes in priorities.
2. **Prioritize High-Need Areas:** Allocate funds to areas with the greatest need, ensuring equitable access to high-quality arts and music education and updated instructional materials. This includes focusing on schools with limited resources and those serving a high percentage of disadvantaged students.
3. **Engage Stakeholders:** Involve teachers, parents, students, and community members in the planning process to ensure that spending plans reflect the community’s needs and priorities. This collaborative approach will help build support for the initiatives and ensure successful implementation.
4. **Monitor and Evaluate:** Establish a robust monitoring and evaluation framework to assess the impact of grant-funded initiatives. Regularly review progress against the spending plans and make adjustments as necessary to ensure effective use of funds and achievement of desired outcomes.
5. **Ensure Transparency:** Maintain transparency by publicly reporting on the use of grant funds and the outcomes achieved. This includes posting spending plans, progress reports, and audit

results on the LEA's website and providing regular updates to the school board and the community.

By following these recommendations, the Fenton Charter Public Schools can effectively utilize the AMI Discretionary Block Grant to enhance educational outcomes and provide all students with access to high-quality arts, music, and instructional materials.

#### ANALYSIS

The following are available for funds for the Arts, Music, and Instructional Materials (AMI) Discretionary Block Grant through June 30, 2026. These funds will be used for Operational Costs.

*(Example: Operational costs including but not limited to STRS, social security, and Medicare relief - Support increasing costs for teachers and staff retirement programs).*

	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>
<b>FPC</b>	\$281,374	\$90,133	-
<b>FACS</b>	-	-	\$338,769
<b>SMBCCS</b>	-	\$471,712	-
<b>FCLA</b>	\$198,155	-	-
<b>STEM</b>	-	\$206,661	-

#### RECOMMENDATION

It is recommended that the Board of Directors approve Arts, Music, and Instructional Materials (AMI) Discretionary Block Grant Spending Plans for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy.

**Attachments:** [Arts, Music, and Instructional Materials \(AMI\) Discretionary Block Grant Spending Plans](#)

**V. ITEMS SCHEDULED FOR INFORMATION**



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** Joe Lucente  
Chairman of the FCPS Board of Directors

David Riddick  
Chief Executive Officer/President

**SUBJECT: FCPS Board of Directors' Meetings for 2024-2025**

### **BACKGROUND**

To ensure strong attendance is achieved at each board meeting, dates for each new school year are posted well in advance.

### **ANALYSIS**

The following dates are proposed for the 2024-2025 school year. Board members are asked to communicate with the Board Chair and/or CEO as to their availability and dates will be revised as needed.

### **RECOMMENDATION**

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





**Fenton Charter Public Schools  
Board of Directors  
Board Meeting Dates - 2024-2025**

July 18, 2024

August 8, 2024

September 19, 2024

October 24, 2024

December 12, 2024

January 23, 2025

March 6, 2025

April 10, 2025

May 22, 2025

June 12, 2025

**All board meetings begin at 4:30 p.m. and are located at:**

**Fenton Charter Public Schools  
Business Office Boardroom  
8928B Sunland Boulevard  
Sun Valley, CA 91352**

**OR**

**Via Zoom as allowed by Assembly Bill 2449**



## **FENTON CHARTER PUBLIC SCHOOLS**

June 13, 2024

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** Joe Lucente  
Chairman of the FCPS Board of Directors

David Riddick  
Chief Executive Officer/President

**SUBJECT: Vendor Summary Report**

### **BACKGROUND**

The following is of deliverables from various vendors engaged by Fenton through the utilization of ESSER III (Elementary and Secondary School Emergency Relief) funds. These initiatives are specifically tailored to significantly enhance the student experience and learning environment. The ESSER III funds are critical, as they are specifically allocated to help schools address the impact of the COVID-19 pandemic on students. This funding enables us to implement a variety of essential programs and resources designed to mitigate learning loss, support mental health, and improve overall educational outcomes.

With the ESSER III funds, we are able to invest in advanced educational technologies that facilitate both in-person and remote learning, ensuring that our students have access to high-quality education regardless of circumstances. Comprehensive support programs, including tutoring, counseling, and extracurricular activities, are also being expanded to cater to the diverse needs of our student population. Additionally, these funds allow us to adopt innovative teaching methods that promote active learning and engagement.

The importance of ESSER III funds cannot be overstated, as they provide the necessary financial support to address immediate challenges while also laying the groundwork for long-term improvements. These efforts are designed to create a more resilient and adaptable educational system that can better serve our students. By strategically utilizing these funds, we aim to build a stronger foundation for the future, ensuring that our Charter Management Organization continues to thrive and provide exceptional educational opportunities for years to come."

# ANALYSIS

The following is a list of deliverables from Vendors we have received over the past couple of years.

**Strategies 360: Visual and Communications Audit**

On March 2, 2023, the Board of Directors approved a contract from Gina Plate, Senior Vice President of California Education for Strategies 360 (S360). This contract was designed to assist the Fenton Charter Public Schools with community asset mapping and gap analysis consistent with the four proven practices of the California Community Schools Partnership Program. Specifically, S360 will assist FCPS with the following:

**Communications/Digital Media and Web Discovery:** The development of the communications audit including social media/website analytics, and recommendations for each major communications tool.

**Communications Definition and Development:** The creation of a full communications plan & materials development identified in the plan.

**Communications Delivery:** Based on the final plan and agreed activity scope could include ongoing content creation, press engagement, social media management for primary SM channels.

**Creative Discovery:** Review of all existing brand standards, logo files, messaging and guidelines, current communication to staff, students and families, and communities. Interviews with key stakeholders.

**Digital Marketing Services:** Media Costs, Reporting, Creative Development

**Graphic Design:** If design support is needed on specific collateral or materials, we are happy to provide it while we complete the discovery process

Over the past two weeks, S360 has provided Fenton Directors with a Visual Audit and Communications Audit.

**Visual Audit: The following is a summary of the findings:**

**Mission & Vision :** Fenton has done the thoughtful and hard work of defining what we do in specific detail. Recommendation is to clearly define and understand the “why” we do what we do to articulate our culture and provide clarity to staff.



**Brand Architecture.:** There are a variety of brand architecture types - Branded House, Endorsed, House of Brands, and Hybrid Models.

Fenton has a variety of branding that could be more clearly defined. It appears the Branded House logo is recommended to elevate “Fenton” reputation and connection.

## **Summary**

- Identify what information is communicated in the logo and standardize how, creating clarity and relevance as communication tool;
- Logo usage standardization, guidelines, and production of full set of logo files would help create consistency and ease of use across the organization;
- Evaluate if the current tagline still resonates with and aligns with your goals and vision for the school.

## **Communication Audit: The following is a summary of the findings:**

### Recommendations on communications staffing and process

- Find ways to tell the good news about the organization collectively instead of in silos
- Create brand guidelines and templates for departments and schools to follow
- Develop a clear communications protocol
- Establish 3-5 communication priorities each year, lead by Fenton leadership with school input

### Recommendations on internal communications

- Develop an internal strategic communication plan each year
- Conduct an internal survey on your communications tools
- Sending all-staff emails - keep them short and easy to scan
- Consider regular Leadership site visits within a structured communications plan with story/photo collection

### Key Recommendations

- Focus on storytelling connecting with core values
- Make sure schools are clear across outreach materials
- Shift “ELO-P” to Before School and/or After School Programs
- Create Clear communication and branding guidelines
- Structure Community Engagement
- Consider a Proactive PR Strategy for story telling
- Pick up the social media mantle
- Develop Public Facing Annual Report
- Communicate More Formally and Regularly (Consider How Active we were during COVID-19 Communication)
- Establish Core Communications through Fenton Foundation

We will continue to work with S360 to create a strategic communications and engagement plan.

## **Strategic Planning with Thrive**

Over the past couple of years, we have been asked for our Strategic Plan on a number of occasions. Based on the dynamic needs of our time, it is in the best interest of the Fenton Charter Public Schools to revise and update our Strategic Plan.

During the Charter Schools Development Center (CSDC) Conference, the CEO attended a variety of conferences related to Community Schools and Strategic Planning. Nicole Assisi and Shelli Kurth of “Thrive” did a presentation with Casey Taylor, CEO of Achieve Charter School, “From Vision to Victory: The Power of Strategic Planning and Iteration Cycles.” “Thrive” partners with educators to envision, design, implement and sustain better education for children and adults. After due diligence

researching “Thrive” and completing reference checks, “Thrive” appears to be skilled at Strategic Planning, Community Schools, Leadership Coaching, Implementation Support, and Tool Development. The Fenton schools will work with “Thrive” during the 2023-2024 school year to develop our Strategic Plan and frame the new LCAP plan design to align our espoused values with our actionable plans. Here is a timeline for the completion of our Strategic Plan with “Thrive”.

## **RECOMMENDATION**

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