



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

Joining via Zoom: 3817 Halcon Place, Davis, CA 95618 and 3850 Lankershim Blvd., Los Angeles, CA 90068

REGULAR MEETING - BOARD OF DIRECTORS

June 12, 2025 – 4:30 P.M.

FCPS Business Office Boardroom

8928 B Sunland Blvd.

Sun Valley, CA 91352

and

via Zoom: <https://us02web.zoom.us/j/8747966875>

Meeting ID: 874 796 6875

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). *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 muted.

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 22, 2025 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 Patron (*FPC*); Isabela Rodriguez (*SMBCCS*); Jennifer Hines (*FCLA*); Ana Soto Gutierrez (*STEM*)
Budget, Facilities and Safety Council: Elena Durghalli (*FACS*)
- 2. **Instruction Committee:** Brianna Ellis & Coco Salazar (*FPC*); Jocelyn Condo & Sandy Hernandez (*SMBCCS*); Melissa Andrade (*FCLA*); Elisa Vallejo (*STEM*)
Curriculum and Assessment Council: Christopher Torres (*FACS*)
- 3. **Personnel Committee:** Judy Lee, Caitlin McMabell & Angie Salceda (*FPC*); Marie Kirakossian & Megan Stevenson (*SMBCCS*); Kate Marrelli (*FCLA*); Priscilla Gentry (*STEM*)
Human Resource and Personnel Council: Lorena Sanchez (*FACS*)
- 4. **Parent/Community Advocacy Committee:** Gurpreet Gill & Bridget Ruiz (*FPC*); Christian Hidalgo & Aaron Veals (*SMBCCS*); Brennan Mack (*FCLA*); Sofia Carias (*STEM*)

School-Community Relations Council: Tony Peña (FACS)

- a. **School Site Council:** Paige Piper (FACS); Sara Fillerup & Cindy Soto (FPC); Jaslyne Garcia & Jose Gutierrez (SMBCCS); Beth Henschel (FCLA/STEM)
- b. **English Learner Advisory Committee:** Juan Gomez (FACS); Nicole Langlois (FPC); Zoe Weiss (SMBCCS); Beth Henschel (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 2024-2025 budgets for all sites.

D. Directors' Reports

Site Directors' Reports are included here. All Board members are asked to submit any questions or requests for clarification to Board Chair Lucente prior to the beginning of the meeting. Board Chair Lucente prior to the beginning of the meeting. Chair Lucente will call upon individual Site Directors as needed.

Fenton Avenue Charter School (FACS) - Ms. Monica Castañeda

Santa Monica Boulevard Community Charter School (SMBCCS) - Mr. Cary Rabinowitz

Fenton Primary Center (FPC) - Mrs. Sirui Thomassian

Fenton STEM Academy (STEM) - Dr. Beth Henschel

Fenton Charter Leadership Academy (FCLA) - Dr. Beth Henschel

E. Director of Instruction's Report - Mrs. Jennifer Miller

F. Director of Special Education's Report - Mrs. Kristine Khachian

G. Director of Community Schools' Report - Mr. Richard Parra

FCPS Directors' Reports are included here. 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 FCPS Directors as needed.

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

I. 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 2025-2026 Homeless Education Policies for FACS, FPC, SMBCCS, FCLA and STEM](#)
- B. [Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2025-2026 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 2025-2026 school year](#)
- G. [Recommendation to approve Board of Directors for 2025-2026](#)
- H. [Recommendation to approve revised Professional Development with Solution Tree for 2025-2026](#)
- I. [Recommendation to approve 2025-2026 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](#)
- J. [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 2025-2026 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](#)
- B. [Recommendation to approve 2025-2026 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](#)
- C. [Recommendation to approve 2025-2026 budgets 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 Education Protection Act spending resolutions for 2025-2026 school year
- E. Recommendation to approve 2025-2026 staff rosters, stipends for specific positions, recommendation for regular status, and FCPS employee contract
- F. Recommendation to approve 2025-2026 salary schedules for all staff
- G. Recommendation to approve expenditures for items above the spending authority of the Chief Executive Officer
- H. 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 2025-2026 school year
- I. Recommendation to approve hiring of Jennifer Pimentel as Community Schools Instructional Liaison
- J. Recommendation to receive and file 2024-2025 Annual Performance-Based Oversight Visit Reports for the Fenton schools
- K. Recommendation to approve new Master Services Agreement with EdTec, Inc.
- L. 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
- M. 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

V. ITEMS SCHEDULED FOR INFORMATION

- A. FCPS Board of Directors' Meetings for 2025-2026

VI. ANNOUNCEMENTS

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, July 17, 2025 at 4:30 pm in the boardroom of the FCPS Business Office and via Zoom.

VII. FUTURE MEETINGS

July 17, 2025
 August 14, 2025
 September 18, 2025
 October 23, 2025
 December 11, 2025
 January 22, 2026
 March 12, 2026

April 16, 2026

May 14, 2026

June 11, 2026

VIII. 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 22, 2025

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, May 22, 2025, at 4:30 p.m. in the FCPS Business Office Boardroom and via Zoom (<https://us02web.zoom.us/j/8747966875>).

I. PRELIMINARY

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

The Board of Directors meeting was called to order at 4:30 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*

Caprice Young, *Community Representative*

Via Zoom: 881 Line St., #200, Hollister, CA 95023

Board Members Not Present

Jed Wallace, *Community Representative*

C. Flag Salute

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

D. Approval of the Agenda – Chair Lucente

Dr. Riddick requested the addition of Action Item IV. H.:

“Recommendation to approve the establishment of a Community Schools Instructional Liaison Position.”

On **MOTION** of Yvette King-Berg, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the Agenda (Item I.D.) was approved as amended.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the minutes of the April 10, 2025 Regular Meeting (Item I.E.) were approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

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 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.

There were no presentations or recommendations 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:

2024-2025 Forecast Update

Ending fund balances remain strong as an organization:

- FACS - \$671,394
- FPC - \$100,000
- SMBCCS - \$150,000
- STEM - \$75,000
- FCLA - \$75,000

Non-cash adjustments have a significant impact on financial outlook:

- FACS - \$1,077,273
- FPC - \$511,244
- SMBCCS - \$429,643
- STEM - \$336,063
- FCLA - \$352,234

One-time funds have a significant impact on financial outlook:

- FACS - \$671,394
- FPC - <\$1,227,424>
- SMBCCS - <\$796,143>
- STEM - <\$142,584>
- FCLA - \$9,811

Special education expenses far exceed revenues *(negative impact on operating income for all sites; amounts show difference between special education revenue and special education expenses):*

- FACS - <\$1,164,070>
- FPC - <\$729,061>
- SMBCCS - >\$1,205,643>
- STEM - <\$634,283>
- FCLA - <\$688,136>

TOTAL difference between revenue and expenses: <\$4,421,193>

Lease expenses have a significant impact on financials for the three obligated schools *(amounts show difference between lease revenue and lease expenses):*

- FPC - <\$792,806>
 - STEM - <\$518,195>
 - FCLA - <\$498,719>
- TOTAL: <\$1,809,720>

Previous vs. current forecasts:

- FACS - Operating income decreased by \$176K since last update; expected to exceed 4-month cash on hand goal by \$4.4M at year-end
- FPC - Operating income remained stable since last update; expected to exceed 4-month cash on hand goal by \$1.8M at year-end
- SMBCCS - Operating income remained stable since last update; expected to exceed 4-month cash on hand goal by \$8.6M at year end
- STEM - Operating income remained stable since last update; expected to remain around 4-month cash on hand goal
- FCLA - Operating income remained stable since last update; expected to remain below 4-month cash on hand goal

Bond Covenants:

The obligated group is expected to meet both bond covenants –

- Liquidity: 45 days cash on hand required; obligated group is forecasted to be at 110 days
- Debt Service: 1.10 ratio is required; 1.83 is expected

Multi-Year Projections

- FACS
 - 2025-2026 - \$581,885
 - 2026-2027 - \$150,000
 - 2027-2028 - \$279,257
- FPC
 - 2025-2026 - \$100,000
 - 2026-2027 - <\$90,785>
 - 2027-2028 - <\$337,093>
- SMBCCS
 - 2025-2026 - \$150,000
 - 2026-2027 - \$150,000
 - 2027-2028 - \$258,229
- STEM
 - 2025-2026 - \$75,000
 - 2026-2027 - \$87,430
 - 2027-2028 - \$299,074
- FCLA
 - 2025-2026 - \$110,098
 - 2026-2027 - \$100,174
 - 2027-2028 - \$54,523

State Budget Update

May Revise:

- COLA - 2.3%; down from 2.43%
- New Funding:
 - Student Support and PD Discretionary Block Grant
 - \$305/PY ADA; down from \$325
 - Four years to spend
- ELO-P:
 - Threshold for higher rate (\$2,750) now: 55% UPP next year, change from 75%
 - Mini grant award - now \$100K; up from \$50K
- TK:
 - Reduce ratio from 12:1 to 10:1
 - Higher add-on funding rate; from ~\$3K to \$5.5K
- Deferral:
 - June to July 2025
 - \$1.8B; about one third of monthly apportionment

Potential Additional Funding:

- Student Support and Professional Development (estimate):
 - FACS - \$221,265
 - FPC - \$140,578
 - SMBCCS - \$209,227
 - STEM - \$88,587
 - FCLA - \$94,645

- TK Add-On Funding Increase (estimate):
 - FACS - \$80,907
 - FPC - \$177,991
 - SMBCCS - \$76,289
 - STEM - \$42,524
 - FCLA - \$42,763

E. Site Directors' Reports

Site Directors' Reports were distributed to Board members 72 hours prior to the regular meeting. All Board members were asked to submit any questions or requests for clarification to Board Chair Lucente prior to the beginning of the meeting. There were no questions and Directors' reports were received by the Board as published.

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) – Dr. Beth Henschel, Director

Fenton Charter Leadership Academy (FCLA) – Dr. Beth Henschel, Director

F. Director of Instruction's Report

Fenton Charter Public Schools (FCPS) – Mrs. Jennifer Miller, Director of Instruction, presented.

G. Director of Special Education's Report – Mrs. Kristine Khachian

H. Director of Community Schools' Report – Mr. Richard Parra

FCPS Directors' reports were published in the full agenda. The reports for the Director of Special Education and the Director of Community Schools were received as published.

I. Chief Operating Officer's Report

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

J. 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 Ad Hoc Board Member Nominating Committee to review expiring board terms and recommend slate of directors for the 2025-2026 school year**
- B. Recommendation to approve renewal of contracts with Infinite Campus and Renaissance Learning**
- C. Recommendation to approve contracts for i-Ready**
- D. Recommendation to approve the 201, 224 and 248-day Calendars for the 2025-2026 school year**
- E. Recommendation to approve the renewal subscription for Benchmark Education**

On **MOTION** of Erin Studer, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the Consent Agenda (Items III.A., B., C., D., and E.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

IV. ITEMS SCHEDULED FOR ACTION

- A. Recommendation to approve ELO-P Handbook**

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the ELO-P Handbook (Item IV.A.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

- B. Recommendation to receive and file tax returns for the calendar year 2023 and year ending June 30, 2024 for FCPS, SFV Education and FCPS Foundation**

On **MOTION** of Daniel Laughlin, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to receive and file tax returns for the calendar year 2023 and year ending June 30, 2024 for FCPS, SFV Education and FCPS Foundation (Item IV.B.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young
Nay: (0)

Abstentions: (0)

C. Recommendation to approve Professional Development with Solution Tree for 2025-2026

On **MOTION** of Yvette King-Berg, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Professional Development with Solution Tree for 2025-2026 (Item IV.C.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

D. Recommendation to approve revised Technology Budget for current fiscal year 2024-2025

On **MOTION** of Erin Studer, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the revised Technology Budget for current fiscal year 2024-2025 (Item IV.D.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

E. Recommendation to approve revised Facilities Budget for current fiscal year 2024-2025

On **MOTION** of Carrie Wagner, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the revised Facilities Budget for current fiscal year 2024-2025 (Item IV.E.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

F. Recommendation to approve Amira Learning Screener for Risk of Reading Difficulties for all K-2 students

On **MOTION** of Yvette King-Berg, **SECONDED** by Erin Studer, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the Amira Learning Screener for Risk of Reading Difficulties for all K-2 students (Item IV.F.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

G. Recommendation to approve the hiring of Krystal Rodriguez as Expanded Learning Coordinator at the Fenton Academies

On **MOTION** of Daniel Laughlin, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the hiring of Krystal Rodriguez as Expanded Learning Coordinator at the Fenton Academies (Item IV.G.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

H. Recommendation to approve the establishment of a Community Schools Instructional Liaison Position

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the establishment of a Community Schools Instructional Liaison Position (Item IV.H.) was approved as presented.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

V. ITEMS SCHEDULED FOR INFORMATION

A. LCAP Update and Instructional Report

B. Board Calendar for 2025-2026

These were information items 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.”

The Board convened to Closed Session at 5:51 pm.

VII. RETURN TO OPEN SESSION

The Board returned to Open Session at 6:29 pm.

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 6 (YES) and 0 (NO), the Board evaluated the performance of Dr. David Riddick, the Chief Executive Officer, for the 2024-2025 school year and commended his continued excellence and ability to focus on every aspect of ensuring the success of the CMO.

The Board established Dr. Riddick's annual salary for the 2025-2026 school year at \$235,000 while also expressing their commitment to reaching above the median salary recommended by the Edgility Consulting compensation study, which compared salaries for comparable executive leadership positions in CMOs and entities of similar size to FCPS.

Dr Riddick is not eligible for any stipends or other compensation.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

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 6 (YES) and 0 (NO), the Board evaluated the performance of Mr. Jason Gonzalez, the Chief Operating Officer, for the 2024-2025 school year and commended the skill and expertise he has demonstrated in fulfilling all aspects of his diverse role while attending to all matters with careful thought and consideration to ensure the future viability of the CMO.

The Board established Mr. Gonzalez's annual salary for the 2025-2026 school year at \$215,000 while also expressing their commitment to reaching above the median salary recommended by the Edgility Consulting compensation study, which compared salaries for comparable executive leadership positions in CMOs and entities of similar size to FCPS.

Mr. Gonzalez is not eligible for any stipends or other compensation.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

C. Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Executive Advisor

On **MOTION** of Carrie Wagner, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (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. Mrs. Sumida will continue in the position for the 2025-2026 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 2025-2026 school year, which is \$80,245.

Mrs. Sumida is not eligible for any stipends or other compensation.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

D. Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATIONS - Evaluations of Director of Instruction, Director of Special Education, and Director of Community Schools

On **MOTION** of Carrie Wagner, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the Board received the evaluations of the Director of Instruction, Jennifer Miller; Director of Special Education, Kristine Khachian; and Director of Community Schools, Richard Parra, as completed by the CEO, Dr. David Riddick, and COO, Mr. Jason Gonzalez. All FCPS Directors received positive evaluations and will continue in their respective roles for the 2025-2026 school year. Salary advancement will be as per the schedule established at the time of their hiring.

The FCPS Directors are not eligible for any stipends of other compensation.

Aye: (6) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Erin Studer,
Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

VIII. ANNOUNCEMENTS

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, June 12, 2025 at 4:30 p.m. in the FCPS Business Office Boardroom and via Zoom.

IX. FUTURE MEETINGS

June 12, 2025

X. ADJOURNMENT

The meeting was adjourned at 6:33 p.m.

Respectfully submitted:

Irene Sumida
Secretary of the Board

II. B.

Committee and Council Reports

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes for the Finance and Safety Committee
May 15, 2025

Call to Order: Sarah Ananta called the meeting to order at 7:15 am.

Roll Call: Mia Martinez, Secretary

Members Present: Sarah Ananta, Maria Patron, Mia Martinez, Shirley Saetang, Abigail Jackson, Rosa Benkovic, Sandra Valle, Nicole Langlois, Lorena Sanchez

Non Members Present: Paola Ramirez, Brianne Beeman

Item #1 **Approval of Minutes from the April 17th meeting of the Finance and Safety Committee** - Sarah Ananta, Committee Chair (*Motion to Approve*)

On a **MOTION** by Sandra Valle, **SECONDED** by Shirley Saetang, and **CARRIED**, the minutes of the April 17, 2025 Finance and Safety Committee were approved and submitted.

Item #2 **Any person(s) desiring to address the Finance and Safety Committee on any proper matter**

No one addressed the committee.

Old Business:

There was no Old Business.

New Business:

Item #3 **Emergency Plan Revisions** - Sarah Ananta, Committee Chair (*Discussion Item*)

The committee began reviewing the Emergency Plan. The Emergency Plan is in the “FPC Everything” file on the Google Drive. Some names of staff were removed and replaced. The committee reviewed the beginning of the plan and pictures were added for easy reference by all staff and visitors like substitute teachers. The committee will continue reviewing the Emergency Plan at future meetings.

Announcements: There were no announcements.

Next Regular Meeting: TBD

Adjournment:

The meeting was adjourned by general consensus. The Finance and Safety Committee Meeting of May 15, 2025 was adjourned at 7:52 am.

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Blvd. Community Charter School

Unapproved Minutes of the Finance Committee

May 28, 2025

Call to Order: Isabella Rodriguez, Co-Chair

The April 16, 2025 meeting of the Finance Committee was called to order at 7:19 am.

Roll Call: Isabella Rodriguez, Co-Chair

Present Members: Emily Aaronson, Jennifer Nishimoto, Fanny Adnitt, Holly Putnam, Tidarot Lot, Cary Rabinowitz, Walter Gomez, Maria Sanderson, Lizette Adkisson, Kimberlee Eggly, Isabella Rodriguez, Yennizel Duran, Erick Lazo

Absent Members: Victor Orellana, Richardo Castro, Vanessa Marcoe

Excused: None

Non-Members: None

Additions/Corrections to the Agenda:

There were no additions or corrections to the agenda.

Approval of Minutes: Isabella Rodriguez, Co-Chair

Item #1 **Approval of Minutes from the April 16, 2025 meeting of the Finance Committee - Isabella Rodriguez, Co-Chair** (*Motion to approve*)

With a **MOTION** from Kimberlee Eggly, and a **SECOND** from Holly Putnam, and **CARRIED**, the minutes from the April 16, 2025 meeting of the Finance Committee were approved as submitted.

Presentations from the Public:

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Attendance and Enrollment Update (LCAP Goal 3) - Walter Gomez, Assistant Director** (*Informational Item*)

Mr. Gomez provided an update on the current enrollment status for the 2024–2025 academic year. As of now, there are 702 students enrolled. The school’s overall Average Daily Attendance (ADA) this year is 98.88%, which is 0.14 points lower than the previous school year. In-seat attendance for the semester is 58 students and 89 students for the whole year. 43 enrollment packets were distributed for Transitional Kindergarten (TK) and Kindergarten. 21 TK packets and 19 Kindergarten packets were returned.

Item #4 Facilities & Technology Update (LCAP Goal 3, AMO 5) - Cary Rabinowitz, Director
(Informational Item)

Mr. Rabinowitz provided an update on school facilities. We are currently experiencing challenges with keys and locks around campus. One of the main projects in progress is the bathroom on the main yard near the Special Education classrooms as a lock is needed.

Additionally, a memo providing guidance for those moving out of or switching classrooms will be sent to staff soon. Custodial staff will be assisting with moving over the weekend. Teachers are also encouraged to use planning time, including their art and iLab periods, to work on this process. Teachers are also asked to refer to custodial staff and may ask Richard Castro for trash bags and boxes as needed.

Ms. Nishimoto informed the committee that iPad collection will begin on Wednesday, June 11th to allow for students to finish all i-Ready diagnostics. Finally, teachers are reminded to carefully review the end of the year technology inventory checklist in the closing bulletin.

Item #5 Review of Financials (LCAP Goal 3) - Cary Rabinowitz, Director
(Informational Item)

Mr. Rabinowitz provided a financial update and forecast for this year. We continue to be in good shape for the end of the school year. Our school has a positive operating income. We are over budget in the area of Special Education. Main costs include adult assistants, TAs, registered behavior technicians, and speech contractors. Interviews for a Speech and Language Pathologist are ongoing.

Additionally, each school contributes to the CMO for administrative functions. Mr. Rabinowitz shared the conversation at the most recent Board meeting regarding CMO budgeting overall and how those decisions can have implications on the school site.

SMBCCS is in a strong position with a strong cash reserve that meets organizational goals.

Increased funding is anticipated for student support and professional development as well as TK (transitional kindergarten).

Announcements:

None

Next Regular Meeting:

This is the last scheduled meeting of the Finance Committee for the 2025-2026 school year.

Adjournment:

With a **MOTION** from Walter Gomez and a **SECOND** from Holly Putnam, the May 28, 2025 meeting of the Finance Committee was **ADJOURNED** at 7:36 am.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the Budget, Facilities, and Safety Council

June 6, 2025

A meeting of the Fenton Avenue Charter School Budget, Facilities, and Safety Council was held on June 6, 2025 at 7:18 A.M. in the Conference Room of Fenton Avenue Charter School, located at 11828 Gain Street, Lake View Terrace, CA 91342.

Call to Order: Martin Penner, Interim Committee Chair

Roll Call: Bridget Moreno, Committee Secretary

Members Present: Monica Castañeda, Martin Penner, Patricia Aparicio, Nelson Funes, Nichole Melendez, Bridget Moreno, Bernite Oandasan, Kelley Christenson, Jessie Tello, Christian Fuentes

Members Excused: Karla Garcia, Juan Gomez, DeeAnne Ferraro, Jose Aceves, Krystal Rodriguez, Elena Durghalli

Additions/Corrections to the Agenda: Martin Penner, Interim Committee Chair

Approval of Minutes from May 16, 2025 - Martin Penner, Interim Committee Chair

Item #1 **Minutes from the May 16, 2025 meeting of the Budget, Facilities and Safety Council -** Martin Penner, Interim Committee Chair *(Motion to Approve)*

On **MOTION** of Bridget Moreno, **SECONDED** by Nichole Melendez, and **CARRIED**, the minutes of the May 16, 2025, were approved as submitted.

Presentations from the Public: Martin Penner, Interim Committee Chair

Item #2 **Any persons desiring to address the Budget, Facilities and Safety Council on any proper matter**

There were no presentations from the public.

Old Business:

None

New Business:

Item #3 **Student Enrollment Update (LCAP Goal 3, AMO 1) -** Monica Castañeda, Director *(Informational Item)*

Ms. Castañeda reports current enrollment trends are positive. Transitional Kindergarten (TK) currently has 24 students enrolled. Additionally, seven incoming Kindergarten students have recently enrolled, and there is still available space at the kindergarten level. Active recruitment efforts for kindergarten are ongoing.

Grades 1 and 2 are at full capacity. Enrollment numbers in Grades 3 through 5 remain strong. Currently, Grade 4 has an average of 26 students across 7 teachers. Due to high enrollment in Grade 5, there are plans to add an additional classroom, bringing the total to eight classes. This adjustment is intended to:

- Reduce class sizes
- Balance student distribution across classes, and
- Enhance the effectiveness of the team-teaching model

The addition of a fifth-grade class is projected to further improve learning conditions and instructional effectiveness by optimizing class size and instructional support.

Item #4 Facilities Update (LCAP Goal 3, AMO 5) - Monica Castañeda, Director
(Informational Item)

Ms. Castañeda reported that several improvement projects have been approved and are currently underway:

- **Asphalt Repair:** The area in front of the 3rd-grade classrooms has undergone asphalt removal and replacement due to ground sinking issues
- **Campus Security:** Additional security cameras are being installed around the campus to enhance safety and surveillance.
- **Promethean Boards:** Electrically adjustable stands for Promethean boards have been approved and will be rolled out in stages, beginning with 5th-grade classrooms.
- **Campus Greenery:** Landscaping efforts have commenced and will eventually include greenery surrounding the entire school. Completion of this beautification project is expected in the coming weeks.

Item #5 Classroom Movement (LCAP Goal 3, AMO 5) - Monica Castañeda, Director
(Informational Item)

Ms. Castañeda reported that several teachers will be relocating classrooms due to grade-level reassignments. Mr. Gomez, along with the custodial team, is providing support to ensure a smooth transition. Additionally, two teachers are being relocated to provide support to colleagues currently without room partners. The administration extends its sincere appreciation to all staff for their flexibility and cooperation during this time of transition.

Announcements:

None

Next Regular Meeting:

TBA

Adjournment:

On **MOTION** by Patricia Aparicio, **SECONDED** by Nichole Melendez, and **CARRIED**, the Budget, Facilities, and Safety Council was adjourned at 7:28 A.M.

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Blvd. Community Charter School

Unapproved Minutes of the Instruction Committee

May 21, 2025

Call to Order: Jocelyn Condo and Sandy Hernandez, Co-Chairs

The meeting was called to order at 7:17 am.

Roll Call: Diana Ramos and Izaro Telleria, Co-Chairs

Present: Jocelyn Condo, Sandra Hernandez, Cary Rabinowitz, Bunny Wolfer, Carmen Solis, Laura Gerow, Angela Boyd, Amanda Hill, Jordan Jones, Patience Moore, Aleeya Culhane, Diana Ramos, Izaro Telleria

Excused: Myra Valenzuela

Absent: Jennifer Flynn

Non-Members: N/A

Additions/Corrections to the Agenda: Jocelyn Condo and Sandy Hernandez, Co-Chairs

There were no additions or corrections to the agenda.

Approval of Minutes: Jocelyn Condo and Sandy Hernandez, Co-Chairs

Item #1 **Approval of Minutes from the April 9, 2025, meeting of the Instruction Committee** - Jocelyn Condo and Sandy Hernandez, Co-Chairs (*Motion to Approve*)

On **MOTION** of Bunny Wolfer, **SECONDED** by Aleeya Culhane, and **CARRIED**, the minutes of the Instruction Committee from April 9, 2025, were approved as submitted.

Presentations from the Public: Jocelyn Condo and Sandy Hernandez, Co-Chairs

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

Old Business:

There was no Old Business.

New Business:

Item #3 **2024-2025 Professional Learning Team Lead - T.E.A.M.S. March Share-Out**

(LCAP Goal 1, AMO 1-2) - PLT Lead Teachers (*Discussion Item*)

As part of this ongoing agenda item, Lead Teachers shared updates on the work of their respective TEAMS. The discussion highlighted progress in several key areas, including the completion of Common Formative Assessments (CFAs), the development of CFAs for the upcoming school year, and the ongoing revision and refinement of pacing plans.

Please refer to our Lead Teacher [TEAMS Framework](#) Feedback spreadsheet, which is completed monthly and reviewed during our Instruction Committee meetings.

Item #4 Acceleration Specialist Update (LCAP Goal 1, AMO 1-2) - Sandy Hernandez and Jocelyn Condo, Acceleration Specialists (*Discussion Item*)

Acceleration Specialists, Ms. Condo and Ms. Hernandez, provided updates on Tier 3 interventions delivered during WIN time. Ms. Condo highlighted the support provided to students during SBAC testing, including accommodations such as small group testing environments. Similar support is currently being extended to students during the i-Ready diagnostic window.

Ms. Condo and Ms. Hernandez also shared their participation in the recent reorganization for the 2025-2026 school year. They made a note of students who scored low in i-Ready reading and math, students who were brought to COST this year, and students that have not received Tier 3 services during WIN time. They plan on utilizing this information to create groups for next year.

In addition, Ms. Condo and Ms. Hernandez distributed WIN time feedback surveys to teachers, requesting that each grade-level team complete the survey collaboratively and provide any relevant input.

Finally, they are in the process of determining the conclusion date for WIN time services for the current school year. WIN time services for 2025–2026 are scheduled to begin in the second week of the school year.

Item #5 2025 CAASPP Summative Assessments (LCAP Goal 1, AMO 1-2) - Cary Rabinowitz, Director (*Discussion Item*)

Mr. Rabinowitz shared information on CAASPP summative assessments. Testing in math and reading is complete, and 5th grade science assessments are currently underway and expected to finish this week. Mr. Rabinowitz thanked Ms. Solis and teachers for their support in testing. Makeup testing is ongoing and expected to be done during the week of May 19. Mr. Rabinowitz also encouraged teachers to review the information that Jennifer Miller sent out regarding guidelines for accessing students' CAASPP scores. Most scores are expected to be in by June.

Item #6 i-Ready End of Year Assessments (LCAP Goal 1, AMO 1-2) - Cary Rabinowitz, Director (*Discussion Item*)

Mr. Rabinowitz shared information about end-of-year i-Ready diagnostic testing. Diagnostic testing in Reading began this week for all grades except 5th grade. Diagnostic testing in Math will occur during the week of May 26. 5th grade will end testing in June due to the CAST science assessment. Mr. Rabinowitz reminded teachers that the last i-Ready diagnostic window closes on June 11.

Item #7 Professional Development Day 7 - Instruction (LCAP Goal 1, AMO 1-2) - Cary Rabinowitz, Director (*Discussion Item*)

Mr. Rabinowitz shared details about the seventh professional development day, scheduled for Friday, May 23, at SMBCCS. The day will begin with an ESGI platform training session for all teachers from 8:30 to 9:30 a.m. This training is designed to ensure that all grade levels are proficient in navigating the platform and effectively accessing and interpreting ESGI data.

The remainder of the day will be dedicated to planning for the 2025–2026 school year. Teachers are encouraged to reflect on instructional strategies and practices that were successful this year and make data-informed adjustments in preparation for the upcoming academic year.

Item #8 2025-2026 Master Schedule Development (LCAP Goal 1, AMO 1-2) - Cary Rabinowitz, Director (*Discussion Item*)

Mr. Rabinowitz provided an update on the development of the 2025–2026 master schedule. The schedule is largely complete, with key events such as Earned Increase Walkthroughs and Open House already scheduled. The calendar is expected to be reviewed by Jennifer Miller.

Currently, three planning days per grade level have been scheduled for the upcoming school year; however, the exact timing of these days is still being finalized. Teacher feedback has indicated a preference for maintaining the same timing as this year.

Scheduling for WIN time, specialized programs such as iLab and Art, and RSP services, are still in progress. Teachers have expressed a desire to keep the timing of “specials” consistent with the current year, while shifting them to different days of the week.

Announcements:

There were no announcements.

Next Regular Meeting:

This is the final scheduled Instruction Committee Meeting for the 2024-2025 school year.

Adjournment:

On **MOTION** of Angela Boyd, **SECONDED** by Carmen Solis, and **CARRIED**, the Instruction Committee was adjourned at 7:40 a.m.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the Curriculum and Assessment Council

June 2, 2025

Call to Order: Christopher Torres—Chairperson

The Curriculum and Assessment Council meeting was called to order at 7:28 A.M. by Chair, Christopher Torres.

Roll Call: Gurpreet Virdi, Secretary

Council Members Present: Monica Castañeda, Paige Piper, Christopher Torres, Feather Gentry, Wendy Kaufman, Jann Manorothkul, Gurpreet Virdi, Lisa Morales, Gladys Ramirez, and Rebecca Williamson

Excused Members: Tiffany Mosley

Absent Members: Evelyn Martinez

Non-Council Members: None

Additions/Corrections to the Agenda: Christopher Torres, Chairperson

There were no additions or corrections to the agenda.

Item #1 **Minutes from the May 12, 2025 meeting of the Curriculum and Assessment Council - Christopher Torres, Chairperson** (*Motion to Approve*)

*On **MOTION** of Feather Gentry, **SECONDED** by Lisa Morales, and **CARRIED**, the minutes were approved as submitted.*

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.

New Business: None

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

Ms. Castañeda shared how proud she is of the remarkable growth we are seeing across the board from both students and teachers, with our site demonstrating the highest levels of growth and performance among school sites. A heartfelt thank you goes to our dedicated teachers for their hard work and commitment to student success. Special recognition goes to our 3rd–5th grade students, who showed great endurance

during SBAC testing and continued to perform at a high level. As part of our Growth Incentive Celebration, teachers will receive a list of students who have met their typical growth goals and will be invited to attend the Kona Ice incentive event on Monday, June 9.

Item #4 **EL Reclassification (LCAP Goal 3, AMO3)** - Juan Gomez, FACS Assistant Director (*Informational Item*)

Administration has received both parent and teacher signatures for all 29 students who will be reclassified, an exciting milestone representing the hard work of our staff and students. A special thank you to Ms. Kaufman for her leadership with the ELD groups, and sincere appreciation to our teachers for completing the necessary forms. Thank you to everyone involved for their collective efforts in supporting our students' language development and success.

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

As of this morning, FACS has administered all CAST assessments, and all but one SBAC assessment. Eight Student Score Reports have been released, however, additional students scores are available to view on CERS. Thank you to FCPS Director of Instruction, Mrs. Miller, for creating class groups for each teacher so that teachers can view their student scores via CERS as they are received. Although not all scores have been received, and the scores that have been received are preliminary, initial scores are indicating strong proficiency rates.

Item #6 **2025-2026 Master Schedule (LCAP Goal 3, AMO 1)** - Monica Castañeda, FACS Director (*Informational Item*)

Notes and comments have been added to the draft master block schedule to address any discrepancies, and updates should be directed to Evelyn Martinez and Monica Castañeda. Evelyn Martinez and Monica Castañeda worked late on Friday to make significant progress, and they will continue refining the schedule today, 6/2, in preparation for the lead teacher meeting. The goal is to finalize the schedule today and share it with staff before the end of the school year. One major update for the 2025–2026 school year is the transition of GLOW from Tier 3 to Tier 2.

Item #7 **Otus Assessment and Data Solution Platform (LCAP Goal 3, AMO 2)** - Monica Castañeda, FACS Director (*Informational Item*)

Fenton Avenue Charter School has purchased Otus, a new platform that will be implemented starting next school year. All data from Infinite Campus will be integrated into Otus, and over the summer, FACS will upload SBAC and i-ready data to ensure it is available for teachers at the beginning of the year. This will allow teachers, especially those working with small groups, to access valuable student information from day one. A professional development training on Otus is scheduled for Thursday, August 7, 2025 to prepare staff for the successful use of the program.

Announcements: None

Next Regular Meeting: New School Year

Adjournment: On **MOTION** of Paige Piper, **SECONDED** by Jann Manorothkul, and **CARRIED**, the meeting adjourned at 7:41A.M.

Minutes respectfully submitted by: Gurpreet Viridi

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

Unapproved Minutes of the Personnel Committee

May 20, 2025

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

The meeting was called to order at 7:18 am.

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

Present Members: Megan Rol, Marie Kirakossian, Zoe Weiss, Fabiola Vega, Gabriela Arroyo, Shanjana Hossain, Xareni Robledo, Vanessa Ettleman, Charity Omowole, Alexis Ribakoff, Heather Garnica, Ariana Gomez

Absent: None

Excused: Cary Rabinowitz

Non-Members: Ana Wolfer

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

There were no additions or corrections to the agenda.

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

Item #1 **Approval of Minutes from the April 8, 2025 meeting of the Personnel Committee** - Marie Kirakossian and Megan Rol, Co-Chairs *(Motion to Approve)*

With a **MOTION** from Gaby Arroyo, **SECONDED** by Vanessa Ettleman, and **CARRIED**, the minutes from the April 8, 2025 meeting of the Personnel Committee 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**

None

Old Business:

There was no Old Business.

New Business:

Item #3 **Staffing Needs and Hiring for the 2025-2026 School Year (LCAP Goal 3) - Cary Rabinowitz, Director, and Ariana Gomez, Administrative Coordinator**
(Informational Item)

As reported by Ariana Gomez, SMBCCS is currently seeking a 1st grade and Special Day Class teacher. Interviews were conducted on May 19, 2025, with a prospect for the 1st grade teacher position. Recruiting for other positions are being done through local job fairs and universities. We are still seeking a language pathologist and classified staff members along with a full-time nurse for the next school year.

Item #4 **2025-2026 Grade Level Lead Teachers (LCAP Goal 3) - Cary Rabinowitz, Director**
(Informational Item)

Congratulations to the following for becoming the Lead Teachers for the 2025-2026 school year:

TK - Jennifer Flynn
Kindergarten - Diana Ramos
First Grade - Megan Rol
Second Grade - Laura Gerow
Third Grade - Aleeya Cullhane
Fourth Grade - Lizette Adkisson
Fifth Grade - Jordan Jones
Sixth Grade - Patience Moore

Item #5 **2025-2026 Focus Lead Teachers (LCAP Goal 3) - Cary Rabinowitz, Director**
(Informational Item)

Congratulations to the following on becoming the Focus Leads for the 2025 - 2026 school year:

ELD Focus lead: Vanessa Ettleman and Evelia Manzo
STEAM Focus Leads: Gaby Arroyo, Shanjana Hossain, and Christy Namkung

Item #6 **2025-2026 Faculty, Classified and Teacher Assistant Representatives (LCAP Goal 3) - Cary Rabinowitz, Director**
(Informational Item)

Congratulations to the following people who were voted for the 2025- 2026 representative position:

Faculty Representative: Xareni Robledo and Gaby Arroyo
Classified Representative: Gemeni Guadamuz
Teacher Assistant Representative: Laura Karina Vasquez

Item #7 **2025-2026 Committee Rosters and Committee Chairs (LCAP Goal 3) - Cary Rabinowitz, Director**
(Informational Item)

2025-2026 committee rosters were shared with committee members. Congratulations to the following people for the 2025-2026 Committee Chairs position:

Instruction Committee Nominees: Sandy Hernandez and Jocelyn Condo
Personnel Committee Nominees: Xareni Robledo and Gaby Arroyo
Finance Committee Nominees: Isabella Rodriguez
Parent Advocacy Committee Nominees: Aaron Veals and Christian Hidalgo

Item #8 **2025-2026 Independent Community Schools Admissions Facilitator (LCAP Goal 3) - Cary Rabinowitz, Director** *(Informational Item)*

Congratulations to Alexis Ribakoff for the position of the Independent Community School Admissions Facilitator for the 2025-2026 school year. We would also like to extend our heartfelt thanks to Mr. Levinson for his years of commitment to this program. His support of a new nominee and continued advocacy for our students' post-culmination opportunities reflect his deep dedication to the long-term success of SMBCCS graduates.

Announcements:

None

Next Regular Meeting:

This is the final scheduled Personnel Committee meeting of the year. The next meeting will be in the 2025-2026 school year.

Adjournment:

With a **MOTION** from Fabiola Vega, **SECONDED** by Shanjana Hossain, and **CARRIED**, the meeting was adjourned at 7:25 am.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the Human Resource and Personnel Council

June 4, 2025

A meeting of the Human Resource and Personnel Council was held on Wednesday, June 4, 2025 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: Leanna Hendrix, Co-Chair

The Human Resource and Personnel Council meeting was called to order at 7:18 A.M by Chairperson, Leanna Hendrix.

Roll Call: Katherine Sheppard, Secretary

Members Present: Barbara Aragón, Lillian De La Torre, Nereyda Gonzaga, Feather Gentry, Leanna Hendrix, Jann Manorothkul, Vivian Matute, Elsie Orellana, Katherine Sheppard, Myra Valenzuela, Ileana Vanegas, Lainey Yanez, Monica Castaneda, Paige Piper

Members Excused: Myriam Arechiga

Members Absent: Alexandria Scott

Additions/Corrections to the Agenda: Elsie Orellana, Co-Chair

None

Approval of Minutes from: Leanna Hendrix, Co-Chair

Item #1 Minutes from the May 14, 2025 meeting of the Human Resource and Personnel Council - Leanna Hendrix, Co-Chair *(Motion to Approve)*

On **MOTION** of Vivian Matute, **SECONDED** by Lainey Yanez, and **CARRIED**, the minutes were approved as submitted.

Presentations from the Public: Elsie Orellana, Co-Chair

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

There were no presentations from the public.

Old Business:

None

New Business:

Item #3 2025-2026 Council Member Roster and Chairs (LCAP Goal 3, AMO 1) - Monica Castañeda, FACS Director *(Motion to Approve)*

Ms. Castañeda informed the council that Chairpersons for each council have been elected and confirmed. Congratulations to those selected, and thank you for your willingness to serve in this important leadership role. Secretaries will be appointed at the start of the new school year. Council assignments will be updated as needed to include newly hired staff.

On **MOTION** of Jann Manorothkul, **SECONDED** by Barbara Aragón and **CARRIED**, the motion to

approve the council roster and chairs was approved by the council.

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

Ms. Castañeda informed the council that a candidate interviewed on Monday, June 2, has been offered a teaching position in either fourth or fifth grade, and we are currently awaiting the candidate's response. Additional interviews are scheduled for Wednesday, June 4, and Wednesday, June 11. Given the current strength of the budget, there is optimism about the potential to add an additional fifth grade position.

Item #5 2025-2026 Updated Staff Roster (LCAP Goal 3, AMO 1) - Monica Castañeda, FACS Director
(Informational Item)

There have been a few updates to the staff roster since the last council meeting. Mia Guerrero has been selected to fill the vacant Nurse's Aide position, as Ms. Diaz will now officially serve as the Office Assistant. We are currently seeking to add a fifth-grade teacher, pending the outcome of upcoming interviews. Additionally, a custodial position has recently become vacant and will need to be filled.

Announcements:

None

Next Regular Meeting:

TBD

Adjournment:

On **MOTION** of Jann Manorothkul, **SECONDED** by Lainey Yanez, and **CARRIED**, the Human Resource and Personnel Council was adjourned at 7:27 am.

Minutes respectfully submitted by Katherine Sheppard, Secretary

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the Parent Advocacy Committee

May 20, 2025

A meeting of the Parent Advocacy Committee was held on May 20, 2025, at 4:00 p.m. in the Multipurpose Room (MPR) 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 4:00 p.m. by Co-Chair, Bridget Ruiz.

Roll Call: Jennifer Cleary, Secretary

Members Present: Bridget Ruiz, Gurpreet Gill, Jennifer Cleary, Gloria Rangel, Sirui Thomassian, Jasmin Gonzalez, Sara Fillerup, Cindy Soto, Celina Calvillo, Laura Vasquez, Sirui Thomassian, Lorena Sanchez, Brianne Beeman, Carla Carr

Non-Members in Attendance: Parents from Fenton Primary Center

Members Excused: Paola Ramirez, Nicole Langlois

Members Absent: Gina Garcia

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

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

Approval of Minutes from May 5, 2025: Bridget Ruiz, Co-Chair

Item #1 **Minutes from the May 5, 2025 meeting of the Parent Advocacy Committee -**
Bridget Ruiz, Co-Chair (*Motion to Approve*)

On **MOTION** of Lorena Sanchez, **SECONDED** by Gurpreet Gill, and **CARRIED**, the Minutes of the Parent Advocacy Committee Meeting of May 5, 2025, 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 School Updates and & Upcoming Events (LCAP 1, AMO 1) - Gurpreet Gill and Bridget Ruiz, FPC PAC Co-Chairs (*Informational Item*)

It was shared that FPC is a primary center that focuses solely on the grades TK through second. To celebrate students here at school there are many spirit days, monthly award assemblies, and monthly incentives for attendance. Our teachers and staff here at FPC provide many resources for students and their families. FPC teachers and staff regularly take part in professional development training to stay on top of best teaching practices. The middle of the year i-Ready diagnostic results were also shared. There was an increase from 16% to 40% of students at grade level or above for ELA and an increase from 7% to 26% of students at grade level or above in Math. Students are currently completing the End-of-the-Year diagnostic testing in Reading and Math. This data will show our growth. Lastly, it was noted that FPC is always accepting parent volunteers. Parents should speak with their child's teacher or the front office if they are interested.

Item #4 Attendance and Student of the Month Assemblies (LCAP 2, AMO 2 & AMO 3) - Lorena Sanchez, FPC Expanded Learning Coordinator (*Informational Item*)

FPC is excited to celebrate our students, both for their attendance and character while on campus. Parents were informed of the following information:

Attendance incentives have been awarded to students in the following ways:

- Monthly Free Dress will be awarded to students who have perfect attendance for the month (NOT including Independent Studies) on the dates specified in the FPC calendar.
- Semester Attendance Pins will be awarded to students who demonstrate perfect in-seat attendance and no more than five tardies for the semester.

We will continue to find ways to celebrate students who have achieved perfect in-seat attendance each month in the upcoming 2025-2026 school year.

Item #5 English Language Supports (ELPAC) (LCAP 1, AMO 3 & 4) - Sirui Thomassian, FPC School Director (*Informational Item*)

Mrs. Thomassian shared that the Summative ELPAC testing will take place from February 2025 through May 2025. The Summative English Language Proficiency Assessment for California is a state test that is given every year to students learning English. This assessment will measure how well students understand and use English in four areas: listening, speaking, reading, and writing. All students in grades K–12 who are identified as English Learners take this test until they are reclassified as fluent in English. The results of this test show how much progress students have made in learning English and help teachers plan the right support for students. A high score on the ELPAC, along with other academic criteria, helps determine if a student is ready to be reclassified as fluent in English.

Item #6 Parent Volunteer Process (LCAP 2, AMO 2) - Bridget Ruiz, FPC PAC Co-Chair (*Informational Item*)

Fenton Primary Center is proud to host parent volunteers on and off campus. All parents who would like to volunteer must submit the following information:

School Volunteer Packet - Includes signed copies of:

- Volunteer Procedures Checklist (page 7)
- Volunteer Application (page 8)
- Volunteer Guidelines Agreement (pages 9-11)
- Volunteer Confidentiality Agreement (page 12)

Criminal Background Check with Live Scan: Volunteers are required to submit to a criminal background check with Live Scan, which involves fingerprinting by a service provider. Volunteers will not be required to pay for the Live Scan, but must have the documents (application and TB clearance) completed and submitted prior to processing. The Live Scan will automatically be billed to Fenton Charter Public Schools. A Request for Live Scan Service (BCIA 8106) form containing pertinent information related to Fenton will be provided to volunteers. Volunteers are required to provide the BCIA 8106 form to the service provider on the day of the criminal background check appointment.

TB Risk Assessment within the past 60 days: No volunteer shall be assigned unless he/she has submitted evidence of a TB Risk Assessment within the past 60 days (to determine that he/she is free of active tuberculosis in compliance with CA Education Code section 49406). Volunteers who are found to be free of infectious TB shall thereafter be required to have a TB Risk Assessment every four years.

Item #7 Facilities Update (LCAP 3, AMO 5) - Sirui Thomassian, FPC Director
(Informational Item)

FPC's Emergency Plan has been developed and includes a Crisis Intervention Support Network, off-Site responsibilities for identified staff, and a School Emergency Operations Grid with Search and Rescue Teams identified by Zone and Emergency Team Responsibilities. The Emergency Plan also includes a detailed description with procedures of each emergency drill conducted at the school including Lockdown; Fire; Drop, Cover, and Hold; and Drop and Cover. Emergency Drills will be held every month. The school will also be looking into contracting with the County of Education to provide Active Shooter training for the 2025-2026 year.

FPC continues to maintain a clean, healthy, and safe school campus. Custodial staff are consistently disinfecting high touch areas and restrooms. Our custodial and facilities staff continue to maintain the campus by providing routine maintenance and making necessary improvements daily. In addition, classrooms were provided beautiful new rugs at the start of this year.

The outdoor classroom will be in full use again and it will provide a highly engaging learning space for our TK classes. Learning occurring in such an enjoyable environment, while experiencing instruction with developmentally appropriate activities, is ideal. Students are enjoying painting, water play, creative building, and reading books while in this outdoor classroom. New interactive bookcases are weather-proof and the outdoor space is going to be well-protected from weathering with new shades.

Item #8 ELO-P Summer Program (LCAP 2, AMO 2) - Lorena Sanchez, FPC Expanded
Learning Coordinator (Informational Item)

Ms. Sanchez shared exciting updates in regards to the Summer ELO-P Program and the vendors that will be attending. We will have farm animals, tide pools, mad science and much more on campus for our students to enjoy this summer. Acceptance letters will be sent home in the coming week detailing the teacher and classroom students will be a part of. The summer school program will run from June 16 through June 27, 2025. There will be no school on Thursday June 19th due to the holiday.

Classroom hours will be as follows:

TK and K 8:00 am - 12:00 pm

First and Second 8:00 am-12:15 pm

Morning supervision will begin at 7:30 am and students should not be dropped off prior to this time. Students will still be provided with breakfast and lunch during their day.

Item #9 Enrollment & Recruitment for the 2025-2026 School Year (LCAP 2, AMO 2)
- Sirui Thomassian, FPC Director (*Informational Item*)

Fenton Primary Center is currently enrolling students for the 2025-2026 school year. Families were encouraged to share our school information with anyone they know who has children in TK through second grade, and refer them to the front office for more information. Parent tours are available any day of the week. Teachers and staff will continue to pass out fliers to local businesses. Post card mailers will be sent home to families in the area promoting our school.

Announcements:

There were no announcements.

Next Regular Meeting:

TBD

Adjournment:

By order of **GENERAL CONSENSUS**, the Parent Advocacy Committee Meeting was adjourned at 4:45 p.m.

Minutes respectfully submitted by: Jennifer Cleary

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Boulevard Community Charter School

Unapproved Minutes of the Parent Advocacy Committee

May 27, 2025

Call to Order: Aaron Veals and Christian Hidalgo, Co-Chairs

A meeting of the Parent Advocacy Committee was held on May 27, 2025 at 7:15 a.m. in the auditorium at Santa Monica Boulevard Community Charter School.

Roll Call: Aaron Veals and Christian Hidalgo, Co-Chairs

Present Members: Christian Hidalgo, Aaron Veals, Sandra Campos, Maria De Francesco, Victoria Hernandez, David Levinson, Evelia Manzo, Odalys Marin, Christy Namkung, Cary Rabinowitz, Johana Juarez, Viviana Fonseca, Annie Hai, Janet Reyes

Absent Members: None

Excused: Jazmin Luna

Additions/Corrections to the Agenda: Aaron Veals and Christian Hidalgo, Co-Chairs

None

Approval of Minutes: Aaron Veals and Christian Hidalgo, Co-Chairs

Item #1 **Approval of Minutes from the April 15, 2025 meeting of the Parent Advocacy Committee - Aaron Veals and Christian Hidalgo, Co-Chairs** (*Motion to Approve*)

On **MOTION** of Evelia Manzo, **SECONDED** by Janet Reyes, and **CARRIED**, the minutes from the April 15, 2025 meeting of the Parent Advocacy Committee were approved.

Presentations from the Public: Aaron Veals and Christian Hidalgo, Co-Chairs

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

Old Business:

There was no Old Business.

New Business:

Item #3 **Expanded Learning Opportunities Program Update (LCAP Goal 2, AMO 2)**
- Jazmin Luna, Expanded Learning Coordinator (*Informational Item*)

Mr. Rabinowitz presented the Expanded Learning Opportunities (ELOP) Program update on behalf of Jazmin Luna. The Summer Program at Santa Monica Boulevard Community Charter School will run from June 16th to June 30th, operating from 8:00 AM to 12:00 PM. This portion of the program is directly managed by the school. After 12:00 PM, Think Together will take over programming for the remainder of the day. Starting in July, the summer program will continue under Think Together, with continued funding from Santa Monica Boulevard Community Charter School. The program includes both core academic classes and extracurricular activities. Ms. Luna has shared a list of teachers who will be participating. Due to an increase in enrollment over the past week, she has been able to recruit additional teachers to support the program.

Item #4 **Community Schools Update (LCAP Goal 2) - Johana Juarez, Family Center Director/Community Schools Coordinator** *(Informational Item)*

Mrs. Juarez presented the Community Schools Update. As the school year comes to a close, all Family Center classes with outside vendors concluded last week. All remaining classes will end next week. This week, the Family Center is administering an ESL test for parents. They are also in the process of organizing the calendar and schedule for classes for the upcoming school year. The Family Center will host an end-of-year celebration for families on **Friday, June 6th**, where parents will be recognized with certificates. Mrs. Juarez will be meeting with Richard Parra and other Community School Coordinators to plan for the next school year.

Item #5 **Student Council Update (LCAP Goal 2, AMO 2) - David Levinson, 6th Grade Teacher** *(Informational Item)*

Mr. Levinson presented the Student Council Update. This Friday, students will be going to Knott's Berry Farm as part of the end-of-year celebration.

Over the next two weeks, Mr. Levinson will be visiting third grade classrooms to provide students with information about joining Student Council when they enter fourth grade. He will also speak with current fourth and fifth grade students about plans for next year. The Student Council structure for next year will remain the same, with three representatives from each 5th grade class, two representatives from each 4th grade class, and a total of nine representatives from 6th grade. Mr. Levinson will be reaching out to teachers and staff to see who is interested in supporting the Student Council next year.

Item #6 **Behavior Coalition Update (LCAP Goal 2, AMO 1) - Walter Gomez, Assistant Director** *(Informational Item)*

Mr. Rabinowitz presented the Behavior Coalition Update on behalf of Walter Gomez. The Behavior Guiding Coalition will continue its work next year, building on the strong progress made this year. Throughout the year, the team has deepened its understanding of Tier 1, Tier 2, and Tier 3 behavioral supports. While there are still a handful of students presenting ongoing challenges, those cases are becoming more defined and manageable. Our efforts through smaller micro-assemblies and Tier 1 interventions are effectively addressing many Tier 1 and Tier 2 needs. Looking ahead to next year, the focus will be on maintaining consistency and efficiency with behavior academies, ensuring they remain a key part of our support system. Administrative visibility has played a significant role in keeping overall behavior levels stable, so continuing that presence next year will be important. Overall, this initiative will carry forward into the next school year. The first monthly behavior challenge will take place in September.

Item #7 **Attendance Update (LCAP Goal 2, AMO 3) - Walter Gomez, Assistant Director** *(Informational Item)*

Mr. Rabinowitz presented the Attendance Update on behalf of Walter Gomez. Our current enrollment is at 702, with an average daily attendance (ADA) of 98.88% for the school year so far. We have 352 students with perfect attendance - a strong number, especially for May. The school is looking forward to recognizing these students at the Semester Awards. It's been a strong year for attendance overall, so let's keep up the great work and continue supporting the incentives and efforts that are making a difference.

Item #8 **CicLAvia Recruitment Event - Pico Union (LCAP Goal 2, AMO 2)** - Cary Rabinowitz, Director (*Informational Item*)

This event served as a mini CicLAvia, and staff were able to hand out more flyers than at the previous CicLAvia. It was a successful event, and SMBCCS plans to continue participating in the years to come.

Item #9 **2025 Home Visits (LCAP Goal 2, AMO 2)** - Cary Rabinowitz, Director (*Informational Item*)

Thank you to all the staff who participated in the recent home visits - it was a meaningful and enjoyable experience visiting our students and their families. This is one of the biggest community events held at SMBCCS, and families truly appreciate the opportunity to celebrate their children in this way. Evelia Manzo shared a thoughtful reflection, noting that this event serves as a reminder of where our students come from, and underscores the importance of creating a sense of home within our school as well.

Announcements:

None

Next Regular Meeting:

This is the final scheduled meeting of the Parent Advocacy Committee for the school year.

Adjournment:

On **MOTION** of Maria De Francesco, **SECONDED** by Victoria Hernandez, and **CARRIED**, the Parent Advocacy Meeting adjourned at 7:41 a.m.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the School-Community Relations Council

May 30, 2025

A meeting of the Fenton Avenue Charter School School-Community Relations Council was held on Friday, May 30, 2025 at 7:15 A.M. in the Conference Room of Fenton Avenue Charter School, located at 11828 Gain Street, Lake View Terrace, CA 91342.

Call to Order: Tony Peña, Chair

The School-Community Relations Council meeting was called to order at 7:16 A.M. by Chair, Tony Peña.

Roll Call: Leann Chapman, Secretary

Council Members Present: Monica Castañeda, Edith Cervantes, Leann Chapman, Juan Gomez, Ivan Hernandez, Rachel Lee, Tony Peña, Makaylah Peterson, Haseba Qasmei, Veronica Ramos

Members Excused: Kelley Christenson, Gricelda Mares

Members Absent: Araceli Caro, Kristin Tzintzun

Non-members Present: Paige Piper

Additions/Corrections to the Agenda: Tony Peña, Chair

Correction: Ms. Piper will present on Ms. Christenson's behalf.

Approval of Minutes: Tony Peña, Chair

Item #1 **Minutes from the April 3, 2025 meeting of the School, Community Relations Council - Tony Peña, Chair** (*Motion to Approve*)

On **MOTION** of Ivan Hernandez **SECONDED** by Makaylah Peterson, and **CARRIED**, the minutes 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 **2025-2026 Master Schedule (LCAP Goal 3, AMO 1)** - Monica Castañeda, Director (*Informational Item*)

Lead Teachers and grade level teams have been working collaboratively to develop the master schedule for the upcoming school year. The structure will be similar to this school year; however, GLOW times may differ. One key change is that GLOW will focus on Tier 2 instruction instead of Tier 3.

Each grade level has provided the Instructional Leadership Team with their preferred GLOW times. This team is in the process of finalizing a schoolwide schedule that aligns all ELA, Math, and GLOW Time across grade levels.

Our goal is to have the schedule completed before summer break so teachers can anticipate their needs for the 2025-2026 school year.

Item #4 **Semester Awards (LCAP Goal 2, AMO 1)** - Paige Piper, Assistant Director, (*Informational Item*)

Semester Awards will take place the week of June 2–6, 2025. As a school community, we will be celebrating student accomplishments in the areas of achievement, improvement, citizenship, and attendance. In addition, several grade levels participating in Reflex Math will be awarding math medals to students who have shown exceptional progress.

All schedule information has been shared with teachers and families to ensure a smooth and celebratory week. Special thanks to Veronica Ramos for compiling the data and generating reports for both semester and year-long perfect attendance. We look forward to closing out the year by honoring the hard work and growth of our students.

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

We are excited to announce a special performance by the Fútboleros Soccer Team for students who demonstrated perfect in-seat attendance during SBAC testing! Students were notified of this incentive at the SBAC Pep Rallies that were held before the start of testing.

The performance will take place on Friday, June 6 in the afternoon, in front of the 5th grade building. 77% of testing students earned this incentive, and we are proud of their dedication and commitment to state testing.

Logistics and a map have been shared with teachers to ensure a smooth and well-organized event. Students who did not qualify for the incentive will be supervised either by paraprofessionals in the auditorium, or by a designated teacher during the performance.

We're thrilled to welcome the Fútboleros to our school and look forward to celebrating our students' efforts and perseverance!

Item #6 **Summer School Programing (LCAP Goal 2, AMO 1) - Paige Piper, Assistant Director (Informational Item)**

Summer programming will run from June 16–27, 2025, from 8:00 AM to 12:00 PM, with nine instructional days filled with engaging and hands-on learning experiences. This year’s theme, *World of Water: Ocean Explorers*, was selected by teacher vote and will guide activities and events throughout the program. Over 200 students are enrolled, and 20 Fenton teachers will be leading instruction.

Several exciting assemblies and vendor experiences are planned, including a schoolwide kickoff by Discovery Cube, live tide pools, the Earth Dome experience exploring oceans and continents, and Mad Science’s “What Do You Know About H2O?” assembly and summer party booths. Mobile Ed will also return to transform the auditorium into their interactive Mobile STEAM Museum. The program promises a fun and enriching summer for all participants.

Item #7 **EOY i-Ready Growth Incentive (LCAP LCAP Goal 2, AMO 2) - Monica Castañeda, Director (Informational Item)**

We are proud to announce that our i-Ready growth incentive will be a Kona Ice celebration on June 9th. Our students have been working incredibly hard and their progress shows. Only 2 to 3 students per class did not reach typical growth, which is a tremendous achievement. Many students not only met their typical growth goals but also went above and beyond by reaching their stretch growth targets.

This will be a highly attended event as students and staff come together to celebrate. A big thank you to our dedicated teachers for keeping students motivated through creative incentives, and a huge congratulations to our students for continuing to give their best even after weeks of state testing. We’re excited to celebrate this success and can’t wait to enjoy Kona Ice with our amazing students.

Item #8 **Family Center Update (LCAP Goal 2, AMO 1-2) - Tony Peña, Family Center Director (Informational Item)**

Mr. Peña provided the council with a variety of updates regarding Family Center programming and plans for the next school year.

FEAST Wellness Program

The FEAST Wellness Program, provided by Providence, is ongoing and will continue until **June 23rd**. Everyone is warmly invited to attend the culmination event.

TAP Cards and GoPass Program

Currently, a few families at our school request bus passes to help transport students to school. The standard TAP Card costs **\$75 per month** or **\$750 annually**. Last year, SMBCCS provided TAP Cards for all students, and it was very well received by families.

Mr. Parra is exploring the idea of piloting a **GoPass program**, which would cost only **\$7 per student per year**, with funding from School Community Funds. Although our school does not receive many transportation requests, the idea is that if one Valley school starts the program, access could be shared with other local schools. This would be for **students only**; parents would need to secure their own transportation pass. The estimated cost of **\$5,600** would be covered by School Community Funds.

The council responded positively and agreed that piloting the GoPass could encourage more families to register and help meet transportation needs in the community.

Fundraisers for Next School Year

A meeting was held with Scott Forbes, the representative from **World's Finest Chocolate (WFC)**, to plan next year's fundraising efforts.

- **Fall Fundraiser:** We will continue with **Popcornopolis**, scheduled from **August 22 – September 5**.
- **Spring Fundraiser:** WFC's traditional **order form model** is now limited to only **two chocolate varieties**: Almond and Caramel. The previously available Crisp and Dark Chocolate options are no longer offered.

To offer more variety, the **"In-Hand" model** was discussed. In this option, students would take home boxes of chocolate to sell directly. There are two options:

- **\$1 box:** Contains only **two chocolate options** (Almond and Caramel).
- **\$2 box:** Slightly larger bars and includes **six flavors** – Almond, Caramel, Crisp, Dark, Milk Chocolate, and Wafer.

While this model provides more variety, there are concerns with students that could result in loss of profit.

The **council discussed the limited profit margin** from chocolate fundraisers and expressed interest in exploring **alternative fundraising options**. Ms. Castañeda suggested considering other types of products that could be purchased and resold. **Mr. Estrada** expressed agreement.

The council **voted in favor of researching and identifying new fundraising opportunities** for future implementation.

Announcements:

In response to the council's request about having a washer and dryer, it was shared that while the racks and shelves can be set up, we need to determine if installation of the washer and dryer is possible through coordination with the FCPS facilities and maintenance team.

We have the necessary funding available, but may need permission from LAUSD before proceeding.

Next Regular Meeting:

To Be Announced

Adjournment:

On **MOTION** of Haseba Qasmei, **SECONDED** by Veronica Ramos, and **CARRIED**, the School-Community Relations Council was adjourned at 7:36 A.M.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the School Site Council

June 2, 2025

Call to Order: Paige Piper, Chair

The School Site Council meeting was called to order at 3:00 pm. by Chair, Paige Piper.

Roll Call: Paige Piper, Chair

Members Present: Paige Piper, Juan Gomez, Kelley Christenson, Veronica Ramos, Kristin Tzintzun, Angelica Ramos, Crystal Martinez

Excused Members: Monica Castañeda and Shannon Walsh

Absent Members: Jasmine Marquez and Margarita Melendez

Additions/Corrections to the Agenda: Paige Piper, Chair

The agenda for the meeting has been updated to reflect the excusal of Ms. Castañeda. Additionally, Mr. Peña will be unable to attend the meeting, therefore, Ms. Piper will present on his behalf.

Item #1 **Approval of Minutes from February 11, 2025 meeting of the School Site Council - Paige Piper, Chair (*Motion to Approve*)**

On **MOTION** of Juan Gomez, **SECONDED** by Angelica Ramos, and **CARRIED**, the minutes of the February 11, 2025 School Site Council meeting were approved as submitted.

Presentations from the Public: Paige Piper, Chairperson

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

There were no persons desiring to address the School Site Council.

Old Business:

There was no Old Business.

New Business:

Item #3 **English Learner Reclassification (LCAP Goal 1, AMO 3) - Juan Gomez, Assistant Director (*Informational Item*)**

Mr. Gomez shared that of the 220 students who completed the Summative ELPAC assessment, 29 students earned overall scores of '4' and are eligible to be reclassified as Reclassified Fluent English Proficient (RFEP). In addition to earning a score of '4' on the ELPAC, students being considered for reclassification must have earned proficient scores on grade level assessments, be recommended for reclassification by their teacher, and their parent(s) must agree to the reclassification. Mr. Gomez reported that all 29 students have officially been reclassified and have been updated on our Infinite Campus platform. He thanked FACS Compliance Assistant, Ms. Veronica Ramos for her efforts supporting student reclassification.

Item #4 **CAASPP Update (LCAP Goal 1, AMO 1) - Paige Piper, Assistant Director**
(Informational Item)

Ms. Piper reported that as of today, all CAASPP assessments have been completed! At the time of the meeting, FACS had received 8 official Student Score Reports. However, preliminary scores are coming in and being closely monitored. While many scores have not been received, preliminary scores indicate a strong proficiency level. Ms. Piper thanked all stakeholders for their support ensuring all assessments are completed before the end of the assessment period. We will continue to monitor student scores, and will share the results of the 2025 Summative CAASPP Assessments with this council in the Fall!

Item #5 **End of Year i-Ready Diagnostic Assessment (LCAP Goal 1, AMO 5) - Paige Piper, Assistant Director** *(Informational Item)*

Ms. Piper presented on behalf of Director Castañeda. Students are currently taking their end-of-year i-Ready Diagnostic Assessment. The results of this diagnostic will serve as a metric to determine how much students have grown in reading and mathematics this school year. These assessment results will be analyzed by our teacher teams to determine areas of strength and areas for improvement in our instructional program. For students who will be remaining at FACS for the 2025-2026 school year, their results on this assessment will be shared with their new teacher so that teachers can develop action plans to meet student needs. Students who meet or exceed their annual typical growth goal on this assessment will be rewarded with a Kona Ice next Monday, June 9th.

Item #6 **Summer Programing Update (LCAP Goal 2, AMO 1) - Kelley Christenson,**
ELOP Coordinator *(Informational Item)*

Ms. Kelley Christenson presented the council with information regarding the FACS Summer School program. This year, FACS summer program will be “World of Water: Ocean Explorers.” In addition to classroom instruction, each day of summer school programming will include an assembly, interactive workshop, or special event. Students can look forward to a live tide pool experience, the Earth Dome, and an interactive STEAM Museum. FACS has over 200 students enrolled in Summer School. The summer program will be held from June 16th-June 27th, 2025, with no school on June 19th. We look forward to a summer filled with exploration and learning!

Item #7 **Community Schools Update (LCAP Goal 2, AMO 1) - Paige Piper, Assistant Director** *(Informational Item)*

Ms. Piper shared the Community Schools Update on Mr. Peña's behalf. She reports that this school year was critical for our Community Schools efforts as FCPS hosted the first annual Gala and 5K! These events were well attended and received positive feedback from the community. Additionally, Mr. Peña and Mr. Parra are working closely with Ms. Castañeda and the School-Community Relations Council to identify other ways to support our students and community at large.

Announcements:

There are no announcements.

Next Regular Meeting:

TBD

Adjournment:

On **MOTION** of Kristin Tzintzun, **SECONDED** by Angelica Ramos, and **CARRIED**, the School Site Council was adjourned at 3:20 pm.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the English Learner Advisory Committee

June 3, 2025

Call to Order: Juan Gomez, Chair

The English Learner Advisory Committee meeting was called to order at 3:00 pm by Chair, Juan Gomez.

Roll Call: Juan Gomez, Chair

Members Present: Juan Gomez, Paige Piper, Veronica Ramos, Ivan Hernandez

Members Absent: Araceli Caro, Jasmine Marquez, Gregoria Marcos

Members Excused: Monica Castañeda, Tony Pena, Lainey Yanez

Additions/Corrections to the Agenda: Juan Gomez, Chair

There were no additions or corrections to the agenda.

Approval of Minutes: Juan Gomez, Chair

Item #1 **Minutes from the February 11, 2025 meeting of the FACS English Learner Advisory Committee - Juan Gomez, Chair** (*Motion to Approve*)

On **MOTION** of Veronica Ramos, **SECONDED** by Ivan Hernandez, and **CARRIED**, the minutes of the February 11, 2025 English Learner Advisory Committee meeting were approved as submitted.

Presentations from the Public: Juan Gomez, Chair

Item #2 **Any person desiring to address the FACS English Learner Advisory Committee on any proper matter**

There were no persons desiring to address the English Learner Advisory Committee.

Old Business:

There was no Old Business.

New Business:

Item #3 **Summative ELPAC Administration and Student Score Reports (LCAP Goal 1, AMO3) - Juan Gomez, FACS Assistant Director** (*Informational Item*)

Mr. Gomez provided an update on the administration of the Summative ELPAC. A total of 220 students were assessed, and all students successfully completed all domains of the assessment. Student Score Reports became available to Local Education Agencies beginning in May, and all reports were sent home for parent review. Of the 220 students tested, 29 received an overall score of '4' on the Summative ELPAC, making them eligible for reclassification. A memo, along with a list of students who were eligible to reclassify, was provided to staff in order to begin the appropriate documentation for reclassification.

Item #4 Reclassification Criteria and FACS RFEP Rates (LCAP Goal 1 , AMO 3) -
Juan Gomez Assistant Director (*Informational Item*)

Mr. Gomez shared that of the 220 students who completed the Summative ELPAC assessment, 29 students earned overall scores of '4' and are eligible to be reclassified as Reclassified Fluent English Proficient (RFEP). In addition to earning a score of '4' on the ELPAC, students being considered for reclassification must have earned proficient scores on grade level assessments, be recommended for reclassification by their teacher, and their parent(s) must agree on the reclassification. Mr. Gomez reported that all 29 students have officially been reclassified and have been updated on our Infinite Campus platform. He thanked FACS Compliance Assistant, Ms. Veronica Ramos for her efforts supporting student reclassification.

Item #5 English Learners EOY i-Ready Update, (LCAP Goal 1, AMO 3) -
Juan Gomez, FACS Assistant Director (*Informational Item*)

Mr. Gomez reviewed the End-of-Year (EOY) i-Ready Diagnostic results and highlighted the significant growth made by English Learners (ELs), particularly in the area of English Language Arts (ELA). He reported that 29% of ELs met or exceeded grade-level standards on the EOY Diagnostic, a substantial increase from the Beginning-of-Year (BOY) results, which showed only 2% meeting standards. This marks a 27% growth rate over the course of the school year. Mr. Gomez also emphasized the notable progress in the primary grades, Kindergarten through second grade, indicating that the targeted and tiered instruction provided to English Learners is yielding promising results.

Announcements:

None

Next Regular Meeting:

TBD

Adjournment:

On **MOTION** of Paige Piper, **SECONDED** by Veronica Ramos, and **CARRIED**, the English Language Advisory Committee was adjourned at 3:20 pm.

II.C.

Financial Business Manager's Report

(See presentation slides)

II. D.

Directors' Reports

Directors' Reports are presented here for the five Fenton schools. 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.

FENTON AVENUE CHARTER SCHOOL (FACS)
DIRECTOR'S REPORT

June 12, 2025

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

Date	TK Unfunded	TK Funded	K	1st	2nd	3rd	4th	5th	Total w/Funded	Total w/Unfunded
6/7/2024	4	36	48	46	25	184	188	185	712	716
6/6/2025	4	32	50	47	46	182	185	193	735	739

CURRICULUM AND INSTRUCTION

25-26 Master Instructional Schedule

Planning for the 2025–2026 master schedule is well underway, with lead teachers and grade-level teams collaborating closely to align core instruction and intervention blocks. While the structure will remain similar to this year, GLOW Time will now shift focus from Tier 3 to Tier 2 instruction. Grade-level teams have submitted preferred GLOW Time slots, and the Instructional Leadership Team is finalizing a comprehensive schedule to ensure alignment in ELA, Math, and intervention across all grades. The goal is to release the final schedule before summer break. A preview can be seen here:

 [FACS Master Block Schedule \(25-26\)](#)

State Testing Preliminary Scores

In May, students at Fenton Avenue Charter School participated in statewide assessments over a two-week period, completing the Smarter Balanced Assessment Consortium (SBAC) in English Language Arts (ELA) and Mathematics. An additional week was allocated for our 5th-grade students to complete the California Science Test (CAST). We are incredibly proud of our students for their hard work and focus throughout the testing window, and we are pleased to share the progress they have made.

English Language Arts (ELA) Performance:

	Fenton Avenue					
	FACS 2018	FACS 2019	FACS 2022	FACS 2023	FACS 2024	FACS 2025
ELA						
Schoolwide	35	40	42	47	42	47
3rd Grade	31	32	44	48	40	48
4th Grade	39	41	41	43	47	46
5th Grade	35	46	41	50	40	48
6th Grade	-	-	-	-	-	-

Our school-wide ELA proficiency rose from 42% in 2024 to 47% in 2025, matching our previous high from 2023 and showing a strong rebound. Notably:

- **3rd grade** jumped from 40% to 48%, an 8-point increase and the highest level of proficiency for this cohort since 2022.
- **4th grade** held steady, showing a slight decrease from 47% to 46%, while still performing well above our pre-pandemic levels.
- **5th grade** demonstrated substantial growth, rising from 40% to 48%, an 8-point gain that brings them back to their peak performance from 2023.

We are extremely proud of the progress made in ELA and credit this success to the focused work of our Professional Learning Communities (PLCs), as well as the guidance and coaching of Paula Maeker. Over the course of the year, teacher teams worked collaboratively to identify essential standards, develop clear learning targets, and align instruction and assessments to ensure high levels of learning for all students. This collective effort has created a strong instructional foundation that is directly reflected in our student outcomes.

Mathematics Performance:

	Fenton Avenue					
	FACS 2018	FACS 2019	FACS 2022	FACS 2023	FACS 2024	FACS 2025
Math						
Schoolwide	26	33	32	35	36	35
3rd Grade	28	32	44	47	40	43
4th Grade	30	38	30	34	41	37
5th Grade	20	30	23	26	28	27
6th Grade	-	-	-	-	-	-

In math, schoolwide scores remained consistent, with a minor dip from 36% to 35%. The breakdown reveals some variation by grade level:

- **3rd grade** improved from 40% to 43%, continuing a positive trajectory and outperforming previous years.

- **4th grade** experienced a modest decline from 41% to 37%, suggesting a need for continued focus on concept development and problem-solving strategies.
- **5th grade** decreased slightly from 28% to 27%, highlighting an opportunity to strengthen foundational math skills before students transition to middle school.

We recognize that math outcomes require immediate and focused attention. In response, we have partnered with Solution Tree to bring on Christine Davis as a dedicated math coach beginning this fall. Christine will support our teams in the same way Paula Maeker has successfully done with ELA—by building teacher capacity, strengthening our instructional practices, and helping us move toward meaningful gains in student achievement.

Our students' performance on the SBAC and CAST assessments reflects the resilience, dedication, and academic commitment of both students and staff. The significant gains in ELA—particularly in 3rd and 5th grades—are a direct result of intentional collaboration, strategic planning, and instructional clarity. As we look ahead, we are excited to build the same momentum in math through the support of Christine Davis. We remain committed to using data to inform our next steps and ensure continued growth and success across all content areas.

End of Year i-Ready Diagnostic Data

In addition to SBAC testing, students at Fenton Avenue Charter School completed the end of the year i-Ready diagnostics in both English Language Arts (ELA) and Mathematics. These diagnostics allow us to monitor student growth throughout the year and measure overall proficiency against grade-level benchmarks. The results from the 2024–2025 school year provide encouraging insights, particularly in alignment with our CAASPP results.

English Language Arts (ELA):

	GROWTH			STATUS					
	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
ELA	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FACS	60	55	59	49	45	51	47	43	47
FCPS	58	58	53	49	50	46	-	-	-
LAUSD	-	-	-	-	-	-	41	-	-
State	50	50	-	50	50	-	47	-	-

This year, **59% of students met their typical growth goals in ELA**, up from 55% last year and nearly returning to our 2022–2023 high of 60%. Additionally, **51% of students met grade-level proficiency**, an improvement from 45% the previous year. These trends are mirrored in our CAASPP ELA scores, which also increased from 43% to 47%.

This growth reflects the continued impact of our school-wide focus on literacy. Our work with Paula Maeker and the PLC process—centered on identifying essential standards, unpacking those standards into clear learning targets, and designing aligned instruction—has laid the groundwork for these consistent gains. The alignment between our i-Ready growth and SBAC proficiency is a strong indicator that our tiered instructional support and data-informed decision-making are driving meaningful outcomes.

Mathematics:

	GROWTH			STATUS					
Math	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FACS	60	56	58	48	46	51	35	36	35
FCPS	57	56	52	45	46	46	34	36	38
LAUSD	-	-	-	-	-	-	31	-	-
State	50	50	-	44	44	-	35	-	-

In mathematics, **58% of students met their typical growth goal**, holding steady with prior years (60% in 2022–2023, 56% in 2023–2024). More significantly, **51% of students met grade-level proficiency in i-Ready**, a notable increase from 46% last year and surpassing the 2022–2023 level of 48%. While our CAASPP math scores held steady at 35%, the growth and proficiency demonstrated in i-Ready suggests that students are making progress and are on the cusp of stronger state test performance.

We understand that math remains an area of focus. The disconnect between i-Ready proficiency and CAASPP performance reinforces the need to deepen conceptual understanding and build stronger test-taking stamina. To support this, we are excited to launch our partnership with Christine Davis, a math coach from Solution Tree, who will join us beginning this fall. Her work will mirror the successful ELA support model led by Paula Maeker—building collaborative structures, clarifying standards, and equipping our teams with effective instructional tools to ensure student success.

The i-Ready diagnostic results reaffirm the trajectory shown in our SBAC scores: ELA instruction is yielding strong and consistent growth, while math is showing promise and early signs of upward momentum. The combined impact of PLCs, coaching support, and data-driven instruction has established a solid foundation, and we are confident that our continued investment in instructional leadership will drive further academic achievement across both content areas.

HUMAN RESOURCE AND PERSONNEL

Staffing Updates

Staffing plans for the 2025–2026 school year include several transitions. Krystal Rodriguez will move to FCLA/STEM to serve as the new ELOP Coordinator. Due to her transition, Nichole Melendez will be moving from third to first grade, while Rachel Lee will move from fourth to third grade. FACS is also pleased to welcome two new hires: Samantha Alarcon will join the fifth-grade team, and Jorge Carmona will serve as the new Special Day Class (SDC) teacher.

Within the school’s main office, longtime Office Manager Lillian De La Torre will retire at the end of the school year. In preparation for this transition, Nereyda Gonzaga has been appointed as the new Office Manager, and Jessica Diaz will move into the role of Office Assistant. Mia Guerrero has officially been selected to serve as the new Nurse Assistant, rounding out a strong and cohesive front office team. Recruitment is also underway to fill an open custodial position and a potential fifth-grade teaching position, depending on the outcome of ongoing interviews.

Council Appointments and Elections

Fenton Avenue continues to emphasize distributed leadership and staff engagement through its schoolwide councils. The process of confirming 2025–2026 council members is ongoing, with adjustments to be made as new hires join the staff. Secretaries will be officially appointed in the fall.

The following individuals have been elected by their peers to serve as Council Chairs:

- Curriculum and Assessment Council: **Wendy Kaufman**
- Human Resource and Personnel Council: **Jann Manorothkul**
- Budget, Facilities, and Safety Council: **Martin Penner**
- School-Community Relations Council: **Kristin Tzintzun**

These leaders play a vital role in advancing the school's mission, ensuring all voices are represented in decisions related to staffing, planning, and resource allocation. Their commitment to collaborative leadership will be instrumental as we head into the new school year.

BUDGET, FACILITIES, AND SAFETY

Facilities Updates

Several key improvement projects are actively in progress. Asphalt in front of the third-grade classrooms has been removed and replaced to address subsurface issues caused by ground settling. In alignment with schoolwide safety goals, additional security cameras are being installed throughout the campus to strengthen surveillance and student safety.

To support modern instructional delivery, electrically adjustable stands for Promethean boards have been approved and are being introduced in phases, beginning with the fifth-grade classrooms. Meanwhile, campus beautification efforts have begun, including the installation of greenery around the perimeter of the school. This landscaping project is expected to be completed in the coming weeks and will contribute to a more welcoming and vibrant learning environment.

Classroom Movement

Several classroom relocations are taking place as a result of grade-level reassignments. In collaboration with site leadership, the custodial team is facilitating the moves to ensure a smooth and efficient process. Two staff members are also being relocated to provide partnership support to colleagues currently working independently. The administration is deeply grateful for the staff's ongoing flexibility and professionalism during this period of change.

SCHOOL-COMMUNITY RELATIONS

Student Incentives and Celebrations

As the school year comes to a close, Semester Awards ceremonies will be held during the week of June 2–6. These events will celebrate student growth in achievement, improvement, citizenship, and attendance. Reflex Math participants will also receive recognition through math medals.

To recognize in-seat attendance during SBAC testing, Fenton Avenue students who achieved perfect attendance will be treated to a live performance by the Fútboleros Soccer Team on June 6. This incentive was first announced during the SBAC Pep Rallies and has been met with great enthusiasm—77% of eligible students earned access to the event.

Additionally, students who demonstrated strong academic growth on their i-Ready diagnostics will participate in a Kona Ice celebration on June 9. The vast majority of students met or exceeded their typical growth targets, with many surpassing their stretch goals. These outcomes are a testament to student perseverance and the dedication of staff who supported them throughout the year.

Summer Programming

This year's summer program, themed *World of Water: Ocean Explorers*, will run from June 16–27, serving over 200 students with engaging hands-on learning experiences. Led by 20 Fenton teachers, the program will feature a rich lineup of assemblies and interactive events, including Discovery Cube's ocean science kickoff, the Mobile STEAM Museum, Mad Science's H2O assembly, live tide pools, and more. These experiences will promote continued learning and curiosity in a dynamic and collaborative environment. A big thank you to our ELOP Coordinator, Kelley Christenson, for organizing such a fun and exciting educational experience for our students.

Family Engagement and Fundraising Initiatives

The Family Center remains an essential hub for parent engagement. The FEAST wellness series, facilitated by Providence, will conclude on June 23 and continues to draw consistent participation. The school is also exploring the possibility of piloting a student GoPass program to provide more affordable transportation access. If approved, the program would be funded through School Community Funds and could serve as a model for other valley schools.

In preparation for next year, the council is evaluating new fundraising models. While chocolate sales have been a long-standing option, recent limitations on variety and profit margins prompted the council to begin researching alternative product-based fundraisers that may offer greater flexibility and return. Both fall and spring fundraising options will be revisited with this goal in mind.

The council also discussed the feasibility of installing a washer and dryer on campus to support school and student needs. While funding is available, the installation will require coordination with LAUSD and the FCPS facilities team to ensure compliance and feasibility.

Upcoming Events:

6/13	Minimum Day Last Day of School
6/16-30	Summer Programming

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

June 12, 2025

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

ATTENDANCE & ENROLLMENT

Cumulative Average Daily Attendance (ADA): 98.89%

Monthly Average Daily Attendance (ADA): September - 99.56%; October - 99.44%; November - 99.16%; December - 98.59%; January - 98.64%; February - 98.46%; March - 98.64%; April - 98.81%; May - 98.68

Schoolwide Enrollment Breakdown

Date	TK		K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total
	Funded	Unfunded								
6/6/2025	32	5	72	96	106	78	124	120	68	701
5/16/2025	32	5	73	96	106	79	124	120	68	703

Head Start Parent Recruitment

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 29th. [Please find their presentation here.](#) The school also welcomed our neighborhood Head Start Preschools this Spring to tour the school.

42 out of 71 enrollment packets distributed to new TK and K families have returned. Approximately 50% of enrollment packets distributed have attended a neighborhood Head Start program. 9 families will be joining us so far from Santa Monica's on-site Head Start program. We are excited to welcome new families!

2025 LAUSD Annual Performance Based Oversight Visit Results

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

The 2025 LAUSD Annual Performance-Based Oversight Visit, held on April 24, 2025, was a strong affirmation of the exceptional work taking place across our school. Visitors from the Charter Schools Division and our Home Office were deeply impressed by the clarity of our instructional focus, the alignment of our programs, and the collective commitment evident throughout classrooms and leadership conversations. Our school received outstanding ratings, earning a 4 (Accomplished) in

Governance, a 3 (Proficient) in Student Achievement and Educational Performance, a 4 (Accomplished) in Organizational Management, Programs, and Operations, and a 4 (Accomplished) in Fiscal Operations. These results reflect the strength of our systems, the quality of our instruction, and the intentional collaboration that guides our work. From the visible learning goals in classrooms to the strategic use of resources and supports, the visit showcased a school community working in deep alignment with a shared vision of excellence.

INSTRUCTION

Initial Results of the 2024-2025 CAASPP Summative Assessment

Leading up to the CAASPP Summative Assessments administered from May 6–15, 2025, our school focused heavily on student motivation to build confidence and a positive testing mindset. In the weeks before testing, students engaged in a schoolwide practice test and were encouraged through the “12 Days of SBAC” countdown, which featured daily affirmations, peer encouragement, and teacher-led motivation. A spirited SBAC Pep Rally on May 5 brought the school community together, as primary students cheered on upper graders, reinforcing a culture of support and pride. One of the most memorable moments came when staff created, performed, and shared a motivational music video titled "They Don't Test Like Us," a customized version of Kendrick Lamar’s “They Not Like Us,” which energized students and showcased our community’s creativity and commitment. Small but meaningful incentives—such as pencils, bracelets, and positive affirmation chips—were distributed each morning to help students feel encouraged and focused.

These efforts translated into strong gains in our preliminary results and helped us bounce back from decreases seen in 2024. Santa Monica’s schoolwide score in English Language Arts rose from 33% in 2024 to 42% in 2025, a 9-point increase. In Mathematics, the schoolwide score improved from 29% to 34%. In doing so, 3 out of 4 grade levels improved on their 2024 SBAC results in both ELA and Math. These results reflect the hard work of students, the dedication of teachers, and the schoolwide focus on building confidence, resilience, and achievement. Finalized scores will be reviewed in the coming weeks.

	Santa Monica					
	SMB 2018	SMB 2019	SMB 2022	SMB 2023	SMB 2024	SMB 2025
ELA						
Schoolwide	46	42	33	38	33	42
3rd Grade	37	39	35	30	24	32
4th Grade	44	40	25	36	35	34
5th Grade	51	39	35	38	48	49
6th Grade	54	51	40	52	25	57

	Santa Monica					
	SMB 2018	SMB 2019	SMB 2022	SMB 2023	SMB 2024	SMB 2025
Math						
Schoolwide	32	37	27	35	29	34
3rd Grade	34	36	27	30	21	26
4th Grade	26	32	25	37	32	29
5th Grade	32	30	22	25	32	36
6th Grade	42	58	40	53	33	52

2024-2025 i-Ready Diagnostic Achievement Status and Growth

Based on the 2024–2025 i-Ready data, SMBCCS demonstrated strong results in both growth and achievement on the EOY i-Ready Diagnostic Assessment in English Language Arts (ELA) and Mathematics.

ELA	GROWTH			STATUS					
	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
SMBCCS	55	55	57	40	43	40	38	33	42
FCPS	58	58	53	49	50	46	-	-	-
LAUSD	-	-	-	-	-	-	41	-	-
State	50	50	-	50	50	-	47	-	-

In ELA, 57% of students met their typical growth goals. This marks three consecutive years of maintaining or improving strong growth outcomes in ELA. However, in terms of achievement, as measured by the percentage of students reaching grade-level proficiency, SMBCCS came in at 40%, which is below the FCPS average of 46% and the State benchmark of 50%. This indicates that while students are making substantial progress over time (growth), the school continues to work toward raising the number of students meeting grade-level expectations.

Math	GROWTH			STATUS					
	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
SMBCCS	53	57	57	37	40	44	35	29	34
FCPS	57	56	52	45	46	46	34	36	38
LAUSD	-	-	-	-	-	-	31	-	-
State	50	50	-	44	44	-	35	-	-

In Mathematics, 57% of students also met their typical growth, above FCPS (52%) and exceeding the State benchmark (50%). This represents a notable and consistent upward trend for SMBCCS over the past three years. Achievement data in Math shows that 44% of students met grade-level proficiency, a significant improvement from prior years and now just 2 points behind the FCPS average of 46%.

In summary, results indicate effective instructional practices and student progress. While achievement scores still trail FCPS and the State in ELA, gains in Math achievement show clear momentum. The results affirm that targeted supports and instructional strategies are helping students grow, with a continued need to raise overall proficiency levels, especially in ELA.

2024-2025 English Learner Reclassification

Throughout the 2024–2025 school year, administrators from Fenton Charter Public Schools collaborated to support the academic progress of English Learner (EL) students by developing site-based professional development, reviewing achievement data, and sharing effective instructional strategies. Following the review of CAASPP results and local assessments, each school finalized its reclassification rates for the year. The Language Appraisal Team (LAT) process continues to be used for students in grades 1–6 who meet the ELPAC and basic skills criteria but have not yet met the teacher evaluation requirement.

School	24-25 EL Numbers	#Reclassified 24-25	24-25 ELPAC Eligible Not Yet Reclassified	CURRENT-FCPS 24-25 RFEP #s	POSSIBLE - FCPS 24-25 RFEP #s
SMBCCS	403	35	4	8.68%	9.68%

At Santa Monica Boulevard Community Charter School, Carmen Solis, our Administrative Coordinator, oversees the reclassification process. This year, the school seeks to reclassify 44 current English Learner students. The table above does not include 5 additional students who completed the ELPAC after the data was collected. To be reclassified, a student must meet all four state-mandated criteria: an overall score of 4 on the ELPAC, teacher evaluation indicators (such as a report card score of 3 or higher), parent consultation, and performance on basic skills assessments aligned with English-proficient

peers—such as a 3 or 4 on the SBAC, a 41st percentile or higher on i-Ready Reading, or comparable scores on publisher assessments.

Master Schedule Planning for the 2025-2026 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 Lead Teacher meetings. Our schedule was created with the following priorities in mind:

Uninterrupted collaborative time for grade level professional learning teams

As was the case this school year, every grade level will continue to be provided 1 hour per week of untouched collaborative planning to aid and strengthen intentional data driven instructional planning. Students will attend a 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 more operational topics such as planning field trips and various school wide events.

Clearly Identified Learning Blocks Across All Grade Levels Responsive to Needs

Transparent learning blocks schoolwide to aid in supporting individual classrooms and grade levels. Next year, we will also be adding clearly identified Tier 3 blocks guided by our Accelerations Specialists that focus on language support emerging English speakers and a block for Intensive Tier 3 support, what we are calling, “IT3”, for students significantly below grade level and that may need support at smaller teacher to student ratios. When possible and appropriate, we also intend to continue scheduling 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 in their general education classroom.

Practices to Strengthen the Bridge between General Education and Special Education Programs

As was the case this school year, we will stack iLab times against our 40-minute psychomotor periods. This allows IEP meeting blocks to be extended during the day allowing all team members to remain in the meeting for its duration.

Practices to Increase and Stabilize Instructional Time in the Classroom

Schedules in the new year have been developed in a way that ensures only one specialist time for any particular classroom per day. Specialist times include psychomotor, iLab, or Art. This effort hopes to maximize instructional time each day.

[Please find the SMBCCS Master Block Schedule for the 2025-2026 School Year Here](#)

The following Essential Learning Norms will continue to 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 for our students to receive "what they need" and may be structured as a grade level providing homogenous group rotations between rooms.

PERSONNEL

Teacher and Staff Recruitment for the 2025-2026 School Year

We are pleased to share that Santa Monica's Hiring Committee—comprised of our Personnel and Instruction Committee Chairs, faculty representatives, members of our Special Education and Student Support teams, and SMBCCS administrators—has successfully extended offers of employment for three key positions for the upcoming school year. Pending completion of the employee onboarding process, we look forward to welcoming a new Speech and Language Pathologist, a Special Day Classroom Teacher, and a 1st Grade Teacher to our team.

Probationary Teachers Recommended for Regular Status in 2025-2026

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:

Yennizel Duran, Transitional Kindergarten
Janet Reyes, Kindergarten Teacher
Vanessa Marcoe, 2nd Grade Teacher

COMMUNITY RELATIONS

2025 Home Visits

Santa Monica staff joined together on Thursday, May 22nd 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. Various families shared their appreciation to families during the event and we look forward to continuing this tradition next year.

Family Center End of Year Celebration

The Family Center celebrated the parents who completed their various ESL workshops! Families were very excited to come together and reflect on everything they learned for this semester. The parents and Ms. Juarez organized a beautiful celebration. We were joined by various staff members.

Semester Awards

During the Week of June 2nd, Santa Monica held the second of our bi-yearly Semester Awards. Students are awarded certificates in one of three areas – Achievement, Citizenship, and Improvement. Certain students received perfect attendance certificates, pins and medals as well! 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.

FACILITIES AND SAFETY

Marquee Hardwire Internet Connection

A site walk has been completed for the installation of a hardwired internet connection to the school marquee. We are currently awaiting a quote from our contractor, Vector, to run a point-to-point data connection—similar to the one used for the Parent Center—from the wall outside Jazmin's office to the

marquee. This upgrade will eliminate our reliance on the current cellular data setup, which has been inconsistent, and will remove the need for ongoing data service payments.

Parking Lot Entry Intercom System

Additionally, a site walk has been conducted for the installation of a new entry intercom system at the parking lot gate. We are currently in the process of scheduling Vector USA to install a new gate entry intercom and keypad at SMBCCS, with the expectation that work will take place during the first two weeks of Summer break. The new system will include a 2N intercom, similar to the main entry door, allowing for remote access control as well as RFID card and smartphone entry. Please note that while the installation is underway, the gate will need to remain open, as the existing keypad will be removed during this time.

Planning Ahead

June

6/16-6/30	SMBCCS Summer School (8:00-12:00)
6/20	Ms. Luna Out Today
6/24	FCPS Administrator Meeting
6/25	<i>Tentative</i> Administrator Reflection Day
6/27	Mr. Gomez Out Today

July

7/17	FCPS Board of Directors Meeting
7/22-24	CA MTSS - Conference (Anaheim)
7/28-30	Administrator Retreat
7/31	201 Calendar Starts

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

June 12, 2025

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:

Date	TK	K	1 st	2 nd	Total	Monthly ADA	Cumulative ADA
9/19/2024	71	138	147	129	485	99.11%	99.11%
10/24/2024	76	141	147	129	493	99.13%	99.12%
12/12/2024	76	141	149	129	495	98.75%	98.99%
1/23/2025	77	140	152	129	498	98.98%	99.04%
2/28/2025	78	135	151	131	495	*	*
3/28/2025	76	137	151	130	494	99.50%	99.12%
5/16/2025	76	139	154	132	501	98.94%	99.45%
6/12/2025	76	139	152	132	499	98.98%	99.31%

Year-to-Year Enrollment Comparisons

Date	TK- Unfunded	TK- Funded	K	1 st	2 nd	Funded Total
March 2024	23	56	140	132	171	499
April 2024	23	56	140	132	171	499
May 2024	23	56	140	132	171	499
March 2025	26	50	137	151	130	468
April 2025	26	50	139	154	132	475
May 2025	24	52	139	152	132	475

Enrollment and Recruitment

Fenton Primary Center (FPC) educators have once again demonstrated their dedication by achieving an Average Daily Attendance (ADA) rate of 98.5% or higher. This month, FPC recorded an exceptional overall ADA of 99.31%, a clear reflection of the school’s consistent focus on student attendance and engagement. Impressively, eighteen teachers reached a perfect 100% ADA, underscoring the strong partnerships between families and educators in ensuring students are present and learning every day. FPC remains committed to promoting excellent attendance habits by encouraging daily participation and supporting the return of independent study contracts for students who are absent. These strategies help maintain academic momentum and foster a culture of responsibility and achievement.

We are deeply grateful to the entire FPC staff for their tireless efforts in maintaining high attendance and supporting ongoing enrollment goals. A special note of appreciation goes to Maria Reyes, whose ongoing guidance and unwavering support for both staff and families have been instrumental in this continued success.

For the 2025–2026 school year, current enrollment stands at 431 students, which is 68 students short of the budgeted target of 499. During the student reorganization meetings, enrollment numbers were considered and one kinder classroom has remained unfilled pending enrollment to ensure that we can meet budgetary requirements.

Instruction

LAUSD Oversight Results for the 2024-2025 School Year:

We have received the 2024-2025 results of our Annual Performance Based Oversight Visit. I am incredibly proud of our school! Our collective commitments have resulted in a score of 4 in the areas of Governance, Organization Management, Programs, and Operations, and Fiscal Operations and a 3 in Student Achievement and Educational Performance.

SUMMARY OF RATINGS			
(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

These results are exceptional and not typical within the Charter world. Our staff’s dedication and expertise have resulted in impressive results year after year.

English Language Learners Reclassification Rates 2024-2025:

The administrative team and teachers reviewed the reclassification criteria and identified 19 students for reclassification.

School	24-25 EL Number s	#Reclassified 24-25	24-25 ELPAC Eligible Not Yet Reclassified	CURRENT-FCPS 24-25 RFEP #s	POSSIBLE -FCPS 24-25 RFEP #s	Unofficial FCPS 23-24 RFEP #s	FCPS 21-22 RFEP #s (Actual)	LAUSD 20-21 RFEP #s (Actual)	State 20-21 RFEP #s (Actual)	19-20 RFEP Rates (Actual)
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FPC	168	19	2	11.31%	11.31%	4.59%	0.00%	5.40%	6.90%	24.10%
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CAASPP and i-Ready Status Growth Comparison (FY23 and FY24):

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. As of June 9, 2025, we have over 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.

CAASPP: FPC is evaluated based on FACS third grade results. We observe gains in both subjects. ELA scores rose from 40% in 2024 to 48% in 2025, and Math improved from 40% to 43%.

i-Ready ELA:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. FPC remains above this target rate in ELA % Typical Growth at 51%.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. FPC’s status of 52% remains higher than the FCPS 46% met in ELA.

	GROWTH			STATUS					
	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met FPC: 3 rd Grade/FACS		
ELA	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FPC	61	61	51	64	68	52	48	40	48
FCPS	58	58	53	49	50	46	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50		50	50		47	47	-

Preliminary Scores as of June 9, 2025 - Not all Scores Have Been Processed

i-Ready Math:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. FPC remains above this target rate in Math % Typical Growth at 56%.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. FPC’s status of 48% remains higher than the FCPS 46% met in Math.

	GROWTH			STATUS					
Math	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met FPC: 3 rd Grade/FACS		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FPC	58	60	56	50	56	48	47	40	43
FCPS	57	56	52	45	46	46	34	36	38
LAUSD	-	-	-	-	-	-	31	31	-
State	50	50		44	44		33	35	-

Preliminary Scores as of June 9, 2025 - Not all Scores Have Been Processed

Acceleration Specialist:

End-of-year assessments are currently being conducted to update learning goals for students receiving intensive Tier 3 support. These assessments are also being used to inform rostering for the 2025–2026 school year. The data will help determine which students are ready to exit Tier 3 services, which learning goals should be prioritized at the start of the year, and how students should be grouped based on their specific needs. For all students currently rostered to the Acceleration Specialist, the Basic Phonic Skills Test (BPST) has been administered to measure foundational reading skills. Results so far have shown strong academic growth among students receiving Tier 3 intervention, with many meeting or exceeding their year-long learning targets. In addition, i-Ready end-of-year diagnostic data is being reviewed to help identify students who may need intensive support moving forward. This approach will allow Tier 3 services to begin promptly at the start of the new school year.

In addition, the master schedule continues to be developed to protect student access to core instruction while supporting intervention. The Guiding Coalition has secured 40-minute protected blocks of Tier 1 learning time, along with designated Tier 2 reading AIM blocks to provide students with extra time on essential grade-level targets. These AIM blocks are protected from pull-out services to preserve instructional continuity. The Tier 3 schedule for next year has already been tentatively created to align with the Tier 1 and Tier 2 learning blocks and has been shared with lead teachers for review. The Instructional Leadership Support Team continues to refine the Acceleration Program to strengthen its impact in the upcoming school year.

[Access FPC Acceleration Here](#)

FPC Guiding Coalition:

Our PLC's FPC Guiding Coalition meets bi-monthly.

Members:

TK - Sarah Ananta and Bridget Ruiz

Kindergarten - Coco Salazar

First Grade - Brianna Ellis and Laura Holmes

Second Grade - Nitima Angus and Judy Lee

2024-2025 FPC Focus Lead Teacher - Jennifer Daugherty

2024-2025 FPC Focus Lead Teacher - Celina Calvillo

Psychologist - Gloria Rangel

Counselor - Paola Ramirez

Acceleration Specialist - Elisa Vallejo

FPC Guiding Coalition current work focuses on the following item:

A PLC Promising Practices School Application:

Our Guiding Coalition completed working on a revised Master Schedule for the next school year. Our teaching staff has discussed this during staff meetings and offered input regarding next steps. Our Director of Instruction, Ms. Jennifer Miller, and our Instructional Coach, Ms. Yesenia Fuentes offered guidance and support. When creating the new [Master Schedule](#) the following protocol was utilized, in terms of a prioritized list to guide our decision making:

1. Golden Minutes (uninterrupted Tier 1 instruction)
2. Tier 2 BEE Time
3. Acceleration-Tier 3/SPED
4. Art
5. Meetings

Our continued work focuses on the following additional items:

- Grade Level Unit Plans shared [here](#)
- Review [Learning Targets](#)
- EL Instruction: [ELPAC Practice Resource](#)
- [TEAMS Action Plan](#)
- [CAPS Action Plan](#)

Arts Program:

It has been an incredible and inspiring year of art in the art lab! Throughout the year, students have explored a wide range of artistic techniques and materials. They have drawn, sketched, colored, cut, glued, and water-colored. They've painted with tempera and acrylic paints, worked with yarn, and even created pinch pots out of clay. These hands-on experiences allowed students to dive into various forms of visual expression and experiment with their creativity.

In every project, students developed their understanding of the foundational elements of art: line, color, texture, shape, form, value, and space. From abstract pieces to realistic drawings, their work reflected thoughtful exploration and personal expression. Many of the assignments challenged students to think critically and problem-solve artistically, helping them grow not only as artists but also as learners. Each art piece was an opportunity for students to build confidence and take pride in their creativity. The classroom walls came alive with color and imagination, showcasing the diverse and beautiful creations from every grade level. The enthusiasm and joy were evident every time students entered the art lab, eager to see what they would be making next.

We are incredibly proud of all our art students and the effort, passion, and originality they brought to their work this year. When Ms. Penner announced that she would be continuing as the art teacher next year, the students erupted in cheers; a true reflection of the strong connection and excitement they feel for the program. We can't wait to see what amazing creations next year will bring in our ever-evolving journey through the arts!

Behavior Solutions and Paraprofessionals:

Behavior Solutions

Fenton Primary Center successfully wrapped up its school-wide Hands-Off Challenge during the month of May, this being a proactive initiative aimed at promoting safe and respectful behavior among students. The challenge encouraged students to practice self-regulation, respect personal space, and engage in positive interactions throughout the school day. Students who went the entire month without receiving a hands-on behavior referral earned a special reward: a Freeze Dance Glow Party! This high-energy celebration included fun music, glow accessories, and an opportunity for students to let loose in a joyful, safe environment, all while reinforcing the importance of positive behavior choices.

We extend our heartfelt thanks to our dedicated Behavior Solutions team for designing and implementing this creative, motivating incentive. Their efforts continue to support a positive school climate and help students learn essential social-emotional skills. We also want to recognize and thank the many staff members: teachers, aides, office staff, and custodians, who helped organize, supervise, and make the event a memorable success for our students. It was a wonderful way to celebrate students' growth and commitment to our shared behavior expectations.

Paraprofessional Evaluations

Paraprofessional evaluations are now nearly complete for all members of our exceptional paraprofessional team. These evaluations reflect the daily efforts and vital support that paraprofessionals provide across the school campus. Each paraprofessional will receive a copy of their evaluation for personal review, and an official copy will be placed in their personnel file. These evaluations are not only a formal review of performance but also a meaningful opportunity to reflect on accomplishments, provide constructive feedback, and set goals for ongoing professional development.

We deeply value the contributions of our paraprofessionals, who serve as instructional partners, student supporters, and essential members of our learning community. Their flexibility, patience, and dedication make a lasting difference in the academic and emotional success of our students. This evaluation process affirms their impact and is one way we support their continued growth, celebrate their achievements, and strengthen the overall effectiveness of our FPC educational team.

Community Relations

Family Center News:

Basic Parent ESL Course Completion

Ms. Vasquez, our Community School Coordinator, successfully provided instruction for a Basic Parent ESL course. The class began on Tuesday, February 25th, and concluded with a celebratory graduation ceremony on Tuesday, May 20th in the Family Center (please see photos). Sessions were held weekly on Tuesdays from 8:30 a.m. to 10:30 a.m., with consistent attendance from approximately 12 to 15 dedicated parents. This initiative played a vital role in supporting family engagement and language development within our school community.

Awards and Incentives Support

Our Community School Coordinator, Ms. Vasquez, plays a vital role in supporting both monthly and end-of-year awards initiatives. Each month, she prepares certificates for students who earn recognition for the Word of the Month and Perfect Attendance. As semester and year-end award assemblies do

approach, Ms. Vasquez also takes the lead in preparing parent letters, certificates, and perfect attendance lists. Additionally, she ensures that pins and medallions are ready for students who have achieved perfect attendance either for the semester or the entire school year.

Ongoing Family Support

The Family Center remains committed to supporting students and families in need. It continues to provide new backpacks filled with school supplies to students who require them. In addition, school uniforms and shoes donated by LACOE are available for distribution, ensuring that every student is equipped and ready for a successful school year.

Parent and Student Volunteer Program

The Parent and Student Volunteer Program continues to expand. An increasing number of parents are successfully meeting the requirements to volunteer in the classroom, on the playground, and within the Family Center. Additionally, parents are submitting permission slips authorizing their students in grades 4 through 12 to participate as volunteers at FPC.

Planning Ahead

Many exciting plans are already in motion for the upcoming school year. Ms. Vasquez will continue teaching the Basic Parent ESL classes every Tuesday, starting in August. Additionally, technology classes—offered in Spanish—will take place on Thursdays in partnership with PEBSAF, aiming to support families in developing essential digital skills.

Community partnerships and wellness initiatives are also being scheduled, including Big Smiles Dental, Vaccine Clinics, Mental Health Classes, FEAST provided by Providence and Power by Sight vision screenings. Fundraising efforts will continue with both Popcornopolis and World's Finest Chocolate campaigns. These efforts reflect our ongoing commitment to supporting student success, resources and family engagement.

Think Together: End of Year & Summer Readiness Update:

One of the most exciting success stories from our Think Together program is that all Think Together staff are fully prepared and ready for the upcoming Summer Program! This is a significant milestone, reflecting the team's commitment to planning, training, and providing students with a high-quality summer learning experience. The entire Think Together team has participated in a comprehensive summer training session held at Fenton Academies.

During the training, Program Leaders dove deep into the purpose and vision of the summer program, exploring why summer learning matters and how it helps bridge learning gaps while providing enrichment opportunities that keep students engaged. The sessions emphasized the importance of creating a safe, supportive, and fun environment where students can continue to grow academically, socially, and emotionally. Our staff walked away energized and inspired, equipped with tools and strategies to make this summer memorable and impactful for all students enrolled.

In addition, as we close out the school year, we're thrilled to share that our Think Together soccer teams will be participating in the End-of-Year Soccer Tournament this Saturday, July 7th, at LAB FIVE. This tournament is a highlight for many of our students who have been practicing teamwork, perseverance,

and sportsmanship throughout the year. We're proud of their dedication and can't wait to cheer them on as they represent FPC with pride!

We thank our Think Together staff for their continued passion and hard work, and we look forward to a summer full of learning, growth, and fun!

Expanded Learning Opportunities Program (ELOP):

We are thrilled to share that 225 students have enrolled in our two-week Summer Program, which will run for a total of nine days, from Monday, June 16 to Friday, June 27 (there will be no program on Thursday, June 19, in observance of the holiday). We have an exciting lineup of fun and engaging activities planned! Students will enjoy special assemblies, including the Mad Science show, Paws-to-Share puppy experience, Tide Pools, Farm Animals, and a Last Day of School Summer BBQ. A highlight of the program will be a field trip to El Capitan Theatre on Saturday, June 21, 2025, to watch the new movie Elio. Grade levels are creating unique and exciting themes to make this summer program even more memorable for our students. We deeply appreciate our staff's enthusiasm and collaboration, and we look forward to an amazing summer!

We are also excited to announce an upcoming field trip to the Discovery Cube for the Dino Dash program occurring on Saturday, June 7, 2025, from 9:30 a.m. to 1:30 p.m. Dino Dash is a dynamic, three-hour experience that includes a 20-minute interactive show and nearly three hours of hands-on exploration. Students will step into the world of paleontology through fun, prehistoric-themed challenges. They will discover what dinosaurs ate, how they adapted to their environments, and develop curiosity, collaboration, and critical thinking skills along the way - all while having a blast! We thank our staff for their continued support of our Expanded Learning Program. Their involvement truly makes experiences like these possible for our students.

Facilities and Safety

Campus:

Updates for our facility are as follows:

- Parking lot lights are now updated to LED lights and are now working.
- Atrium area lights (long lights at highest point of interior lighting area) are now retrofitted and working as well.
- 3 EV charging stations are now updated and functioning.
- The Trilogy key pad access @ back gate pedestrian door was installed last Thursday (code: 4546)
- Tommy and Tony from our facilities team have been diligently working on the student restroom faucet upgrades and repairs (26 total faucets) We are ordering a few replacement faucets to replace worn fixtures and expect to install upon receiving the order.
- The Kitchen lights are now all working properly and should assure us that no correction notices related to lighting are issued during our next Health Department inspection.

Future project:

- Proposal to replace the (5) mobile Folding cafeteria tables
- Proposal to replace all "In-Wall" folding tables in cafeteria

Upcoming Events:

May

6/10	8:30 Kinder Graduation (Martinez, Gill, Robertson)
6/11	i-Ready (EOY) (K-6) Ends
6/12	Shortened Day #29
	4:30 FCPS Board of Directors Meeting
6/13	Last Day of School
	Shortened Day #30

FENTON STEM ACADEMY (STEM) DIRECTOR'S REPORT

June 12, 2025

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

Board Meeting	T K	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Lower ILC	Upper ILC	Total	Monthly ADA	Cumulative ADA
9/13/2024	16	35	34	24	44	49	41	48	X	11	302	98.64%	98.64%
10/16/2024	16	22	33	24	44	50	41	48	X	11	289	99.58%	99.11%
12/12/2024	16	22	34	24	44	50	40	48	X	15	293	98.55%	98.92%
1/23/2025	18	22	35	24	44	49	40	48	8	10	298	99.15%	98.87%
2/28/2025	18	22	35	24	44	50	40	48	9	10	300	x	x
4/10/2025	18	21	35	24	44	50	39	48	10	10	299	99.43%	99.07%
5/22/2025	18	21	36	24	43	50	39	48	9	10	298	97.04%	98.38%
06/12/2025	18	21	36	23	43	50	39	48	9	10	297	97.25%	98.25%

3-Year Enrollment Comparison

Date	TKK- Unfunded	TKK- Funded	K	1 st	2 nd	3 rd	4 th	5 th	6 th	ILC	Total
June 2025	0	18	21	36	23	43	50	39	48	19	297
June 2024	0	18	32	34	42	49	45	71	39	X	330
June 2023	0	21	23	40	47	44	71	43	24	X	313

Attendance

Fenton STEM Academy (STEM) educators are close to meeting an Average Daily Attendance (ADA) rate of 98.5% or higher. STEM has an cumulative ADA of 98.24%. Nine teachers were at 100% ADA

for this month. The Academies continue to encourage teachers and motivate students to come to school and return independent study contracts.

We extend our thanks to the STEM team for their dedication to improving both enrollment and ADA. A special thank you to Rolando Gutierrez for his consistent guidance and support to both our staff and families.

LAUSD Oversight Results for the 2024-2025 School Year

We have received our 2024-2025 LAUSD Oversight results from our December visit. I am really proud of our schools! Thanks to your collective dedication, we earned a score of 4 in Governance, Organizational Management, Programs and Operations, and Fiscal Operations, and a score of 3 in Student Achievement and Educational Performance for STEM.

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

Enrollment for 2025-2026

For the 2025–2026 school year, current enrollment stands at 279 students, which is 24 students short of the budgeted target of 303. During the upcoming student reorganization meetings, enrollment numbers were balanced through possible student shifts between schools to ensure an even distribution and meet budgetary requirements.

Instruction

California Assessment of Student Performance and Progress Preliminary Results

Fenton STEM Academy									
STEM 2018	STEM 2019	STEM 2022	STEM 2023	STEM 2024	# Test	# Comp	# Met (3 or 4)	% Comp	STEM 2025
44	50	49	48	46	171	177	93	104%	53.0%
47	63	46	31	40	43	43	18	100%	42%
40	43	36	58	38	45	49	26	109%	53%
46	49	58	40	61	34	37	20	109%	54%
-	-	59	63	37	49	48	29	98%	60%
34	34	40	44	38	173	179	64	103%	36.0%
51	43	49	57	46	43	43	18	100%	42%
22	33	33	49	51	47	50	19	106%	38%
36	32	31	26	38	34	38	11	112%	29%
-	-	39	38	13	49	48	16	98%	33%

CAASPP and i-Ready Status Growth Comparison (FY23 and FY24)

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. As of June 9, 2025, we have over 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 9, 2025, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA at FCLA.

	GROWTH			STATUS					
	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
ELA	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
STEM	64	61	49	48	51	42	48	47	53

FCPS	58	58	53	49	50	46	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50		50	50		47	47	-

Preliminary Scores as of June 9, 2025 - 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 9, 2025, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA at Math.

	GROWTH			STATUS					
	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
Math	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
STEM	66	51	41	52	46	41	44	38	36
FCPS	57	56	52	45	46	46	34	36	38
LAUSD	-	-	-	-	-	-	31	31	-
State	50	50		44	44		33	35	-

Preliminary Scores as of June 9, 2025 - Not all Scores Have Been Processed

English Language Learners Reclassification Rates 2024-2025

The administrative team and teachers reviewed the reclassification criteria and identified 12 students for reclassification.

Reclassification Rates for 2024 - 2025										
School	24-25 EL Numbers	#Reclassified 24-25	24-25 ELPAC Eligible Not Yet Reclassified	CURRENT- FCPS 24-25 RFEP #s	POSSIBLE - FCPS 24-25 RFEP #s	Unofficial FCPS 23-24 RFEP #s	FCPS 21-22 RFEP #s (Actual)	LAUSD 20-21 RFEP #s (Actual)	State 20-21 RFEP #s (Actual)	19-20 RFEP Rates (Actual)
STEM	48	4	0	8.33%	8.33%	10.71%	0.00%	5.40%	6.90%	30.60%

STEM Focus

Fenton
STEM
Academy
students
did an

incredible job showcasing their ingenuity, creativity, and imagination with the Open House STEM cardboard arcade game challenge! Third through sixth grade students were not only excited, but proud to present and showcase their hard work building a functioning arcade game out of cardboard and other recyclable materials. This challenge was inspired by a boy named Caine Monroy – who at the age of 9

engineered an entire arcade out of cardboard, which he operated from his father's auto parts store in East Los Angeles in mid-2011.

Our littlest engineers also had an exciting time constructing their very own “marble run” game, using paper plates, strips of paper, clay, and marbles. Focus Lead, Mrs. Bell-Reed, is so impressed with our Fenton STEM Engineers and looks forward to another year of creative and innovative STEM challenges in the 2025-2026 school year!

Acceleration Program

End-of-year assessments are currently being conducted to update learning goals for students receiving intensive Tier 3 support. These assessments are also being used to help begin rostering for the 2025–2026 school year. The data will help determine which students are ready to exit Tier 3 support, which learning goals should be prioritized at the start of the year, and how students should be grouped according to their specific areas of need. In the primary grades, the Basic Phonic Skills Test (BPST) was administered to all students currently rostered to the Acceleration Specialist. For upper-grade students, progress was measured using the i-Ready Phonics for Reading placement test, the same tool used at the beginning and middle of the year. These students also received an at-grade-level fluency assessment. This data has shown promising academic growth for most students receiving Tier 3 intervention, with many meeting their year-long learning targets. In addition, end-of-year i-Ready diagnostic results are being monitored to support decisions about which students should continue receiving Tier 3 support and which new students may need to be added to the roster. This information will help ensure a smooth and timely launch of Tier 3 groups at the beginning of the next school year. The master schedule is also being built to protect student access to core grade-level instruction while making room for intensive support. The Guiding Coalition has worked to secure 40-minute protected blocks of Tier 1 learning time, as well as designated Tier 2 reading AIM times. These Tier 2 blocks are being protected from pull-out support to allow students additional time with essential grade-level learning targets. Once the schedule is finalized, the Acceleration Specialist will create a Tier 3 schedule for students currently rostered. The Instructional Leadership Support Team is continuing to refine the Acceleration Program to strengthen Tiered support for the upcoming school year.

Expanded Learning at the Fenton Academies - Summer Programming

It has been an exciting year for the Fenton Academies Expanded Learning Program, as we have been able to offer a wide variety of fun and engaging partner and teacher programs. This final session included highly engaging and well-attended clubs such as Hogwarts Academy, Photography, and Creative Sculpture. It was rewarding to see that our final session had 326 of our Academies students participating in 1 or more of our afterschool club offerings. (*Over half of our student population*). Afterschool staff noticed a decline in student behaviors during weeks when clubs are offered, which demonstrates that the program not only serves to ignite student interest, but also keeps students actively involved within our school community.

During our Open House Event on May 29th, several of our ELOP Clubs were able to participate in an ELOP Showcase, which highlighted the wide variety of extracurricular opportunities that are available to students at the Fenton Academies. We had riveting dance performances from our Hula Club (led by Ms. Wright) and Hip Hop & Grooves Club (led by Ms. De La Rosa & Mrs. Marygold). After that, our Robotics students wowed us with a demonstration of their diligent coding skills as they had their robots follow a maze and even go up a ramp! Our Puppet-Making Club put on a fun show for the crowd, and were able to show off the puppets that they individually created during the course of the class. The series of performances culminated with a beautiful performance from our Ballet Folclorico students. A very

special Thank You to our partner vendor, B.E.A.R. for leading these amazing clubs and for their willingness and availability to participate in these culminating events. In addition to performances, we also had several student-made projects on display in the Annex MPR. Our Crochet Club (led by Ms. Marquez) displayed their carefully knitted pieces. Additionally, our Jewelry Making & Design Club had a variety of bracelets, pins and necklaces available for viewing. Families were in awe of the beautiful photographs that were on display from our very own Photography club students. These pieces captured the heart of the Fenton Academies, and we are proud to share that they are now prominently displayed in our Main Office. Please click here to view photos from the event: [Open House 2025](#).

On Saturday, June 7th, students from several of our year-long ELOP Clubs had an opportunity to take a culminating trip to the Discovery Cube in Orange County! Our TK-3rd grade students participated in a Dino Dash presentation, whereas our 4th-6th graders embarked on a Travel through Space adventure. A very special Thank You to all of our ELOP Teachers who shared their talents with our students this year, and an additional Thank You to all of our educators who chaperoned this memorable trip!

The ELOP fun doesn't stop when school ends, but will continue into summer! This summer, we will embark on a "Summer Safari" (All Things Animals) and have two sessions offered to students. Session 1 will take place June 16th – 27th, and will be run by our Fenton staff, with students having the option to attend "after school" Think Together programming. Session 2 will take place July 7th – 25th, and will be led by Think Together. Some of the proposed Summer School Session 1 activities include a field trip to one of our longstanding partners, Reptacular Ranch, as well as a visit from the STEAM Museum. We will have a total of 206 students participating in Session 1. Session 2 will feature even more field trips, including trips to the Zoo and park! We will have 137 participating students. It is evident that students and families have really enjoyed participating in our Expanded Learning programming. We can't wait for even more opportunities in the new school year!

School Community

Open House

On Thursday, May 29, The Fenton Academies Open House welcomed families and the community to celebrate all the hard work our students and staff put in this year. The afternoon started at 4 with performances from some of our wonderful ELOP programs. We were entertained by Hula Dancing, Hip Hop dancing, a puppet show, demonstration from our coding club, and ballet folklórico.

Families also had the opportunity to connect with community partners including the Sun Valley Library, Mad Science, Parks and Recreation, and various after-school vendors. The event was a great success—families were thrilled to participate and consistently expressed their appreciation and positive sentiments about our schools throughout the evening.

Thank you to our incredible **custodial and security teams** for ensuring everything was in place and running smoothly—your behind-the-scenes work made a big difference.

To our talented **ELOP teachers, including two of our own teachers, Kalea Wright, Alyssa Marygold, and Nikole De La Rosa**, thank you for the amazing performances! You truly showcased the creativity and spirit of our students.

A big thank you to our **Focus Leads, Bianca Bell-Reed and Lindsey Western**, for the thoughtful and engaging displays of student work across the school—what a beautiful way to highlight all the learning happening in your classrooms.

A special shoutout to **Alex Muñoz** for coordinating and leading the event with such care and precision. Your attention to detail did not go unnoticed—we appreciate you! 🎉

Thank you, **Jennifer Pimentel**, for capturing all the wonderful moments throughout the night.
[Pictures](#)

And of course, thank you to our incredible **teachers**. Your classrooms looked beautiful and welcoming. So many families commented on how meaningful and enjoyable the evening was. Your hard work and dedication were on full display, and it showed in every corner of the school.

We couldn't have done it without each of you. Thank you again for your time, energy, and commitment to making this event so special!

End of Year Semester Awards

End of Year Semester Awards assemblies took place June 2-6, 2025. Assemblies were held in person and for those who could not attend in person, a zoom link was provided for families to view remotely. The categories will include: Academic Achievement, Improvement, Citizenship, STEM Mastery, Reflex Math Fluency, and Excellent Attendance.

Spring Concert: Our Spring Concerts were a joyful celebration of student talent and achievement, held in tandem with our End-of-Year Semester Awards. Under the expert direction of our dedicated music teacher, **Dr. Lynne Cuneo**, every grade level proudly showcased the songs they had been preparing throughout the second semester. From heartfelt vocals to lively instrumentals, our students delivered outstanding performances that filled the room with energy and pride. It was a truly memorable event that highlighted the hard work, creativity, and spirit of our Fenton community!

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The Community School Coordinators have met to discuss fundraisers for the new school year. Dates have been confirmed for the Fall 2025 and Spring 2026 so the Coordinators will be available to support each other during their individual fundraisers. The Academies will continue to offer Popcornopolis/Sensational snacks for Fall and World's Finest Chocolate in the Spring.

Ms. Palma will be reaching out to PEBSAF and Providence to request workshops they have offered to the Academies in the past. A parent from STEM has previously offered to present a financial literacy class for the community and Ms. Palma has reached out to him to see what detailed information he can provide about the information he'd provide and how they can assist each other to make this happen for the Fall semester.

Personnel

Final Staff Rosters: After two days of teacher interviews in April and May, including demonstration lessons, we have filled both of our Education Specialist Positions, one RSP and one Upper ILC teacher. We also filled our open 4th grade position. We still are in need of a speech and language provider and a 5th grade teacher. Pending successful employee onboarding and board approval, the following new teachers will join the Fenton Academies for the 2025-2026 school year:

STEM
Upper ILC- Meredith Miller
4th Grade Educator – Julie Nguyen

FCLA/STEM
Education Specialist – Asma Sindhi

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Fenton Academies staff were invited to a joyful End of Year Celebration on Wednesday, June 11th! The event featured a delicious taco station and heartfelt recognition as staff received certificates honoring their incredible dedication and countless contributions throughout the school year. It was a festive and meaningful occasion that celebrated the spirit of teamwork and the strong sense of community that defines Fenton.

Upcoming Events:

6/13	Last Day of School Minimum Day
6/16	First Day of Summer Program – Session 1
7/14	First Day of Summer Program – Session 2- Think Together
8/7	PD Day 1
8/8	PD Day 2
8/11	First Day of the 2025-2026 School Year

FENTON CHARTER LEADERSHIP ACADEMY (FCLA) DIRECTOR'S REPORT

June 12, 2025

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

Board Meeting	TK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total	Monthly ADA	Cumulative ADA
9/13/2024	16	33	35	45	41	48	32	50	300	99.21%	99.21%
10/16/2024	16	46	36	45	40	49	32	50	314	99.51%	99.36%
12/12/2024	18	47	35	47	41	48	34	51	321	99.53%	99.41%
1/23/2025	18	47	36	47	41	48	34	50	321	99.64%	99.42%
02/28/2025	19	48	36	48	41	48	34	49	323	x	x
04/10/2025	18	47	37	44	41	45	34	49	315	99.38%	99.45%
05/22/2025	18	47	37	44	41	45	34	49	315	99.12%	99.14%
06/12/2025	18	47	37	44	41	45	34	49	315	98.52%	99.07%

3-Year Enrollment Comparison

Date	TKK-Unfunded	TKK-Funded	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total
June 2025	0	18	47	37	44	41	45	34	49	315
June 2024	12	23	34	38	42	48	41	49	40	327
June 2023	0	19	37	41	40	39	48	51	47	322

Attendance

Fenton Charter Leadership Academy (FCLA) educators have successfully met an Average Daily Attendance (ADA) rate of 98.5% or higher. FCLA achieved an impressive cumulative ADA of 99.07%.

Ten teachers were at 100% ADA for this month. The Academies continue to encourage teachers and motivate students to come to school and return independent study contracts.

We extend our thanks to the entire FCLA team for their dedication to improving both enrollment and ADA. A special thank you to Rolando Gutierrez for his consistent guidance and support to both our staff and families.

Enrollment for 2025-2026

For the 2025–2026 school year, current enrollment stands at 279 students, which is 27 students short of the budgeted target of 306. During the upcoming student reorganization meetings, enrollment numbers were balanced through student shifts between schools to ensure an even distribution and meet budgetary requirements.

LAUSD Oversight Results for the 2024-2025 School Year

We received our 2024-2025 LAUSD Oversight results from our November visit. I am really proud of our schools! Thanks to your collective dedication, we earned a score of 4 in Governance, Organizational Management, and Programs and Operations, and a score of 3 in Student Achievement and Educational Performance and Fiscal Operations.

SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	3, Proficient

Instruction

**California Assessment of Student Performance and Progress
Preliminary Results**

Fenton Leadership									
FCLA 2018	FCLA 2019	FCLA 2022	FCLA 2023	FCLA 2024	# Test	# Comp	# Met (3 or 4)	% Comp	FCLA 2025
44	51	47	43	51	170	169	96	99%	57%
44	57	28	33	46	42	42	20	100%	48%
-	43	60	35	41	45	44	28	98%	64%
-	-	53	55	62	34	34	18	100%	53%
-	-	44	46	62	49	49	30	100%	61%
36	46	29	31	39	170	164	73	96%	45%
36	59	22	31	52	42	41	20	98%	49%
-	26	40	29	31	45	45	24	100%	53%
-	-	26	31	47	34	32	10	94%	31%
-	-	27	33	23	49	46	19	94%	41%

CAASPP and i-Ready Status Growth Comparison (FY23 and FY24)

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. As of June 9, 2025, we have over 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.

Fenton Charter Leadership Academy stands out with strong gains in both subjects. ELA scores rose from 44% in 2018 to 57% in 2025, and Math improved from 36% to 45%.

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 9, 2025, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA at FCLA.

	GROWTH			STATUS					
ELA	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FCLA	51	59	48	50	52	43	43	51	57
FCPS	58	58	53	49	50	46	-	-	-
LAUSD	-	-		-	-		42	41	-
State	50	50		50	50		47	47	-

Preliminary Scores as of June 9, 2025 - 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 9, 2025, 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FCLA	58	55	47	45	44	47	31	39	45
FCPS	57	56	52	45	46	46	34	36	38
LAUSD	-	-	-	-	-	-	31	31	-
State	50	50		44	44		33	35	-

Preliminary Scores as of June 9, 2025 - Not all Scores Have Been Processed

English Language Learners Reclassification Rates 2024-2025

The administrative team and teachers reviewed the reclassification criteria and identified 18 students for reclassification.

Reclassification Rates for 2024 - 2025										
School	24-25 EL Number s	#Reclassified d 24-25	24-25 ELPAC Eligible Not Yet Reclassified d	CURRENT- FCPS 24-25 RFEP #s	POSSIBLE - FCPS 24-25 RFEP #s	Unofficial FCPS 23-24 RFEP #s	FCPS 21-22 RFEP #s (Actual)	LAUSD 20-21 RFEP #s (Actual)	State 20-21 RFEP #s (Actual)	19-20 RFEP Rates (Actual)
FCLA	64	12	2	18.75%	21.88%	23.38%	0.00%	5.40%	6.90%	26.80%

Leadership Focus

The FCLA culminating class book project was a tremendous success once again! Families and friends had the opportunity to enjoy the students' books during last week's Open House event. This year, scholars developed valuable skills such as collaboration, teamwork, leadership, and creativity. These student leaders should be proud of their achievements and personal growth throughout the class book project, monthly leader studies, and Budd-i-grees sessions.

Acceleration Program

End-of-year assessments are currently being conducted to update learning goals for students receiving intensive Tier 3 support. These assessments are also being used to help begin rostering for the 2025–2026 school year. The data will help determine which students are ready to exit Tier 3 support, which learning goals should be prioritized at the start of the year, and how students should be grouped according to their specific areas of need. In the primary grades, the Basic Phonic Skills Test (BPST) was administered to all students currently rostered to the Acceleration Specialist. For upper-grade students, progress was measured using the i-Ready Phonics for Reading placement test, the same tool used at the beginning and middle of the year. These students also received an at-grade-level fluency assessment. This data has shown promising academic growth for most students receiving Tier 3 intervention, with many meeting their year-long learning targets. In addition, end-of-year i-Ready diagnostic results are being monitored to support decisions about which students should continue receiving Tier 3 support and which new students may need to be added to the roster. This information will help ensure a smooth and timely launch of Tier 3 groups at the beginning of the next school year. The master schedule is also being built to protect student access to core grade-level instruction while making room for intensive support. The Guiding Coalition has worked to secure 40-minute protected blocks of Tier 1 learning time, as well as designated Tier 2 reading AIM times. These Tier 2 blocks are being protected from pull-out support to allow students additional time with essential grade-level learning targets. Once the schedule is finalized, the Acceleration Specialist will create a Tier 3 schedule for students currently rostered. The Instructional Leadership Support Team is continuing to refine the Acceleration Program to strengthen Tiered support for the upcoming school year.

School Community

Expanded Learning at the Fenton Academies

It has been an exciting year for the Fenton Academies Expanded Learning Program, as we have been able to offer a wide variety of fun and engaging partner and teacher programs. This final session included highly engaging and well-attended clubs such as Hogwarts Academy, Photography, and Creative Sculpture. It was rewarding to see that our final session had 326 of our Academies students participating in 1 or more of our afterschool club offerings. (*Over half of our student population*). Afterschool staff noticed a decline in student behaviors during weeks when clubs are offered, which demonstrates that the program not only serves to ignite student interest, but also keeps students actively involved within our school community.

During our Open House Event on May 29th, several of our ELOP Clubs were able to participate in an ELOP Showcase, which highlighted the wide variety of extracurricular opportunities that are available to students at the Fenton Academies. We had riveting dance performances from our Hula Club (led by Ms. Wright) and Hip Hop & Grooves Club (led by Ms. De La Rosa & Mrs. Marygold). After that, our Robotics students wowed us with a demonstration of their diligent coding skills as they had their robots

follow a maze and even go up a ramp! Our Puppet-Making Club put on a fun show for the crowd, and were able to show off the puppets that they individually created during the course of the class. The series of performances culminated with a beautiful performance from our Ballet Folclorico students. A very special Thank You to our partner vendor, B.E.A.R. for leading these amazing clubs and for their willingness and availability to participate in these culminating events. In addition to performances, we also had several student-made projects on display in the Annex MPR. Our Crochet Club (led by Ms. Marquez) displayed their carefully knitted pieces. Additionally, our Jewelry Making & Design Club had a variety of bracelets, pins and necklaces available for viewing. Families were in awe of the beautiful photographs that were on display from our very own Photography club students. These pieces captured the heart of the Fenton Academies, and we are proud to share that they are now prominently displayed in our Main Office. Please click here to view photos from the event: [Open House 2025](#).

On Saturday, June 7th, students from several of our year-long ELOP Clubs had an opportunity to take a culminating trip to the Discovery Cube in Orange County! Our TK-3rd grade students participated in a Dino Dash presentation, whereas our 4th-6th graders embarked on a Travel through Space adventure. A very special Thank You to all of our ELOP Teachers who shared their talents with our students this year, and an additional Thank You to all of our educators who chaperoned this memorable trip!

The ELOP fun doesn't stop when school ends, but will continue into summer! This summer, we will embark on a "Summer Safari" (All Things Animals) and have two sessions offered to students. Session 1 will take place June 16th – 27th, and will be run by our Fenton staff, with students having the option to attend "after school" Think Together programming. Session 2 will take place July 7th – 25th, and will be led by Think Together. Some of the proposed Summer School Session 1 activities include a field trip to one of our longstanding partners, Reptacular Ranch, as well as a visit from the STEAM Museum. We will have a total of 206 students participating in Session 1. Session 2 will feature even more field trips, including trips to the Zoo and park! We will have 137 participating students. It is evident that students and families have really enjoyed participating in our Expanded Learning programming. We can't wait for even more opportunities in the new school year!

Open House

On Thursday, May 29, The Fenton Academies Open House welcomed families and the community to celebrate all the hard work our students and staff put in this year. The afternoon started at 4 with performances from some of our wonderful ELOP programs. We were entertained by Hula Dancing, Hip Hop dancing, a puppet show, demonstration from our coding club, and ballet folclorico.

Families also had the opportunity to connect with community partners including the Sun Valley Library, Mad Science, Parks and Recreation, and various after-school vendors. The event was a great success—families were thrilled to participate and consistently expressed their appreciation and positive sentiments about our schools throughout the evening.

Thank you to our incredible **custodial and security teams** for ensuring everything was in place and running smoothly—your behind-the-scenes work made a big difference.

To our talented **ELOP teachers, including two of our own teachers, Kalea Wright, Alyssa Marygold, and Nikole De La Rosa**, thank you for the amazing performances! You truly showcased the creativity and spirit of our students.

A big thank you to our **Focus Leads, Bianca Bell-Reed and Lindsey Western**, for the thoughtful and engaging displays of student work across the school—what a beautiful way to highlight all the learning happening in your classrooms.

A special shoutout to **Alex Muñoz** for coordinating and leading the event with such care and precision. Your attention to detail did not go unnoticed—we appreciate you! 🎉

Thank you, **Jennifer Pimentel**, for capturing all the wonderful moments throughout the night.

[Pictures](#)

And of course, thank you to our incredible **teachers**. Your classrooms looked beautiful and welcoming. So many families commented on how meaningful and enjoyable the evening was. Your hard work and dedication were on full display, and it showed in every corner of the school.

We couldn't have done it without each of you. Thank you again for your time, energy, and commitment to making this event so special!

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II. E.

Director of Instruction's Report

**FENTON CHARTER PUBLIC SCHOOLS (FCPS)
DIRECTOR OF INSTRUCTION'S REPORT**

June 12, 2025

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.

**FY 2025 California Assessment of Student Performance and Progress (CAASPP)
Preliminary Results**

Throughout May 2025, approximately 1,300 3rd-6th grade students participated in summative ELA and Math assessments. Approximately 99% of preliminary data has been received across both subjects. Early findings indicate strong gains in Reading for all Fenton schools and smaller gains in Mathematics for several Fenton schools. Overall, FCPS schools experienced up to **9%** increases in ELA and up to **5%** in Math. Based on historical data, it appears the Fenton schools may achieve higher than the district and state for both ELA and Math. Official data will be released later in the Fall of 2025.

Over time, the Fenton Charter network has shown steady growth in student proficiency across ELA and Math, with notable successes in several schools. Fenton Charter Leadership Academy stands out with strong gains in both subjects. ELA scores rose from 44% in 2018 to 57% in 2025, and Math improved from 36% to 45%. Fenton STEM Academy also maintained high performance, especially in ELA, reaching 53% proficiency in 2025. Fenton Avenue Charter School demonstrated solid progress in both areas, with a clear rebound in 2025 after a slight dip in 2024. The school experienced a 5% gain in ELA. Meanwhile, Santa Monica Boulevard Community Charter School shows signs of recovery in 2025 indicating renewed momentum. The school saw increases in both ELA and Math scores.

Analysis of Student Achievement Growth on CAASPP

Preliminary data indicates that instructional goals were met across the organization, with strong gains in student achievement observed system-wide. Several key shifts in practice this school year contributed to this success:

Implementation of a Schoolwide Master Instructional Schedule, ensuring protected time for Tier 1, Tier 2, and Tier 3 instruction.

Identification of Essential ELA Standards, guiding unit planning, instruction, and targeted interventions.

Targeted Professional Development aligned with instructional priorities, including staff meetings, dedicated PD days, site-based PLC coaching, and participation in the CAPS cohort.

Structured Professional Learning Team (PLT) Meetings focused on the four essential PLC questions to drive collaboration and instructional decision-making.

Consistent i-Ready Personalized Instruction Usage, with students engaging 30–49 minutes per week in both ELA and Math.

Increased Staff and Lead Teacher Meetings, providing consistent opportunities to align instruction, analyze data, and implement timely supports—directly impacting student outcomes.

Dedicated Instructional Support Staff, such as Instructional Coaches and Acceleration Specialists, who provided targeted guidance aligned with schoolwide goals.

We extend our gratitude to the Fenton Directors for their strategic vision and leadership in ensuring these initiatives were implemented with fidelity. Their efforts have been instrumental in achieving these results. We commend all Fenton educators for their unwavering dedication and commitment to student success. Future goals include strengthening math proficiency, aligning instructional practices across sites, and deepening targeted instructional support. Continued analysis and planning will take place with leadership teams over the summer to build on this year’s progress.

The following is a comparison of CAASPP proficiency across all Fenton schools as measured by schoolwide results, as well as grade level outcomes. These graphs can also be viewed within the [FCPS Initial CAASPP Proficiency Outcomes \(Over Time\)](#) Google sheet. The boxes in yellow indicate the overall percentage of students that have met or exceeded grade level standards as of June 9, 2025.

CAASPP and i-Ready Status Growth Comparison (FY18 - FY25)

	Fenton Avenue						Santa Monica						Fenton STEM Academy						Fenton Leadership					
	FACS 2018	FACS 2019	FACS 2022	FACS 2023	FACS 2024	FACS 2025	SMB 2018	SMB 2019	SMB 2022	SMB 2023	SMB 2024	SMB 2025	STEM 2018	STEM 2019	STEM 2022	STEM 2023	STEM 2024	STEM 2025	FCLA 2018	FCLA 2019	FCLA 2022	FCLA 2023	FCLA 2024	FCLA 2025
ELA																								
Schoolwide	35	40	42	47	42	47	46	42	33	38	33	42	44	50	49	48	46	53	44	51	47	43	51	57
3rd Grade	31	32	44	48	40	48	37	39	35	30	24	32	47	63	46	31	40	42	44	57	28	33	46	49
4th Grade	39	41	41	43	47	46	44	40	25	36	35	34	40	43	36	58	38	53	-	43	60	35	41	64
5th Grade	35	46	41	50	40	48	51	39	35	38	48	49	46	49	58	40	61	54	-	-	53	55	62	53
6th Grade	-	-	-	-	-	-	54	51	40	52	25	57	-	-	59	63	37	60	-	-	44	46	62	61
Math																								
Schoolwide	26	33	32	35	36	35	32	37	27	35	29	34	34	34	40	44	38	36	36	46	29	31	39	45
3rd Grade	28	32	44	47	40	43	34	36	27	30	21	26	51	43	49	57	46	42	36	59	22	31	52	49
4th Grade	30	38	30	34	41	37	26	32	25	37	32	29	22	33	33	49	51	38	-	26	40	29	31	55
5th Grade	20	30	23	26	28	27	32	30	22	25	32	36	36	32	31	26	38	29	-	-	26	31	47	31
6th Grade	-	-	-	-	-	-	42	58	40	53	33	52	-	-	39	38	13	33	-	-	27	33	23	43
		LAUSD						CALIFORNIA																
	LAUSD 2018	LAUSD 2019	LAUSD 2022	LAUSD 2023	LAUSD 2024	LAUSD 2025	STATE 2018	STATE 2019	STATE 2022	STATE 2023	STATE 2024	STATE 2025												
ELA																								
Schoolwide	42	44	42	41	43		50	51	47	47	47													
3rd Grade	42	43	38	40	41		48	49	42	43	43													
4th Grade	42	43	39	34	41		49	50	44	44	44													
5th Grade	42	45	43	42	44		49	52	47	47	47													
6th Grade	39	41	40	39	42		48	50	45	44	46													
Math																								
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4th Grade	36	38	34	38	39		43	45	38	41	41													
5th Grade	29	31	28	31	34		36	38	32	33	35													
6th Grade	30	33	27	28	30		38	39	32	33	34													

CAASPP and i-Ready Status Growth Comparison (FY23 - FY25)

ELA:

Growth: It appears that the majority of Fenton schools will meet the Typical Growth Target Rate of 50%.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 9, 2025, we are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA across every school. We are noticing mixed growth and status rates on i-Ready compared to CAASPP across the Fenton schools. Within i-Ready scores, it appears lower rates within primary grades may be impacting the overall schoolwide average.

The table below displays a comparison of i-Ready (Status and Growth) and CAASPP ELA. i-Ready data by grade level over time can be viewed within the [i-Ready EOY Status & Growth By Grade Level](#) (Updated June 2025) (Google Sheet).

	GROWTH			STATUS					
ELA	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FPC	61	61	50	64	68	52	-	-	-
FACS	60	54	59	49	45	51	47	42	47
SMBCCS	56	55	57	40	43	40	38	33	42
STEM	63	60	49	48	51	42	48	46	53
FCLA	52	59	48	50	52	43	43	51	57
FCPS	58	58	54	49	50	46	-	-	-
LAUSD	-	-	-	-	-	-	41	-	-
State	50	50	-	50	50	-	47	-	-

Preliminary Scores as of June 9, 2025 - Not all Scores Have Been Processed

Math:

Growth: It appears that the majority of Fenton schools will meet the Typical Growth Target Rate of 50%.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 9, 2025, we are seeing increases in the number of students that have met or exceeded grade level standards in Math at about half Fenton schools. We are noticing mixed growth and status rates on i-Ready compared to CAASPP across the Fenton schools. Within i-Ready scores, it appears lower rates within primary grades may be impacting the overall schoolwide average.

The table below displays a comparison of i-Ready (Status and Growth) and CAASPP ELA. i-Ready data

by grade level over time can be viewed within the [i-Ready EOY Status & Growth By Grade Level](#) (Updated June 2025) (Google Sheet).

	GROWTH			STATUS					
Math	i-Ready % Typical Growth Met			i-Ready % Met			CAASPP % Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FPC	58	59	56	50	55	48	-	-	-
FACS	59	56	58	47	46	51	35	36	35
SMBCCS	53	57	57	37	40	44	35	29	34
STEM	65	50	41	51	45	41	44	38	36
FCLA	57	57	47	44	46	47	31	39	45
FCPS	57	56	54	45	46	47	-	-	-
LAUSD	-	-	-	-	-	-	31	-	-
State	50	50	-	44	44	-	35	-	-

Preliminary Scores as of June 9, 2025 - Not all Scores Have Been Processed

English Language Learners Reclassification Rates 2024-2025

Fenton Charter Public Schools administrators met throughout the 2024-2025 school year to support the achievement of our English Learner students. Throughout the year, the team developed professional development for sites, reviewed EL achievement data, and shared effective strategies.

After reviewing 24-25 CAASPP scores and local assessments, the Fenton schools finalized their reclassification rates for the school year. Schools continue to utilize the Language Appraisal Team (LAT) process when an EL student in grade 1-6 meets the ELPAC and Basic Skills criteria, but not the Teacher Evaluation criterion.

Reclassification Criteria:

1. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and (ELPAC overall score of 4)
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and (Report Card Scores of a 3)
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:
 - a. Smarter Balanced Summative Assessment Results (Score of a 3 or 4)
 - b. Local Assessments
 - i. i-Ready Assessments (Reading) (41 Percentile or Above)
 - ii. Publisher Assessments (Score comparable to native English speakers)

Reclassification Rates for 2024 - 2025

School	24-25 EL Numbers	#Reclassified 24-25	24-25 ELPAC Eligible Not Yet Reclassified	CURRENT - FCPS 24-25 RFEP #s	POSSIBLE - FCPS 24-25 RFEP #s	Unofficial FCPS 23-24 RFEP #s	FCPS 21-22 RFEP #s (Actual)	LAUSD 20-21 RFEP #s (Actual)	State 20-21 RFEP #s (Actual)	19-20 RFEP Rates (Actual)
STEM	48	4	0	8.33%	8.33%	10.71%	0.00%	5.40%	6.90%	30.60%
FCLA	64	12	2	18.75%	21.88%	23.38%	0.00%	5.40%	6.90%	26.80%
FPC	168	19	0	11.31%	11.31%	4.59%	0.00%	5.40%	6.90%	24.10%
FACS	220	30	0	13.64%	13.64%	17.65%	5.70%	5.40%	6.90%	31.10%
SMBCCS	403	35	4	8.68%	9.68%	4.26%	4.60%	5.40%	6.90%	25.10%

**[FCPS Reclassification Policies](#) (Updated May 15, 2025)*

Local Control Accountability Plans (LCAP) 2025-2026

The Local Control and Accountability Plan (LCAP) is a critical component of California’s school funding and accountability system. It outlines how a district or charter school will allocate resources to meet annual goals aligned with state priorities, including student achievement, engagement, school climate, and access to a broad course of study. Developed with input from stakeholders—including families, staff, students, and community members—the LCAP reflects a shared vision for improving outcomes for all students, particularly those identified as high-need, such as English learners, foster youth, and low-income students. The plan is updated annually and serves as a roadmap for continuous improvement and fiscal transparency.

The 2024-2025 Local Control and Accountability Plans for the Fenton Schools were approved by the Board on June 13, 2024. The [Mid-Year LCAP](#) was shared with the Board of Directors on January 23, 2025. A draft of the 2025-2026 LCAPs for the Fenton schools is attached.

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, 2025. Local Control Accountability Plan Stakeholder Overview documents have been created to summarize key highlights. These overviews will be shared with Fenton Directors.

The Fenton Charter Public Schools LCAP Stakeholder Overview documents can be viewed [here](#).

Local Indicators for CA Dashboard 2025-2026

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
Seven	Access to a Broad Course of Study	Narrative Summary

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. 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.

[2025-2026 Local Indicator Documents for FACS, FPC, SMBCCS, STEM and FCLA](#)

FCPS School Monitoring Metrics (Yearlong 2024-2025)

Fenton Charter Public Schools identified two critical metrics for measuring progress towards instructional goals during the 2024-2025 school year. The first metric centered around FCPS lead teacher and staff meetings. Ongoing meetings with meaningful collaboration directly results in improved decision making and monthly progress checks towards schoolwide goals.

Listed below are the yearlong meetings hosted by each Fenton school, compared to the expected frequency. Data indicates Fenton schools are more aligned with frequency of staff meetings vs. lead

teacher meetings. Improving consistency of stakeholder meetings will continue to be a Fenton priority in the 2025-2026 school year.

Month	Total Staff Meetings Possible	FACS	SMBCCS	FPC	FCLA/STEM
August	3	3	3	3	3
September	4	3	2	3	3
October	4	3	3	4	4
November	2	1	2	2	1
December	1	1	1	1	1
January	2	2	2	2	2
February	4	4	3	4	4
March	2	2	2	2	2
April	4	4	4	4	4
May	4	4	3	4	3
June	1	1	1	1	1
Total	31	28	26	30	28

Month	Total Lead Teacher Meetings Possible	FACS	SMBCCS	FPC	FCLA/STEM
August	3	3	1	1	3
September	4	3	1	2	3
October	4	3	1	3	4
November	2	3	1	2	3
December	1	1	1	1	1
January	2	2	1	1	2
February	4	4	2	2	3
March	2	2	0	1	2
April	4	4	1	1	4
May	4	4	1	1	4
June	1	1	1	1	1

Total	31	30	11	16	30
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The second identified metric centered around student usage rates of i-Ready Personalized Instruction. All Fenton students worked to attain an i-Ready Personalized Instruction usage rate of 30-49 minutes per subject (ELA and Math) per week with a pass rate of at least 70%. Teachers were expected to incorporate this time within their daily schedule. Site leaders were expected to monitor data on a weekly basis to review usage rates and lesson pass rate.

The following graph represents each Fenton school's progress towards achieving the expected FCPS i-Ready Personalized Instruction usage rates during the 2024-2025 school year. FACS students utilized i-Ready Reading and Math with the greatest frequency. Improving time on task within the i-Ready Personalized Instruction platform will continue to be a Fenton priority in the 2025-2026 school year.

Yearlong (2024-2025) Monthly Average i-Ready Personalized Instruction				
School	Reading <i>Average Lesson Time on Task per Student</i>	Reading <i>i-Ready Lessons Passed Year to Date</i>	Math <i>Average Lesson Time on Task per Student</i>	Math <i>i-Ready Lessons Passed Year to Date</i>
FACS	23 hours, 25 minutes	77%	21 hours, 34 minutes	96%
SMBCCS	20 hours, 5 minutes	68%	18 hours, 50 minutes	93%
FPC	15 hours, 55 minutes	82%	14 hours, 36 minutes	93%
STEM	18 hours, 52 minutes	72%	18 hours, 39 minutes	93%
FCLA	16 hours, 50 minutes	75%	17 hours, 10 minutes	94%

FCPS T.E.A.M.S. Recognition Initiative

Throughout the 2024–2025 school year, Fenton Charter Public Schools engaged in a yearlong process of recognizing and celebrating the collaborative efforts of grade-level teams aligned to the T.E.A.M.S. framework. These ongoing celebrations reinforced the district's core values, fostered a positive school culture, and strengthened connections among students, staff, and families. Monthly recognition highlighted teams demonstrating growth in areas such as collective responsibility, curriculum alignment, assessment, instructional effectiveness, and targeted student support. This work began with the development of site-based T.E.A.M.S. Action Plans in August 2024 and culminated in a celebration of achievements on May 23, 2025. Special thanks to the Directors and administrative teams for coordinating these moments of recognition and reflection.

We look forward to finding new and meaningful ways to honor and celebrate the dedication and accomplishments of our talented educators.

II. F.

Director of Special Education's Report

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

June 12, 2025

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 within Fenton Charter Public Schools.

	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD
	September 2024	October 2024	December 2024	January 2025	March 2025	April 2025	May 2025	June 2025
FACS	128	130	137	136	132	134	137	137
FPC	62	63	71	72	74	76	73	71
SMBCCS	132	133	139	139	134	134	135	139
STEM	48	50	51	53	57	57	58	57
FCLA	44	44	48	51	51	53	56	57

The following is the percentage of students out of the total number of students enrolled that are 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 2024	October 2024	November 2024	January 2025	March 2025	April 2025	May 2025	June 2025
FACS	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH)
FPC	0%	0%	0%	0%	0%	0%	0%	0%
SMBCCS	<1% (HOH, OI)	<1% (HOH, OI)	<1% (HOH, OI)	<1% (HOH, OI)	<1% (HOH, OI)	<1% (HOH, OI)	<1% (HOH, OI)	<1% (HOH, OI)

STEM	<1% (MDO)	<1% (MDO)	<1% (MDO)	<1% (MDO)	<1% (MDO)	<1% (MDO)	<1% (MDO)	<1% (MDO)
FCLA	<1% (HOH, VI)	<1% (HOH, VI)	<1% (HOH, VI)	<1% (HOH, VI)	<1% (HOH, VI)	<1% (HOH, VI)	<1% (HOH, VI)	<1% (HOH, VI)

The following is the percentage of students out of the total number of students enrolled that are 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 2024	October 2024	December 2024	January 2025	March 2025	April 2025	May 2025	June 2025
FACS	17	17	18	18	18	18	19	19
FPC	13	13	14	14	15	15	15	14
SMBCCS	18	19	20	19	19	19	19	20
STEM	16	17	17	17	19	19	19	19
FCLA	14	13	14	15	15	17	18	18

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

September 2024

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	27	-	-	-	1	1	1	-	29	52	17	-	-
FPC	29	-	-	-	-	6	-	-	8	2	17	-	-
SMBCCS	34	-	-	-	1	2	-	1	15	43	36	-	-
STEM	13	-	-	-	-	-	1	-	15	14	5	-	-
FCLA	12	-	-	1	1	-	-	-	12	7	10	-	1

October 2024

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	28	-	-	-	1	1	1	-	31	52	16	-	-
FPC	28	-	-	-	-	6	-	-	7	3	19	-	-
SMBCCS	35	-	-	-	1	2	-	1	16	42	36	-	-
STEM	13	-	-	-	-	-	1	-	15	15	6	-	-
FCLA	12	-	-	1	1	-	-	-	12	7	10	-	1

December 2024

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31	-	-	-	1	1	1	-	32	55	16	-	-

FPC	31	-	-	-	-	6	-	-	7	4	23	-	-
SMBCCS	34	-	-	-	1	2	-	1	18	46	37	-	-
STEM	14	-	-	-	-	1	1	-	14	15	6	-	-
FCLA	12	-	-	1	1	-	-	-	14	9	10	-	1

January 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31	-	-	-	1	1	1	-	31	55	16	-	-
FPC	33	-	-	-	-	6	-	-	8	3	22	-	-
SMBCCS	34	-	-	-	1	2	-	1	19	45	37	-	-
STEM	16	-	-	-	-	1	1	-	14	15	6	-	-
FCLA	13	-	-	1	1	-	-	-	15	10	10	-	1

March 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31	-	-	-	1	1	1	-	31	52	15	-	-
FPC	32	-	-	-	-	6	-	-	8	3	25	-	-
SMBCCS	34	-	-	-	1	2	-	1	17	45	34	-	-
STEM	18	-	-	-	-	1	1	-	17	15	5	-	-
FCLA	13	-	-	1	1	-	-	-	14	10	11	-	1

April 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31	-	-	-	1	1	1	-	31	54	15	-	-
FPC	33	-	-	-	-	6	-	-	7	3	27	-	-
SMBCCS	36	-	-	-	1	2	-	1	19	44	31	-	-
STEM	18	-	-	-	-	1	1	-	17	15	5	-	-
FCLA	14	-	-	1	1	-	-	-	14	10	12	-	1

May 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31	-	-	-	1	1	1	-	32	56	15	-	-
FPC	32	-	-	-	-	6	-	-	10	2	23	-	-
SMBCCS	35	-	-	-	1	2	-	1	19	47	30	-	-
STEM	19	-	-	-	-	1	1	-	18	14	5	-	-
FCLA	14	-	-	1	1	-	-	-	17	12	10	-	1

June 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31	-	-	-	1	2	-	-	31	59	13	-	-
FPC	31	-	-	-	-	5	-	-	11	2	22	-	-
SMBCCS	35	-	-	-	1	2	-	1	22	49	29	-	-

STEM	17	-	-	-	-	1	1	-	19	14	5	-	-
FCLA	15	-	-	1	1	-	-	-	17	12	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 Charter Public Schools by third party vendors.

Vendor	Services
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 Education	Educational Services (APE, LAS, Case Management)
Total Education Solutions	Educational Services (Case Management)

Behavior Services-Outside Vendors

Vendor	Services
STAR (Stepping Stones Group)	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
Scoot	Providing adult assistants to work with students with significant behaviors

SPECIAL EDUCATION PARAPROFESSIONALS

The following are the number of staff members for Behavior Intervention Implementation (BII) and Adult Assistants (AA).

School	Fenton	STAR (Stepping Stones)	Cross Country	Scoot	Total
FACS	19			3	22
FPC	12	1			13
SMBCCS	15				15
STEM	9		1		10
FCLA	14	3			17

Student Transition to Non-Public School Placement

One of the students from Fenton STEM Academy's Special Day program will be transitioning to The Help Group's Bridgeport campus, a certified Non-Public School (NPS), as determined by the IEP team. This decision was made in response to the student's ongoing physical, aggressive, and challenging behaviors that have significantly impacted his ability to access the general education environment, even with the supports and services currently in place. The team has maintained the student's behaviors and has supported him since his enrollment at STEM in kindergarten.

To support a smoother transition, the student will begin attending Bridgeport's summer program starting in June. This opportunity will allow the student to become familiar with the new setting, staff, and routines before the official start of the 2025–2026 school year. The early exposure aims to ease the adjustment process and set a foundation for success in the fall.

The IEP team, including the parent, agreed that a more structured and therapeutic environment such as Bridgeport would better meet the student's behavioral and educational needs at this time. The placement aligns with our ongoing commitment to providing a safe, supportive, and appropriate educational setting for all students.

Collaboration Between the Director of Special Education and School Site Leadership for 2025–2026 School Year Preparation

As we plan for the [2025–2026 school year](#), the Director of Special Education has been working closely with school site directors and special education leads across all campuses to ensure a strong start and continued alignment of special education services with the organization's broad instructional goals.

In recent weeks, collaborative meetings have been held with each site's team to review current special education programming, staffing needs, service delivery models, and areas requiring additional support or professional development. These planning sessions have focused on student caseload projections, ensuring appropriate credentialed staffing, reviewing the efficiency of service schedules, and identifying any programmatic changes that may be necessary to support students with disabilities more effectively.

A key aspect of the collaboration has also included strengthening systems for compliance, improving documentation practices, and ensuring readiness for assessments and IEP implementation from the first day of school.

In addition, professional development plans are in process to equip special education staff—including education specialists, related service providers, and paraprofessionals.

This proactive and collaborative planning process aims to strengthen consistency and quality across all school sites, ensure legal compliance, and most importantly, foster equitable outcomes for all students with disabilities across the organization.

Special Education Paraprofessional Bootcamp – August 5 & 6, 2025

Fenton Charter Public Schools will be hosting a comprehensive two-day training for all special education paraprofessionals on August 5 and 6, 2025. This professional development opportunity is designed to equip our paraprofessional staff with the essential knowledge and tools needed to support students with disabilities effectively and confidently as we head into the new school year.

The training will cover a wide range of critical topics relevant to the day-to-day responsibilities of special education paraprofessionals, including:

- **Effective Communication Strategies:** Building strong, respectful communication with students, teachers, related service providers, and families to foster a collaborative support environment.
- **Behavior Support and Management:** Understanding student behavior, applying proactive strategies, and working alongside Behavior Intervention Implementation (BII) staff and Registered Behavior Technicians (RBTs) to support Positive Behavior Intervention Plans (PBIPs) and classroom expectations.
- **Interpreting IEP Goals and Services:** Reviewing how to read and understand key components of Individualized Education Programs (IEPs), including service minutes, goals, and accommodations/modifications to ensure alignment with daily support.
- **Health and Safety Needs:** Identifying and responding appropriately to student-specific health-related concerns, including seizure protocols, hygiene support, and safe transportation practices.
- **Professional Conduct and Confidentiality:** Reinforcing best practices in maintaining student dignity, privacy, and professionalism in school settings.

The sessions will include real-life scenarios, and collaboration with other professional staff, including school psychologists and counselors. The training is intended to strengthen the foundational skills of our paraprofessionals while also fostering a unified understanding of our shared commitment to inclusive, student-centered education.

By the end of the two days, participants will leave better prepared to support student learning, behavior, and well-being with clarity, confidence, and consistency.

II.G.

Director of Community Schools' Report

FENTON CHARTER PUBLIC SCHOOLS (FCPS) DIRECTOR OF COMMUNITY SCHOOLS' REPORT

June 12, 2025

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

Community Schools Instructional Liaison Position: The first year of the California Community Schools Partnership Program (CCSPP) grant has been successful. FCPS has shown strong progress in achieving outcomes across the core pillars of integrated student supports, family and community engagement, collaborative leadership and practices for educators and administrators, and extended learning time and opportunities.

Following a successful planning year and an impactful first year of implementation, it has become clear that this work requires more pioneers. Pioneers who are creative, innovative, courageous, and committed to building supportive school communities. These pioneers are essential in laying the foundation for sustainable and effective community schools.

To help meet this need, the *Community Schools Instructional Liaison* position was created. [Here](#) is the job description. This certificated role is designed for professionals with significant classroom experience and a solid leadership background within Fenton Charter Public Schools. A strong understanding of the FCPS culture is critical, as the position will involve guiding and supporting the implementation of goals tied to each of the four pillars, with a focus on tailoring strategies to the specific needs of each school.

This position is not only about leadership. It is about fostering collaboration, innovation, and transformation with all the schools. The work involves building strong, trusting partnerships with site teams to ensure meaningful progress and the development of sustainable systems that support the whole child, the family, and the broader school community. In the coming year, the focus will include launching foundational projects that strengthen communication, deepen engagement, and enhance student supports. Laying the groundwork for long-term success in the years ahead.

The CCSPP Implementation Grant has adequate funding to support these positions. Investing in this position represents a strategic use of grant funds and will ensure continued progress toward a districtwide vision for thriving and fully integrated community schools.

Pillar 2 – Expanded Learning Time & Opportunities

Summer Expanded Learning Opportunities Program – The Fenton ELO-P Coordinators have thoughtfully designed enriching summer programs tailored to each of their school sites. Each school has successfully enrolled at least 30% of its student population for the summer sessions. The program is structured into two distinct sessions.

Summer Session 1: During this session, teachers will provide 5 hours of instruction and engagement for 9 days. After that, students may stay for an additional 4 hours of supervised activities with our contracted third-party vendor, Think Together for a total time of 9 hours per day for 9 days in June.

Summer Session 2: During this session, Think Together will oversee the full program day, operating from 7:30 a.m. to 4:30 p.m., totaling 9 hours daily. The session will run from July 7 through July 25, spanning a total of 15 days.

The following is a previously shared chart:

School	Session 1	Session 2	Total Summer Days
FACS	June 16-27 (9 days)	July 7-25 (15 days)	24 days
FPC	June 16-27 (9 days)	July 7-25 (15 days)	24 days
STEM/FCLA	June 16-27 (9 days)	July 7-25 (15 days)	24 days
SMBCCS	June 16-27 (9 days)	July 7-25 (15 days)	24 days

**June 19th and July 4th are holidays and no program will be held on those dates.*

ELO-P Program: The ELO-P team has successfully completed another year of providing ELO-P services. The information in the links below are ongoing updates related to 2024–2025 ELO-P. All documentation is available in the ELO-P Master Folder, which is accessible [here](#).

ELO-P Team Meetings: The team meets regularly and [here](#) are the agenda and minutes.

ELO-P Calendar: The ELO-P calendar [here](#) is discussed with the ELO-P coordinators regularly to monitor the extra 30 days required by E-LOP. The draft calendar for 2025-2026 is [here](#).

ELO-P Budget and Expenditures: The 2024-2025 budget is [here](#) and the documented expenditures are [here](#) and have been updated through May.

FCPS ELO-P Master Guide: The FCPS ELO-P Master Guide, which is reviewed frequently by ELO-P coordinators and updated by Dr. Riddick and Mr. Gonzalez can be found [here](#).

FCPS ELO-P Guidebook (NEW): Mr. Gonzalez has been collaborating with the ELO-P team and Richard Parra to develop an ELO-P Guidebook, which will serve as a comprehensive reference in place of the current memo. The guidebook is intended to provide clear guidance and support for all aspects of the Expanded Learning Opportunities Program. [Here](#) is a draft of the document for your review.

Pillar 3 - Family & Community Engagement

Fenton Charter Public Schools Climate Surveys: All Fenton schools have completed their annual climate surveys, which included input from parents, staff, and students in grades 3–5, as well as 6th grade students at SMBCCS and the Academies. Each school director has reviewed their respective survey results, which were presented and discussed during the Directors’ Meeting held on Tuesday, May 27. You can access the full survey results for each school [HERE](#), and a summary of the findings for each site is also available [HERE](#). Below are graphs with a summary of data collected for each school:

Climate Surveys - Spring 2025

FACS School Climate Survey Results <i>Total Participation: Parents 22%; Staff 95%; Students 44%</i>			
Topic	Satisfaction Rate		
	Staff	Parents	Students
Organization <ul style="list-style-type: none"> Staff Capacity Building Relationships and Communication Welcoming Environment Participation - Decision-Making 	94%	92%	85%
Curriculum <ul style="list-style-type: none"> Technology and Materials 	93%	93%	97%
Instruction <ul style="list-style-type: none"> Academic Success Teaching Strategies 	98%	94%	80%
Assessment <ul style="list-style-type: none"> Data Analysis Assessments 	90%	92%	90%
School Culture <ul style="list-style-type: none"> Safety Connectedness 	93%	87%	77%
Overall Satisfaction	94%	92%	86%

STEM School Climate Survey Results <i>Total Participation: Parents 26%; Staff 95%; Students 45%</i>			
Topic	Satisfaction Rate		
	Staff	Parents	Students
Organization <ul style="list-style-type: none"> Staff Capacity Building Relationships and Communication Welcoming Environment Participation - Decision-Making 	95%	97%	89%
Curriculum <ul style="list-style-type: none"> Technology and Materials 	100%	98%	96%
Instruction <ul style="list-style-type: none"> Academic Success Teaching Strategies 	98%	98%	89%
Assessment <ul style="list-style-type: none"> Data Analysis Assessments 	95%	91%	90%
School Culture <ul style="list-style-type: none"> Safety Connectedness 	95%	93%	75%
Overall Satisfaction	97%	95%	88%

FCLA School Climate Survey Results <i>Total Participation: Parents 26%; Staff 95%; Students 92%</i>			
Topic	Satisfaction Rate		
	Staff	Parents	Students
Organization <ul style="list-style-type: none"> Staff Capacity Building Relationships and Communication Welcoming Environment Participation - Decision-Making 	95%	95%	90%
Curriculum <ul style="list-style-type: none"> Technology and Materials 	100%	100%	96%
Instruction <ul style="list-style-type: none"> Academic Success Teaching Strategies 	95%	100%	89%
Assessment <ul style="list-style-type: none"> Data Analysis Assessments 	95%	98%	91%
School Culture <ul style="list-style-type: none"> Safety Connectedness 	90%	100%	80%
Overall Satisfaction	95%	99%	89%

FPC School Climate Survey Results <i>Total Participation: Parents 28%; Staff 95%; Students N/A</i>			
Topic	Satisfaction Rate		
	Staff	Parents	Students
Organization <ul style="list-style-type: none"> Staff Capacity Building Relationships and Communication Welcoming Environment Participation - Decision-Making 	94%	100%	N/A
Curriculum <ul style="list-style-type: none"> Technology and Materials 	100%	96%	N/A
Instruction <ul style="list-style-type: none"> Academic Success Teaching Strategies 	98%	98%	N/A
Assessment <ul style="list-style-type: none"> Data Analysis Assessments 	91%	95%	N/A
School Culture <ul style="list-style-type: none"> Safety Connectedness 	96%	96%	N/A
Overall Satisfaction	96%	97%	N/A

SMBCCS School Climate Survey Results <i>Total Participation: Parents 21%; Staff 97%; Students 68%</i>			
Topic	Satisfaction Rate		
	Staff	Parents	Students
Organization <ul style="list-style-type: none"> Staff Capacity Building Relationships and Communication Welcoming Environment Participation - Decision-Making 	96%	99%	87%
Curriculum <ul style="list-style-type: none"> Technology and Materials 	93%	100%	97%
Instruction <ul style="list-style-type: none"> Academic Success Teaching Strategies 	95%	99%	87%
Assessment <ul style="list-style-type: none"> Data Analysis Assessments 	95%	100%	90%
School Culture <ul style="list-style-type: none"> Safety Connectedness 	95%	97%	83%
Overall Satisfaction	95%	99%	89%

Pillar 4 - Collaborative Leadership & Practices

FCPS Community Schools Advisory Committee Meeting: The last meeting of the Fenton Community Schools Advisory Committee meeting was held on May 12, 2025 at 3:00 pm via Zoom. [Here](#) is the agenda with minutes of the last meeting. All of the documentation for the advisory committee can be found in [this folder](#). A list of meeting dates for the 2025-2026 school year and are available [here](#). The committee roster will be finalized in August 2025. The committee is looking forward to adding a few more community members.

Community Engagement Initiative (CEI): The [Community Engagement Initiative](#) is a grant FCPS

received and was previously introduced with the [roster](#) of selected FCPS participants. CEI required a committee to be formed and for the committee to participate in various virtual and in-person conference retreats. These meetings were completed with the final meeting held on May 1st and 2nd at the CEI Retreat in Anaheim. During the Anaheim retreat, the team participated in a variety of workshops focused on strategies for developing an effective engagement plan to better serve Fenton communities during the 2025–2026 school year. The committee has set some of the foundational steps to prepare for a successful plan, guided by the CEI framework and insights gathered from all these meetings. The grant funds will continue for another year to allow the team to continue developing and refining the plan across all Fenton schools in the coming year. [Here](#) is the work that has taken place during these meetings. We will receive up to \$70,000 per year for completing the requirements of this grant.

CCSPP Implementation Grant and Annual Performance Review: The first year of the CCSPP Implementation Grant has successfully concluded. As part of the grant requirements, an Annual Performance Review (APR) was completed for each school. All APRs have been submitted and are available in this [folder](#). Two key factors for the first year of implementation are *Engagement* and *Child Supports*. Here is a sample from the reports:

Engagement of all Stakeholders

	Estimate the number of individuals in each category that were engaged in developing your community school at any time during the implementation process.	How many total individuals in this category do you have at your school?	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)						
			Surveys	One-on-one interviews	Focus groups	Visioning exercises	School council/steering committee meetings	Other meetings and forums	School events
Administrators	3 per school	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Certificated staff	2-3 per school	15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Classified staff	2-3 per school	30	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students	150-200	Auto-populated	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Family members		Auto-populated	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community members (members of the surrounding community that do not have an affiliation with the school.)		Auto-populated	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Child Supports Progress

	Are these whole child and family supports part of your Community Schools Implementation Plan / Needs and Assets Assessment?			Yes	No
	Yes	No			
Health Screening and Services (vision, dental, hearing, neurological, physical health)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Shared Decision-Making Bodies that center the voices of students, families and community	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental health Screening and Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nutrition Services and Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Home Visits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic Support (tutoring, specialist, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Counseling Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Positive Behavioral Supports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Multi-Tiered System of Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordination of Services Team (e.g., COST team)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Before School (times/services)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project-Based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>
After School (times/services)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Culturally-Sustaining and Responsive Curriculum and Pedagogy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Summer Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Community-Based Curriculum, Pedagogy, and Projects	<input checked="" type="checkbox"/>	<input type="checkbox"/>
During School (learning pathways, differentiated instruction, lab times, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Personalized Learning Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher Leadership Development and Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Performance Assessments (e.g., capstones, portfolios, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Leadership Development and Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Leadership Development and Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Other: (Write in)	<input type="checkbox"/>	<input type="checkbox"/>
			Other: (Write in)	<input type="checkbox"/>	<input type="checkbox"/>
			Other: (Write in)	<input type="checkbox"/>	<input type="checkbox"/>

Community Schools Budget and Expenditures: This school year, a community schools’ budget and expenditures report is being monitored. Please find the CCSPP Budget [here](#) and the FCPS expenditures [here](#).

Upcoming Events:

- 6/16 First Day of Summer Program
- 6/30 Last Day to Submit Annual Performance Review CCSPP
- 7/1 2025-2026 School Year Begins
- 7/7 Summer Session 2 for Students Begins

II. H.

Chief Operating Officer's Report

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

June 12, 2025

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 [State](#), [Finance](#), [Personnel](#)

[State](#) ([Back to Top](#))

Excerpts from “Initial Impressions from Governor Newsom’s 2025-26”

From School Services of California

Posted May 14, 2025

Today, May 14, 2025, Governor Gavin Newsom released his revised proposal for the 2025-26 State Budget. The purpose of this article is to provide a quick overview of Governor Newsom’s revisions to his original 2025-26 State Budget and reserve our commentary and further analysis for inclusion in our more detailed *Fiscal Report* article to be released later today.

Proposition 98, Reserves, and the CCC-TK Split

The proposed 2025-26 State Budget includes Proposition 98 funding of \$114.6 billion for 2025-26. Proposition 98 is estimated to be \$98.5 billion in 2023-24 and \$118.9 billion in the current year. These revised Proposition 98 levels represent an increase of approximately \$2.9 billion over the three-year period relative to the 2024 Budget Act, but a decrease of approximately \$4.6 billion from the Governor's Budget. Test 1 is projected to be operative for fiscal years 2024-25 and 2025-26. The Governor continues his proposal from January to appropriate *less* than the calculated Proposition 98 minimum guarantee (Guarantee) in 2024-25 at \$117.6 billion instead of the currently calculated level of \$118.9 billion. This is intended to mitigate the risk of potentially appropriating more resources to the Guarantee than are ultimately available in the final calculation for 2024-25.

Adjustments in capital gains revenues at the 2025-26 May Revision are projected to reduce the Proposition 98 Rainy Day Fund mandatory deposit in 2024-25 to \$540 million. Additionally, a decrease in the Proposition 98 Guarantee triggers a mandatory withdrawal of \$540 million in 2025-26, exhausting the remaining balance.

In prior years, 10.93% of the amount of General Fund rebenchd into the Proposition 98 Guarantee for the cost of transitional kindergarten (TK) expansion was added to the California Community Colleges (CCC) budget. Over the three-year budget window, this has resulted in \$492.4 million in increased resources for community colleges, and a like amount of funding that has not been available for TK-12 schools to implement the expansion of TK. The May Revision shifts the full TK expansion funding to the TK-12 education side of the Proposition 98 budget.

LCFF—COLA, One-Time Funding, and Deferrals

Governor Newsom fully funds the 2.30% cost-of-living adjustment (COLA) for the Local Control Funding Formula (LCFF) in 2025-26, which results in an increase of approximately \$2.1 billion for local educational agencies (LEAs) as compared to the 2024 Budget Act.

The May Revision uses \$481 million from the Proposition 98 Rainy Day Fund to support LCFF costs in 2025-26, and proposes deferring \$1.8 billion in LCFF funding from June 2026 to July 2026.

Universal TK

In the 2025-26 school year, the May Revision provides a total of \$2.1 billion ongoing (inclusive of all prior years' investments) to support the full implementation of universal TK, down slightly from the Governor's Budget estimate of \$2.4 billion, driven largely by revised average daily attendance (ADA) estimates and a lower LCFF COLA.

The May Revision also provides an additional \$1.2 billion ongoing to support further lowering the average student-to-adult ratio from 12:1 to 10:1, which is also lower than the Governor's Budget estimate of \$1.5 billion, again driven by revised ADA estimates.

ELO-P

The May Revision maintains the Governor's January proposal to lower the threshold for the Expanded Learning Opportunities Program (ELO-P) Rate 1 eligibility from those with an unduplicated pupil percentage of 75% to those with 55% unduplicated students, which is now estimated to cost \$515.5 million at the May Revision (compared to \$435 million ongoing at the Governor's Budget). Additionally, the proposed State Budget includes an additional \$10 million to increase the minimum grant amount from \$50,000 to \$100,000 per LEA.

One-Time Funding

Literacy Instruction

The May Revision builds upon the January proposal in literacy instruction of \$545.3 million to add \$200 million one-time to support evidence-based professional learning for elementary school educators aligned with the English Language Arts/English Language Development (ELA/ELD) Framework.

Teacher Preparation and Professional Development

The Governor's Budget included multiple proposals intended to support teachers and improve access to the educator pipeline. The May Revision repurposes \$150 million one-time for the Teacher Recruitment Incentive Grant Program to, among other things, provide \$100 million one-time to fund stipends for student teachers.

Student Support and Professional Development Discretionary Block Grant

The May Revision reduces the amount of one-time funds available for the **Student Support and Professional Development Discretionary Block Grant** from \$1.8 billion to \$1.7 billion.

Other Programs

The May Revision updates the COLA for specified categorical programs (including special education) and the LCFF Equity Multiplier. To fully fund the Universal Meals Program in 2025-26, \$90.7 million is proposed in additional ongoing funding.

As a solution to address the "budget problem," the statutory COLA for the California State Preschool Program in 2025-26 is suspended.

Finance [\(Back to Top\)](#)

CD Maturation

At the recommendation of the FCPS Board of Directors, the CEO, COO, and Financial Manager conducted a cash flow analysis, which identified \$10 million that could be safely invested in interest-bearing accounts. In December 2024, \$5 million was placed in a liquid money market account to ensure quick access if needed, while the remaining \$5 million was invested in a 6-month certificate of deposit (CD) yielding an annualized rate of 4.28%.

The CD matured on June 6, 2025, and earned \$106,649.88 in interest. A follow-up financial analysis will be conducted to determine whether the principal and interest should be reinvested. As of June 2025, the rates available are 4.08% APY for a 7-month CD and 4.00% APY for a 13-month CD. These options will be considered as part of the reinvestment strategy.

SB 740 Facilities Grant Application Submission

We have submitted the SB 740 Charter School Facility Grant Program application through the California School Finance Authority (CSFA) for three of our campuses: Fenton Primary Center, Fenton Charter Leadership Academy, and Fenton STEM Academy.

SB 740 is a state-funded program designed to assist charter schools with the cost of leasing privately-owned facilities. Eligible schools may be reimbursed for a portion of their rent expenses, helping reduce the financial burden on general operating funds and allowing more resources to be directed toward instruction and student services.

The amount a charter school can receive under SB 740 is subject to a funding limit based on the lesser of two amounts: (1) 75% of the school's actual, annual rent expenses for a privately leased facility, or (2) a per-ADA ceiling, which is set at \$1,176 for the 2025–26 school year. For example, if a school's annual rent is \$400,000 and its ADA generates a reimbursement cap of \$352,800, the school could be eligible for up to \$300,000 (75% of rent) but would only receive \$300,000 because it falls below the ADA cap. Conversely, if 75% of the rent exceeds the ADA cap, the ADA cap becomes the maximum eligible reimbursement. Final award amounts may also be prorated by the CSFA based on statewide demand and available funding.

We will continue monitoring the application process and provide updates as funding determinations are released by the CSFA. If approved, these reimbursements will meaningfully offset facilities costs at our campuses.

Personnel [\(Back to Top\)](#)

Executive Officers and CMO Director Feedback Surveys

On June 11, 2025 an organization-wide survey was sent to staff to provide comments and recommendations related to the Chief Operating Officer, Chief Executive Officer, and CMO Director's performance throughout the 2024-2025 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 Sunday, June 15, 2025. 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.

Offboarding Interviews

All certificated employees who are not returning for the 2024–25 school year have received an email invitation to participate in a 30-minute offboarding interview. These interviews aim to identify reasons for employee departures, surface workplace concerns, and highlight areas for organizational improvement. Feedback gathered provides valuable insight into management practices, workplace culture, and employee engagement—helping inform more effective retention strategies.

This marks the third consecutive year that the Chief Operating Officer has conducted these exit interviews. As the practice continues, the data becomes increasingly valuable, allowing for meaningful trend analysis over time. To ensure consistency and reliability, all participants are asked the same set of questions. The offboarding script is attached for reference.

Attachment: [*Offboarding Script*](#)

II. I.

Chief Executive Officer’s Report

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

June 12, 2025

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 [Enrollment](#); [Budget Review](#); [Academic Growth](#); [Multilingual Learners](#); [Community Schools Implementation](#); [Summer Academy](#); [Climate Surveys](#); [Looking Ahead](#)

Enrollment

The following is a comparison of our current enrollment “Forecast” with what was board approved in the budget in June. As of June 12, 2025, FCPS is currently 8% below projections. Enrollment has remained steady since last month.

	FACS		FPC		SMBCCS		STEM		FCLA		FCPS	
	Budget	Forecast	Budget	Forecast	Budget	Forecast	Budget	Forecast	Budget	Forecast	Budget	Forecast
TK	40	29	100	50	50	33	18	20	36	18	244	150
K	48	49	144	137	92	72	36	27	36	47	356	332
1st	48	46	144	151	95	94	36	37	36	36	359	364
2nd	48	47	144	130	103	107	40	26	40	48	375	358
3rd	190	184			87	79	44	47	44	41	365	351
4th	180	184			123	125	48	50	48	48	399	407
5th	192	194			127	121	60	41	48	34	427	390
6th					75	69	60	50	50	50	185	169
TOTAL	746	733	532	468	752	700	342	298	338	322	2710	2521
+/-		-13		-64		-52		-44		-16		-189
% Diff.		-1%		-13%		-7%		-12%		-11%		-8%

Please Note: Enrollment does not include any students that are unfunded Transitional Kindergarten students.

Budget Review

The following is a review update on the operating income for the Fenton schools.

	<u>FY2019</u> <i>PrePandemic Unaudited Actuals</i>	<u>FY2021</u> <i>August Remote April Hybrid Unaudited Actuals</i>	<u>FY2022</u> <i>1st Year In-Person Unaudited Actuals</i>	<u>FY2024</u> <i>(June Projections)</i>	<u>FY2024</u> <i>(Unaudited)</i>	<u>FY2025</u> <i>(Budget) June</i>
FACS	\$193,187	\$1,469,595	\$658,150	\$916,967	\$1,426,857	\$366,139
FPC	\$285,115	\$2,140,257	\$323,753	\$1,780	\$70,165	\$100,000
SMBCCS	\$1,024,492	\$2,123,799	\$1,621,028	\$1,392,712	\$1,509,059	\$150,000
STEM	\$238,871	\$816,254	\$219	\$78,929	\$116,745	\$75,000
FCLA	\$69,524	\$644,664	\$650	\$307	\$0	\$75,000

The amount of one-time funds to assist with operational expenses has been reduced significantly. Please see the [Financial Business Manager's Report](#) for additional information related to the FCPS Budget. Financials have improved compared to last month.

Celebrating Academic Growth Across Fenton Charter Public Schools

Preliminary CAASPP Scores as of June 9, 2025 - (94%-99% Have Been Processed)

	FACS						SMBCCS						STEM						FCLA					
	'18	'19	'22	'23	'24	'25	'18	'19	'22	'23	'24	'25	'18	'19	'22	'23	'24	'25	'18	'19	'22	'23	'24	'25
ELA																								
School	35	40	42	47	42	47	46	42	33	38	33	42	44	50	49	48	46	53	44	51	47	43	51	57
3rd	31	32	44	48	40	48	37	39	35	30	24	32	47	63	46	31	40	42	44	57	28	33	46	49
4th	39	41	41	43	47	46	44	40	25	36	35	34	40	43	36	58	38	53	-	43	60	35	41	64
5th	35	46	41	50	40	48	51	39	35	38	48	49	46	49	58	40	61	54	-	-	53	55	62	53
6th	-	-	-	-	-	-	54	51	40	52	25	57	-	-	59	63	37	60	-	-	44	46	62	61
	FACS						SMBCCS						STEM						FCLA					
	'18	'19	'22	'23	'24	'25	'18	'19	'22	'23	'24	'25	'18	'19	'22	'23	'24	'25	'18	'19	'22	'23	'24	'25
Math																								
School	26	33	32	35	36	35	32	37	27	35	29	34	34	34	40	44	38	36	36	46	29	31	39	45
3rd	28	32	44	47	40	43	34	36	27	30	21	26	51	43	49	57	46	42	36	59	22	31	52	49
4th	30	38	30	34	41	37	26	32	25	37	32	29	22	33	33	49	51	38	-	26	40	29	31	55
5th	20	30	23	26	28	27	32	30	22	25	32	36	36	32	31	26	38	29	-	-	26	31	47	31
6th	-	-	-	-	-	-	42	58	40	53	33	52	-	-	39	38	13	33	-	-	27	33	23	43

As we conclude the 2024 to 2025 school year, I am pleased to share the early results from this spring's California Assessment of Student Performance and Progress. Nearly 1,300 students in grades three through six participated in the assessments for English Language Arts and Math, with 99 percent of the data now available. We are encouraged by the progress we are seeing, including up to a nine percent increase in ELA and up to a five percent increase in Math across our schools. These preliminary results suggest that Fenton schools may once again outperform the district and state when final scores are released in the fall.

We continue to see year over year growth in proficiency across the network. Fenton Charter Leadership Academy stands out with significant gains in both subject areas. ELA scores increased from 44 percent in 2018 to 57 percent in 2025, and Math scores rose from 36 percent to 45 percent. Fenton STEM Academy maintained strong performance in ELA with 53 percent proficiency. Fenton Avenue Charter School rebounded from a dip in 2024 with a five percent increase in ELA this year. Santa Monica Boulevard Community Charter School also showed renewed momentum, with gains in both ELA and Math.

This progress is a reflection of the shared commitment and collaborative efforts across our organization. The development of a master instructional schedule, a clear focus on essential standards, and a renewed emphasis on professional learning have all contributed to these results. Our use of i-Ready, thoughtful data analysis, and site-based coaching have provided meaningful support to both students and educators. I want to thank our Directors and school leaders for their vision and leadership, and our teachers and support staff for their daily dedication to student success.

i-Ready and CAASPP: A Closer Look at Student Progress

	GROWTH			STATUS					
ELA	i-Ready % Typical Growth Met (Target: Above 50%)			i-Ready % Met			CAASPP % Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FPC	61	61	50	64	68	52	-	-	-
FACS	60	54	59	49	45	51	47	42	47
SMBCCS	56	55	57	40	43	40	38	33	42
STEM	63	60	49	48	51	42	48	46	53
FCLA	52	59	48	50	52	43	43	51	57
FCPS	58	58	54	49	50	46	-	-	-
LAUSD	-	-	-	-	-	-	41	43	-
State	50	50	-	50	50	-	47	47	-

Preliminary Scores as of June 9, 2025 - Not all Scores Have Been Processed

Our internal and external data sources tell a fuller story of student growth. In ELA, most of our schools are meeting or exceeding the expected growth benchmarks in i-Ready, and we are seeing strong alignment with CAASPP results. While i-Ready status scores are slightly lower in some primary grades, the systemwide ELA gains are evident and affirm the quality of our core instruction.

	GROWTH			STATUS					
Math	i-Ready % Typical Growth Met (Target: Above 50%)			i-Ready % Met			CAASPP % Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
FPC	58	59	56	50	55	48	-	-	-
FACS	59	56	58	47	46	51	35	36	35
SMBCCS	53	57	57	37	40	44	35	29	34
STEM	65	50	41	51	45	41	44	38	36
FCLA	57	57	47	44	46	47	31	39	45
FCPS	57	56	54	45	46	47	-	-	-
LAUSD	-	-	-	-	-	-	31	33	-
State	50	50	-	44	44	-	35	36	-

Preliminary Scores as of June 9, 2025 - Not all Scores Have Been Processed

In Math, results are more varied. Some schools saw steady gains on CAASPP, while others showed more modest progress. i-Ready growth and status were inconsistent across sites, and our leadership teams are already working to better align instructional practices and strengthen early grade math support. This will remain a priority area for planning during the summer months.

Progress in Multilingual Learner Achievement and Reclassification

We continue to focus on the success of our Multilingual Learners. Throughout the year, administrators and instructional leaders collaborated on strategies to support student achievement and ensure equity in the reclassification process. Each school reviewed CAASPP scores and local data to finalize reclassification decisions. The Language Appraisal Team process was used when needed to consider students who met most but not all reclassification criteria. As always, our goal is to support each student with the tools and pathways they need to succeed.

Community Schools Implementation and the Role of Instructional Liaisons

Our first year implementing the California Community Schools Partnership Program was both productive and inspiring. Across all four pillars—student supports, family engagement, collaborative leadership, and extended learning—we are seeing promising growth. To strengthen this work, we created the Community Schools Instructional Liaison position. This certificated role is designed for experienced educators within Fenton who understand our mission and can help tailor strategies to the needs of each school.

This new position is about more than leadership. It is about cultivating trust, building systems, and sustaining the work of transformation. In the coming year, these liaisons will help launch key projects to improve communication, deepen partnerships, and enhance student support systems. The CCSPP grant provides funding to support this work, and we believe it will be a valuable investment in our future.

Summer Academy: Expanded Learning and Year-Round Program Success

The Expanded Learning Opportunities Program continues to be a vital part of our student support model. All of our schools have thoughtfully designed summer programs, and more than 30 percent of students are enrolled. The summer program is divided into two sessions. In the first session, students will receive five hours of teacher-led instruction followed by enrichment with Think Together. The second session, fully led by Think Together, will provide full-day programming from July 7 to July 25.

The ELO-P team has worked closely to review calendars, monitor expenditures, and finalize a comprehensive ELO-P Guidebook. This guide will serve as a key resource moving forward. We are grateful for the leadership of our site coordinators and the partnership with our central team to ensure a strong, consistent experience for all students and families.

School Climate Survey: Feedback from Families, Students, and Staff

Each of our schools completed their annual climate surveys this spring, with feedback collected from families, staff, and students in grades three through six. Directors reviewed their results and shared key reflections at our May 27 Directors' Meeting. These surveys continue to provide important insights into school culture, relationships, and areas for continued growth. Thank you to everyone who participated. Your voice helps us build stronger, more connected schools.

STAFF

	FPC			FACS			SMBCCS			STEM			FCLA		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Organization	97%	98%	94%	98%	90%	94%	97%	90%	96%	100%	96%	95%	100%	96%	95%
Curriculum	97%	95%	100%	100%	96%	93%	98%	91%	93%	99%	96%	100%	99%	100%	100%
Instruction	99%	93%	98%	100%	95%	98%	98%	91%	95%	100%	100%	98%	99%	95%	95%
Assessment	91%	96%	91%	100%	96%	90%	91%	95%	95%	94%	98%	95%	90%	98%	95%
School Culture	100%	93%	96%	97%	90%	93%	92%	86%	95%	100%	96%	95%	99%	94%	90%
Overall	97%	95%	96%	99%	94%	94%	95%	91%	95%	99%	97%	97%	97%	97%	95%
<i>Participation Rates</i>	100%	78%	95%	96%	44%	95%	66%	35%	97%	56%	44%	95%	54%	35%	95%

Staff feedback remains strong in nearly every category, with particularly high marks in curriculum and instruction. Schools such as FCLA and STEM continued to demonstrate excellence in these areas, and staff responses across the organization suggest a high degree of confidence in instructional planning and delivery. Assessment results were slightly more variable, with a minor dip in staff confidence at FACS and SMBCCS, signaling a potential area for review. Perceptions of school culture improved at FPC and SMBCCS, while FCLA saw a small decline in that category. Nevertheless, overall staff satisfaction held steady between 94 percent and 97 percent, and participation rates rebounded across the board, with all schools exceeding 90 percent, which is an encouraging sign of engagement and trust.

PARENTS

	FPC			FACS			SMBCCS			STEM			FCLA		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Organization	99%	99%	100%	96%	96%	92%	94%	98%	99%	99%	97%	97%	99%	97%	95%
Curriculum	99%	100%	96%	99%	96%	93%	98%	100%	100%	99%	97%	98%	99%	100%	100%
Instruction	99%	100%	98%	96%	97%	94%	92%	98%	99%	98%	100%	98%	99%	99%	100%
Assessment	97%	98%	95%	97%	93%	92%	94%	99%	100%	98%	99%	91%	89%	97%	98%
School Culture	99%	99%	96%	97%	96%	87%	95%	98%	97%	95%	97%	93%	98%	96%	100%
Overall	99%	99%	97%	97%	96%	92%	95%	98%	99%	99%	96%	95%	97%	98%	99%
<i>Participation Rates</i>	52%	35%	28%	21%	30%	22%	14%	35%	21%	68%	40%	26%	74%	37%	26%

Parent survey results continue to reflect strong satisfaction in most areas. Curriculum and instruction remain top-rated, especially at FCLA, which achieved 100 percent in both categories for the 2024–25 school year. Assessment and school culture showed slight declines at FACS and STEM, which may be related to transitional factors or shifting community needs. Overall satisfaction among parents remains high, with most schools holding steady or showing improvement. However, participation rates among families remain an area of concern, with most schools reporting fewer than 30 percent of families completing the survey. This highlights the need for ongoing efforts to deepen family engagement and ensure that parent voice is meaningfully captured across the network.

STUDENT

	FPC			FACS			SMBCCS			STEM			FCLA		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Organization	-	-	-	97%	89%	85%	89%	85%	87%	97%	90%	89%	99%	89%	90%
Curriculum	-	-	-	81%	96%	97%	88%	99%	97%	99%	100%	96%	98%	100%	96%
Instruction	-	-	-	91%	89%	80%	93%	89%	87%	98%	92%	89%	96%	94%	89%
Assessment	-	-	-	91%	86%	90%	94%	90%	90%	92%	95%	90%	87%	88%	91%
School Culture	-	-	-	79%	86%	77%	95%	89%	83%	99%	86%	75%	96%	85%	80%
Overall	-	-	-	88%	89%	86%	92%	91%	89%	97%	93%	88%	95%	91%	89%
<i>Participation Rates</i>	-	-	-	91%	40%	44%	87%	84%	68%	40%	88%	97%	64%	55%	92%

Student survey results, available for all schools except FPC, indicate that overall student satisfaction remains positive, with particular strength in instruction and curriculum at schools like FCLA and STEM. That said, school culture scores declined at several sites, most notably at STEM and FCLA, suggesting the importance of reinforcing belonging, connection, and student wellness. Overall student satisfaction ranged from the high 80s to low 90s, with FCLA again demonstrating consistent strength. Participation rates improved at STEM and FCLA, both exceeding 90 percent, but remained inconsistent elsewhere.

In summary, the survey data continues to affirm the strong instructional foundation across all Fenton schools, supported by high staff engagement and continued academic focus. Modest declines in assessment and culture scores in select schools highlight areas for further professional development and student support. Parent participation remains a challenge, reinforcing the need for targeted outreach. FCLA's consistent performance across all stakeholder groups offers valuable practices to consider sharing more broadly across the organization.

Looking Ahead to the 2025 to 2026 School Year

The year ahead holds great promise for our students, our families, and our entire Fenton community. As we move into the summer months, our school leaders remain deeply engaged in reflecting on the past year, celebrating our progress, and thoughtfully preparing for the journey ahead. This important work is grounded in a shared commitment to excellence and equity.

Our priorities are clear and heartfelt. We are focused on strengthening math achievement through high quality instruction and meaningful support for every learner. We are working to align practices across all of our schools, ensuring coherence, clarity, and a strong sense of purpose in everything we do. And above all, we are committed to creating school environments where every student and every family feels seen, valued, and inspired to thrive.

This collective effort would not be possible without the trust, collaboration, and unwavering dedication of each member of the Fenton community. Thank you for standing alongside us, for believing in our mission, for lifting up our educators, and for supporting the dreams and potential of every child we serve.

Together, we are building something truly remarkable, a network of schools where joy, learning, and belonging go hand in hand. I look forward to all that we will accomplish together in the year to come.

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 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve 2025-2026 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), defines 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 2025-2026 Homeless Education Policies for FACS, FPC, SMBCCS, STEM and FCLA.

Attachments: 2025-2026 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 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 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 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 Allender, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at 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 Allender, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at 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 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

SUBJECT: Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2025-2026 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.

RECOMMENDATION

It is recommended that the Board of Directors approve the renewal of the Learningtech.org E-Rate Consulting Proposal for Fiscal Year 2025-2026.

Attachment: [E-Rate Consulting Renewal Proposal](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

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:

2025-2026 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
Actives	
1 Party	\$22.56
2 Party	\$37.32
Family	\$54.95
Retirees	
1 Party	\$31.98
2 Party	\$56.61
Family	\$61.49

2025-2026 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: [*Delta and VSP Rates for 2025-26*](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

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 2025-2026 is **\$334,640.**

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 2025-2026 have continued to increase, with the excess layer of insurance from SELF presenting the greatest increase. The total premium last year was \$295,602 and will be **\$332,440** 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 12, 2025

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 30, 2024. The majority of these vendors have already received board approval.

RECOMMENDATION

It is recommended that the Board of Directors ratify the executed agreements.

Attachment: [Vendor Schedule of Agreements](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

SUBJECT: Recommendation to approve conference attendance for selected FCPS staff during the 2025-2026 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

Conferences have been selected for attendance by employees to enhance their expertise and experience related to their specific job responsibilities. All conference attendees are expected to present information from the conference to their colleagues at a scheduled time/date. The following are conferences the CEO is recommending for approval during the 2025-2026 school year.

The following are conferences the CEO is recommending for approval during the 2025-2026 school year.

FCPS Administrator Reflection
June 25, 2025 (Pasadena, CA)
(Administrators)

California MTSS 2025 Professional Learning Institute (CA MTSS PLI)
July 22-24, 2025; Anaheim, CA
Link to Website
(Richard Parra, Community Schools Advisory Committee, Community School Coordinators)
(Funding: CCSS Grant)

FCPS Leadership Seminar
July 28-30, 2025 (Orange County, CA)
(Administrators, Board President, Executive Advisor)

Charter Schools Development Center (CSDC) Conference
Oct. 6-8, 2025; Palm Springs, CA,
(CEO, COO, CMO Directors) (Submitted Applications to Present)

California Principal Support Network (CAPS) (Solution Tree) (Simi Valley, CA)
September 25, 2025; November 12, 2025; December 10, 2025; January 27, 2026;
February 26, 2026; May 13, 2026; March 28, 2026;
Local: No Lodging or Meals
(7 CMO Leaders/Directors; 19 Teachers)

CAPS District Systems Leadership Collaborative (PLC) (Sonoma, CA)
September 27, 2025; December 13, 2025; March 28, 2026
Expenditures for Meals and Travel Only
(CEO, COO, CMO Directors)

California Association of School Counselors Convention
October 15 - 17, 2025; Riverside, CA
(School Counselors)

CALPERS Educational Forum
October 13-15; 2025; Palm Desert, CA
(Payroll/HR Manager, Payroll/HR Specialist, COO)

California Association of School Psychologists Conference
October 28 - 31, 2025; Orange County, CA
(School Psychologists)

California IT in Education (CITE) Conference
November 18-20, 2025; Sacramento, CA
(IT Personnel)

California Charter Schools Association (CCSA) Conference
February 23-26, 2026; Long Beach, CA,
(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 2025-2026 school year.



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve Board of Directors for 2025-2026 school year

BACKGROUND

Terms of office for the following board members will expire on June 30, 2025:

Yvette King-Berg
Joe Lucente

ANALYSIS

An Ad Hoc Board Selection Committee chaired by the Board Chair, and including selected Faculty and Classified Representatives, worked with the Chief Operating Officer to determine the following recommendation for the Board of Directors for the 2025-2026 school year:

Board Member	Term
Yvette King-Berg	Community Representative Term Expires: 6/30/2027
Daniel Laughlin	Parent Representative Term Expires: 6/30/2026
Joe Lucente	Community Representative Term Expires: 6/30/2027
Erin Studer	Community Representative Term Expires: 6/30/2026
Carrie Wagner	Community Representative Term Expires: 6/30/2027
Jed Wallace	Community Representative Term Expires: 6/30/2026
Caprice Young	Community Representative Term Expires: 6/30/2026

The Ad Hoc Board Selection Committee unanimously agreed to invite Joe Lucente and Yvette King-Berg to serve an additional term, and to extend Carrie Wagner's current term by one year to better align the rotation of directors and the number of terms expiring each year.

They also unanimously agreed to nominate Joe Lucente for the position of Board Chair and Carrie Wagner for the position of Board Vice Chair. Both nominations will be brought to the Board for formal approval at the July 2025 regular meeting.

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 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Revised Professional Development with Solution Tree for 2025-2026

BACKGROUND

On May 22, 2025, the Board of Directors approved the recommendation to approve Professional Development with Solution for the 2025-2026 school year. Jennifer Miller, Director of Instruction, has collaborated with the Chief Executive Officer, Site Directors, Instructional Coaches, and Lead Teachers to design a comprehensive professional development (PD) plan aligned with the Fenton Charter Public Schools' Local Control and Accountability Plan (LCAP) goals. These efforts have included active engagement with Solution Tree to support instructional excellence and the implementation of Professional Learning Communities (PLCs).

ANALYSIS

To continue to enhance our instructional program, the Fenton Charter Public Schools will continue with the CAPS Network Cohort. The CAPS (Collaborative Action Process Support) Network Cohort is a professional learning partnership facilitated by Solution Tree to support school systems in deepening their implementation of the Professional Learning Community (PLC) model. As part of this national cohort, Fenton Charter Public Schools collaborates with other high-performing districts to strengthen systems of collaboration, build collective efficacy, and improve student outcomes. Participation includes coaching, site visits, and access to a national network of educators committed to continuous improvement through the PLC at Work® framework. This would be the third and final year of the CAPS Network Cohort and would support 7 Administrators and 29 Certificated Teachers for the 2025-2026 school year.

Staff	Amount
7 Administrators	\$28,000
29 Certificated Teachers	\$29,000
Total	\$57,000

Solution Tree Presenter	Location	Topic	Amount	<i>Approved</i>
Jacquie Heller	FPC	Literacy Coach	\$28,400	<i>May 22, 2025</i>
Jacquie Heller	FCLA/STEM	Literacy Coach	\$28,400	<i>May 22, 2025</i>
Christine Davis	FACS	Math Coach	\$56,800	<i>May 22, 2025</i>
John Hannigan & Jessica Hannigan	FCPS	Behavior Solutions	\$37,100	<i>May 22, 2025</i>
CAPS Network Cohort	FCPS	PLC at Work	\$57,000	<i>June, 12, 2025</i>
Total			\$207,700	

RECOMMENDATION

It is recommended that the Board of Directors approve the revised Professional Development with Solution Tree for 2025-2026 school year.

Attachments: [*Solution Tree Contracts \(5/22/25\) \(CAPS Network - PLC at Work\)*](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve 2025-2026 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 2025-2026 Application for Funding for FACS, FPC, SMBCCS, STEM and FCLA.

Attachments: [2025-2026 General Assurances, 2025-2026 Certification of Assurances and 2025-2026 Application for Funding for FACS, FPC, SMBCCS, STEM and FCLA](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve 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 2025-2026 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.

The total amount of \$50,000 will be paid out in four equal installments as follows:

- **Installment 1:** \$13,750.00 – September 1, 2025
- **Installment 2:** \$13,750.00 – December 1, 2025
- **Installment 3:** \$13,750.00 – March 1, 2026
- **Installment 4:** \$13,750.00 – June 1, 2026

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 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

Jennifer Miller
Director of Instruction

SUBJECT: Recommendation to approve 2025-2026 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 regular meeting of the board on May 22, 2025.

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, 2025.

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.

Attachments: [2025-2026 LCAP Parent Overview Documents for FACS, FPC, SMBCCS, STEM and FCLA; Notice of Public Hearing](#)



FENTON CHARTER PUBLIC SCHOOLS

Notice of Public Hearing

The Fenton Charter Public Schools will conduct a Public Hearing on Thursday, May 22, 2025, at 4:30 P.M. in the FCPS Business Office Boardroom and remotely via Zoom meeting:

May 22, 2025 – 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

The purpose of the hearing is to present information regarding the proposed 2025-2026 Local Control 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. Information related to the proposed 2025-2026 budgets for the Fenton Charter Public Schools, and all schools listed above, will also be presented. FCPS encourages input from parents, teachers and community members prior to Board approval of the LCAPs and school budgets at the June 12, 2025 board meeting.

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 muted.

The Public Hearing will be conducted in English. Persons interested in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Chief Executive Officer David Riddick at (818) 962-3630, extension 5128, or Chief Operating Officer Jason Gonzalez at (818) 962-3630, extension 5113.



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

Jennifer Miller
Director of Instruction

SUBJECT: Recommendation to approve 2025-2026 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
Seven	Access to a Broad Course of Study	Narrative Summary

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: [2025-2026 Local Indicator Documents for FACS, FPC, SMBCCS, STEM and FCLA](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve 2025-2026 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, it is expected that the legislature will send the final budget to the Governor by June 15, 2025.

RECOMMENDATION

It is recommended that the Board of Directors approve the 2025-2026 budgets for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton Charter Leadership Academy and Fenton STEM Academy.

Attachments: [2025-2026 Budgets for FACS, SMBCCS, FPC, STEM and FCLA](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

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 2025-2026

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, 2025 - June 30, 2026**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	FACS	FPC	SMBC	STEM	FCLA
Amount Available for this Fiscal Year						
Education Protection Account	8012	\$1,373,711	\$933,450	\$1,294,763	\$59,934	\$60,856
Expenditures						
Certificated Salaries	1000s					
Teacher Salaries	1100	\$1,373,711	\$933,450	\$1,294,763	\$59,934	\$60,856
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
Total Expenditures		\$1,373,711	\$933,450	\$1,294,763	\$59,934	\$60,856

*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 2025-2026.

Attachments: [*EPA spending plans and resolutions for FACS, SMBCCS, FPC, STEM and FCLA*](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

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 Lead Teacher position 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, and far fewer teachers at each grade level, providing the same stipend of \$5,000 is warranted due to the continuity and leadership provided by the Lead Teachers. (For those grade levels with three teachers or less, 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 in-person unless excused by the CEO and/or COO.

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. Additionally, the need for continued emphasis on supporting the large English Learner population of the school, **English Language Development Focus Leads** will continue at the site.

For FPC, **Communication** has always been 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 on the focus area. They also attend all regular meetings of the FCPS Board of Directors in-person unless excused by the CEO and/or COO.

Faculty and Classified Representatives

The Faculty and Classified Representatives positions were created by Fenton and first written into the 2003 charter renewal 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. They are also encouraged to attend all meetings of the FCPS Board of Directors.

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. They are also encouraged to attend all meetings of the FCPS Board of Directors.

2025-2026 FCPS Leadership Team

Position	FCPS				
Chief Executive Officer	David Riddick				
Chief Operating Officer	Jason Gonzalez				
Director of Community Schools	Richard Parra				
Director of Instruction	Jennifer Miller				
Director of Special Education	Kristine Khachian				
Instructional Coaches	Yesenia Fuentes, Evelyn Martinez (FACS) and Bunny Wolfer (SMBCCS)				
Community Schools Instructional Liaison	Jennifer Pimentel (To be approved on 6/12/2025 - Item IV.I.)				
Position	FACS	SMBCCS	FPC	STEM	FCLA
Directors	Monica Castañeda	Walter Gomez	Sirui Thomassian	Beth Henschel	
Assistant Directors	Nicole Langlois and Alejandra Muñoz	Ariana Gomez and Jazmin Luna	Juan Gomez	Paige Piper and Cecilia Quijano	
Administrative Coordinators		Carmen Solis			
Expanded Learning Opportunities (ELO) Coordinators	Kelley Christenson	Zoe Weiss	Lorena Sanchez	Krystal Rodriguez	
Acceleration Specialists	Wendy Kaufman	Sandra Hernandez and Jocelyn Condo	Elisa Vallejo	Elisa Vallejo	
Family Center Directors/Community Schools Coordinators	Tony Peña	Johana Juarez	Laura Vasquez	Virginia Palma	

Lead Teachers <i>\$5,000 per grade level, TK/K-5 and Special Education; \$2,500 if shared or 3 teachers or less at the grade level</i> <i>\$2,500 for 6th grade</i>	TK/K: Lisa Morales: 1st/2nd grades: Feather Gentry and Leanna Hendrix 3rd grade: Christopher Torres and Lainey Yanez 4th grade: Rebecca Williamson and Leann Chapman 5th grade: Gricelda Mares and Katherine Sheppard Special Ed.: Jann Manorothkul	TK: Jennifer Flynn K: Diana Ramos 1st grade: Megan Rol 2nd grade: Laura Gerow 3rd grade: Aleeya Culhane 4th grade: Lizette Adkisson 5th grade: Jordan Jones 6th grade: Patience Moore Special Ed.: TBD	TK: Sarah Ananta and Bridget Ruiz K: Coco Salazar 1st grade: Laura Holmes and Lisa Ibarra 2nd grade: Nitima Angus and Martha May Special Ed.: Gina Garcia	TK/K: Priscilla Gentry K: Kalea Wright 1st grade: Adriana Baez 2nd grade: Alyssa Marygold 3rd grade: Lilia Padilla Zúñiga 4th grade: Deborah Allan 5th grade: Joanna Tepper 6th grade: Nikole De La Rosa Special Ed.: Maria Cardenas	
	N/A for the 2025-2026 school year	STEAM: Gaby Arroyo, Shanjana Hossain, and Christy Namkung English Language Development: Vanessa Ettleman and Evelia Manzo Independent Community School Admissions Facilitator: Alexis Ribakoff	Communication: Judy Lee	STEM: Bianca Bell-Reed	Leadership: Loren Caballero
Faculty Representatives	Jann Manorothkul and Christopher Torres	Gaby Arroyo and Xareni Robledo	Nitima Angus and Coco Salazar	Joanna Tepper	Kate Marrelli
Classified Representatives	Nereyda Gonzaga	Gemeni Guadamuz	Laura Vasquez	Virginia Palma	
TA Representatives	TBD	Laura Karina Vasquez	TBD	TBD	
Council/Committee Co-Chairs	Budget, Facilities and Safety: Martin Penner	Finance: Isabella Rodriguez	Finance: Sarah Ananta	Finance: Ana Gutierrez and Mercedes Meeks	Finance: Jennifer Hines
	Curriculum and Assessment: Wendy Kaufman	Instruction: Jocelyn Condo and Sandy Hernandez	Instruction: Lisa Ibarra and Coco Salazar	Instruction: Biana Bell-Reed and Alyssa Marygold	Instruction: Kalea Wright

	Human Resource and Personnel: Jann Manorothkul	Personnel: Gaby Arroyo and Xareni Robledo	Personnel: Caitlin McMabell	Personnel: Priscilla Gentry and Veronica McCaughin	Personnel: Kate Marrelli
	School-Community Relations: Kristin Tzintzun	Parent Advocacy: Christian Hidalgo and Aaron Veals	Parent Advocacy: Gurpreet Gill and Bridget Ruiz	Parent Advocacy: Michelle Menjivar	Parent Advocacy: Virginia Palma
	SSC and ELAC: TBD	SSC and ELAC: TBD	SSC and ELAC: TBD	SSC and ELAC: TBD	SSC and ELAC: TBD

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
Araceli Caro	Yennizel Duran		Michelle Menjivar	
DeeAnne Drake Ferrero	Vanessa Marcoe			
Griselda Mares	Janet Reyes			
Bridget Moreno				
Bernite Oandasan				
Kristin Tzintzun				
Lainey Yanez				

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 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 allow 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 2025 regular meeting of the Board of Directors.

Attachments: [2025-2026 Staff Rosters for FACS, FPC, SMBCCS, FCLA, STEM, and FCPS](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

SUBJECT: Recommendation to approve salary schedules for all staff

BACKGROUND

Since converting to independent charter status, Fenton Avenue Charter School has continued to use the services of the Los Angeles County Office of Education (LACOE) for payroll and accounts payable. Remaining with LACOE has provided not only a reliable payroll and accounting system, but has also ensured that STRS and PERS calculations and contributions for all employees who are members of these pension plans have been accurately maintained.

As a charter management organization with five schools and nearly 400 employees, Fenton is now viewed as a district and as such, salary schedules for all positions were requested by LACOE. This practice began in the 2018-2019 school year, but with LACOE's much needed updating of its HR and payroll systems, salary schedules and specific titles with corresponding job descriptions are now a requirement.

ANALYSIS

The salary schedules reflect entry-level placement (the minimum rate at the time of hire) as well as regular increases to hourly or annual rates, which are indicated by "STEPS".

For each job category, there is also a maximum rate, which similar to the minimum rate, is aligned to the responsibilities of the job. Once at the maximum STEP, the employee will not receive an increase unless a revision to the entire schedule is approved by the Board (e.g., an across-the-board salary increase)¹.

¹ The Chief Executive Officer is the highest-ranking executive of the organization and reports directly to the FCPS Board of Directors. The Chief Operating Officer is the second-in-command, after the Chief Executive Officer, and reports to the CEO and FCPS Board of Directors. Neither position is on a "salary schedule". They are evaluated annually at a regular meeting of the FCPS Board of Directors at which time their respective salaries are reviewed and adjusted as necessary, with final salaries determined at the sole discretion of the Board. Salaries are announced in Open Session and the Board action is recorded in the minutes.

STEPS are not to be confused with years of service, as there is no correlation. Moving to the next STEP is based on the employee's evaluation in any given year, and if the Board authorizes "STEP" (or in the case of teachers, "STEP and COLUMN") increases for the new school year. There is no automatic movement from year to year. If a STEP increase is authorized by the Board, the employee must also have completed the required number of work days (150 instructional days for teachers; 164 work days for those on the 201-day calendar; 183 work days for those on the 224-day calendar; 203 work days for those on the 249-day calendar) in order to move to the next STEP.

Some titles and salary schedules were revised to better reflect the responsibilities of employees. Those changes were approved at the April 18, 2019 board meeting.

An across-the-board \$10,000 salary increase was approved for all full-time staff and \$4,000 to \$5,000 increase, depending on hours worked, for all part-time employees at the May 25, 2023 regular board meeting.

Employees are also reminded that as a public school, all employees have a "job title", corresponding "job description", and are rated in at the time of hire on the appropriate salary schedule. Moving across the salary table is accomplished according to prescribed criteria (included in the Employee Handbook) and, as with salaries, is non-negotiable.

RECOMMENDATION

It is recommended that the Board of Directors approve the 2025-2026 salary schedules for all certificated and classified employees, and authorize the movement to the next 'STEP' for employees who qualify.

Attachments: [Teacher Salary Table; Other Certificated Staff Salary Schedule; Classified Salary Schedule – Full-Time Employees – Salaried, Classified Salary Schedule – Full-Time Employees – Hourly; Classified Staff Salary Schedule – Part-Time Employees – Hourly; Explanation of Salary Schedule \(Teachers\)](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

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) (\$90,608.53) (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.

New Pocket Tables for Fenton Primary Center from Sierra School Equipment Co. (\$135,513.00) - Five triple depth wall pockets each with three 30"W X 29" H X 14"L folding tables per pocket unit; six

each 12”W X 17”H X 14”L folding benches per pocket unit; removal and disposal of existing pocket tables and benches.

Funding for the pocket tables will come from AB 181. On June 30, 2022, Governor Gavin Newsom signed Assembly Bill (AB) 181 into law. This law appropriated \$600 million from the State of California’s General Fund to the California Department of Education (CDE) to fund kitchen infrastructure upgrades and food service staff training. Funds must be encumbered by June 30, 2025.

RECOMMENDATION

It is recommended that the Board of Directors approve the expenditures for **SELF (\$90,608.53)** and **Sierra School Equipment Co. (\$135,513.00)**.

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



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/ President

SUBJECT: 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 2025-2026 school year

BACKGROUND

In 2011, the Los Angeles Unified School District (LAUSD) reorganized its Special Education Local Plan Area (SELPA) to provide charter schools with a continuum of options for serving students with disabilities. The continuum spans from the least autonomous Option 1 to the most autonomous Charter Operated Program: Option 3 (COP3).

Since the reorganization, over 200 independent charter schools have embraced autonomy and responsibility in special education through COP3. This new autonomy has resulted in a steady increase in the percentage and range of students with disabilities enrolled in LAUSD charter schools.

ANALYSIS

Although the relationship with the District and the results achieved by the charter schools in COP3 have been positive, the COP3 members recognize that special education arrangements with the LAUSD SELPA are subject to change. For this reason, charter schools must take steps necessary to preserve their autonomy and infrastructure by maintaining the ability to exit the SELPA should such action be in the best interest of the charter school and their students.

The Fenton Charter Public Schools, along with the other COP3 member schools, will submit a letter of notification that all (or selected) schools in COP3 reserve the right to exit the LAUSD SELPA effective July 1, 2026.

RECOMMENDATION

It is recommended that the Board of Directors approve the submission of the notice to the authorizing district, LAUSD, to reserve the right of Fenton schools to leave the LAUSD SELPA at the end of the 2025-2026 school year.

Attachment: [*Annual Collective SELPA Notice to LAUSD*](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

David Riddick
Chief Executive Officer/President

Richard Parra
Director of Community Schools

SUBJECT: Recommendation to approve the hiring of Jennifer Pimentel as Community Schools Instructional Liaison

BACKGROUND

In 2024, the Fenton Charter Public Schools (FCPS) were awarded funding through the California Community Schools Partnership Program (CCSPP) Implementation Grant. This multi-year grant supports school transformation efforts by deepening community partnerships, expanding whole-child services, and promoting family engagement. The goal of the CCSPP is to establish schools as hubs of support, where academic success is integrated with health, wellness, and community-based learning opportunities.

One of the key pillars of the CCSPP framework is “Active Family and Community Engagement”, which emphasizes shared leadership, authentic family partnerships, and connection to academic learning. We have explored a couple of options this year to bridge this gap. In February, we discussed the concept of a Culture and Climate Specialist to meet this need. However, this position did not manifest as the interest in the role was limited and it was beginning to focus more on behavior.

Further analysis of the needs of this new initiative led to reimagining a supporting role to be filled by an experienced certificated teacher who will lead instructional alignment between classroom learning, expanded learning programs, and home-based supports for families: a Community Schools Instructional Liaison.

Key components of the position include:

Teacher Professional Development: Designs and leads professional development for certificated staff that builds connections between classroom instruction, parent engagement, and expanded learning.

Parent Education Workshops: Facilitates family learning sessions that focus on grade-level standards, instructional strategies, and how to support student learning at home—especially in literacy, mathematics, and social-emotional learning.

Instructional Coaching and Collaboration: Partners with instructional coaches and classroom teachers to model and support best practices for integrating families and the broader community into academic learning.

Technology Integration for Instructional Outreach: Leads efforts to use technology as a bridge between school and home. This includes developing content for school-based social media platforms (e.g., class highlights, learning strategies, SEL tips) that model instructional practices, promote visibility of academic goals, and increase access to home-school partnerships. These posts are directly tied to instructional objectives and teacher-led initiatives, reinforcing the learning taking place in the classroom.

Curriculum-Aligned Engagement: Ensures all community engagement efforts are aligned to instructional goals, including providing support in using platforms such as Infinite Campus, Class Dojo, and parent portals to promote two-way academic communication.

Data-Informed Practice: Collects and analyzes engagement data to support instructional decisions and inform school site leadership on the effectiveness of family outreach strategies.

This intentional design ensures the position maintains a clear focus on student achievement, instructional practice, and teacher leadership. These are all critical components for STRS eligibility and the goal of the CCSPP to establish schools as hubs of support, where academic success is integrated with health, wellness, and community-based learning opportunities. Funding supports the hiring of a Community Schools Instructional Liaison beginning in the 2025-2026 school year who will be housed at the FCPS Business Office in close proximity to the Director of Community Schools who will directly supervise the work.

ANALYSIS

The Ad Hoc Interview Committee met on Tuesday, June 3, 2025 and selected the following candidate:

Jennifer Pimentel

Jennifer Pimentel brings more than two decades of experience across the Fenton Charter Public Schools, having served with distinction at Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton STEM Academy, and FCLA. She currently serves as Assistant Director at both Fenton STEM and FCLA, where she has demonstrated unwavering dedication to instructional excellence, student achievement, and collaborative leadership.

Jennifer began her journey at Fenton Avenue Charter School in 2004 as a classroom teacher. She has consistently taken on increasing responsibilities, including serving as a Lead Teacher, Personnel Committee Chair, and active contributor to instructional and operational decision-making at multiple school sites. As one of the Fenton Ten Lead Teachers that helped transform Santa Monica Boulevard

Community Charter School and a founding teacher at Fenton STEM Academy, she helped design key systems, including curriculum alignment, staffing structures, and schoolwide protocols.

Jennifer holds a Master of Arts in Education from California State University, Dominguez Hills, and recently earned her Clear Administrative Services Credential. She has led professional development at local and statewide conferences, including sessions at the California Charter Schools Association and Illuminate Education conferences. Her leadership reflects a deep understanding of curriculum, data, school climate, and instructional equity, especially for targeted student populations.

Jennifer is widely respected by her colleagues for her thoughtfulness, dedication, and ability to lead with both heart and strategy. We look forward to her continued impact in this new role as Community Schools Instructional Liaison.

RECOMMENDATION

The Discreet Internal Review (DIR) is a new component which has been added to the hiring process for all candidates seeking a position at the CMO level. The review is conducted by the CEO and COO, and any other administrators who will be working directly with the candidate.

The internal review conducted confirms the outstanding experience, skills and performance of the candidate, and readiness to step into this new position. With the final review, Jennifer Pimentel is highly recommended for the Community Schools Instructional Liaison position.

Attachment: [*Resumé of Jennifer Pimentel*](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to receive and file 2024-2025 Annual Performance-Based Oversight Visit Reports for the Fenton schools

BACKGROUND

The LAUSD Charter Schools Division (CSD) conducts yearly oversight visits and formal reviews of the instructional and operational practices of all District-authorized charter schools. All charter schools contribute a percentage of their operating revenue to the District for this purpose, along with general oversight responsibilities, as required by law.

ANALYSIS

The LAUSD Charter Schools Division yearly conducts performance-based oversight aligned to the California Charter Schools Act and includes four categories and a sub-category: 1) Governance Documentation; 2) Student Achievement and Educational Performance Documentation; 3) Organizational Management, Programs, and Operations Documentation; 3A) Documentation of Compliance with DOJ and TB clearance, credentialing, ESSA requirements, and Mandated Reporter Training Requirements, etc.; and 4) Fiscal Operations.

Final reports for the Fenton schools are presented here for Board review and discussion. The reports indicate the following:

SUMMARY OF RATINGS				
<i>(4) = Accomplished (3) = Proficient (2) = Developing (1) = Unsatisfactory</i>				
SCHOOL	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
Fenton Avenue Charter School	4	3	4	4

Santa Monica Boulevard Community Charter School	4	3	4	4
Fenton Primary Center	4	3	4	4
Fenton STEM Academy	4	3	4	4
Fenton Charter Leadership Academy	4	3	4	3

The summary pages and scores are attached. All schools received a 4 in Governance, 3 in Student Achievement, and a 4 in Organization. FCLA was the only school not to receive a 4 in Fiscal Operations due to their fund reserve being at 3.23% instead of the required 4% based on the school's ADA.

RECOMMENDATION

It is recommended that the Board of Directors receive and file the 2024-2025 Annual Performance-Based Oversight Visit Reports for the Fenton schools.

Separate Attachments: [*2024-2025 Annual Performance-Based Oversight Visit Reports for FACS, SMBCCS, FPC, STEM and FCLA*](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve new Master Services Agreement with EdTec, Inc.

BACKGROUND

EdTec, Inc. has provided back-office services for the Fenton Charter Public Schools since 2015. Kristin Dietz, our first Financial Business Manager, and now Erik Okazaki, our current Financial Business Manager, have been reliable, consistent, and available at all hours to answer questions and support the financial work of the Fenton Charter Public Schools.

ANALYSIS

The Board is reminded that the LAUSD Charter Schools Division regularly commends the business office on how we conduct business, including the level of accuracy, timeliness, integrity, honesty, and innovative solutions implemented to ensure sustainability of the organization. This view, to a great extent, is a result of the support, guidance and assistance we receive from EdTec, Inc. It should be noted that Kristin Dietz, Ed Tec Vice President and Fenton's first Financial Business Manager was Fenton Avenue Charter School's first independent auditor in 1994. The relationship has continued to be outstanding in every way as Kristin left the auditing world, but continued to support Fenton for our back-office needs. Not only was the quality of the daily work exceptional, but she was instrumental in supporting the receipt of the New Market Tax Credit Loan to build the Fenton Primary Center as well as most recently the receipt of bond financing through the California School Finance Authority.

FCPS has been working to finalize a new two-year Master Services Agreement with EdTec, Inc. The proposed agreement increases the annual contract amount from \$270,000 to \$281,000 for both Fiscal Year 2026 and Fiscal Year 2027.

There are three documents attached here:

- Fenton Charter Public Schools Statement of Work #5 (SOW#5): This document describes the services renewal agreement providing back-office support from EdTec, and reflecting a 2-year contract term at a fixed fee of \$281,000 for Fiscal Year 2026 and Fiscal Year 2027. EdTec reserves the right to increase the fees payable by up to 5% upon

the conclusion of this first term and will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the term which is June 30, 2027.

- Web-Based Service Access Agreement for SOW #5: This document outlines the renewal agreement that provides school staff with access to transact in the EdTec School Portal (NetSuite) to process accounts payable and other related functions. There are no fees associated with this agreement.
- SFV Fenton Facilities LLC-Statement of Work #2 (SOW #2): This document is the renewal agreement for support of the LLC on an hourly billable basis. There is no change to the hourly rates under this 2-year services renewal agreement.

RECOMMENDATION

It is recommended that the Board of Directors approve the new two-year Master Services Agreement with EdTec which begins on July 1, 2025 and ends on June 30, 2027.

Attachments: [Fenton Charter Public Schools Statement of Work #5 \(SOW#5\); Web-Based Service Access Agreement for SOW #5; SFV Fenton Facilities LLC-Statement of Work #2 \(SOW #2\)](#)



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

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 2025-2026 school year have participated in extensive professional development and classroom observations during the 2024-2025 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, 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 12, 2025

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.

	2023-2024 <i>(allocation)</i>	2024-2025 <i>(allocation)</i>	2025-2026 <i>(estimate)</i>
FPC	\$94,471	\$89,618	\$89,618
FACS	\$113,428	\$119,581	\$119,581
SMBCCS	\$145,090	\$135,088	\$135,088
FCLA	\$53,862	\$55,159	\$55,159
STEM	\$51,563	\$54,831	\$54,831

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
FPC	Visual Arts	Yes (<i>Certificated</i>)	-
FACS	Visual Arts	-	Yes (<i>Classified</i>)
SMBCCS	Visual Arts	Yes (<i>Certificated</i>)	-
FCLA	Music	-	Yes (<i>Certificated</i>)
STEM	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.

	FACS	FPC	SMBCCS	STEM	FCLA
<i>FY24 Unspent</i>	<i>\$113,428</i>	<i>\$94,471</i>	<i>\$145,090</i>	<i>\$51,563</i>	<i>\$53,862</i>
FY25					
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>
FY25 TOTAL	\$170,142	\$141,707	\$217,635	\$77,345	\$80,793
FY26					
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>
FY25 TOTAL	\$170,142	\$141,707	\$217,635	\$77,345	\$80,793

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*](#)

V. ITEMS SCHEDULED FOR INFORMATION



FENTON CHARTER PUBLIC SCHOOLS

June 12, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: FCPS Board of Directors' Meetings for 2025-2026

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 2025-2026 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 - 2025-2026**

July 17, 2025

August 14, 2025

September 18, 2025

October 23, 2025

December 11, 2025

January 22, 2026

March 12, 2026

April 16, 2026

May 14, 2026

June 11, 2026

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