



## 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.*

### REGULAR MEETING - BOARD OF DIRECTORS

**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**

### Videoconference Locations: [See Page 7](#)

**June 11, 2026 – 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](http://www.fentoncharter.net)). *All requirements for attendance by the FCPS Board of Directors are adhered to in accordance with the Ralph M. Brown Act.*

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

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

1. The public may attend in person or may join via Zoom. If joining in person, the public may complete a “Request to Address the Board” (on an agenda item or non-agenda item) card which will be available at the door. If joining via Zoom, the following procedures should be followed:
2. Speakers may attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
3. A Google survey “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the “speaker cards” available at meetings. <https://bit.ly/2wDdxrM>
4. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.
5. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
6. Speakers should rename their Zoom profile with their real name to expedite this process.
7. After the comment has been given, the microphone for the speaker’s Zoom profile will be 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 14, 2026 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 (FPC); Isabella Rodriguez (SMBCCS); Jennifer Hines (FCLA); Mercedes Meeks (STEM)  
**Budget, Facilities and Safety Council:** Martin Penner (FACS)
2. **Instruction Committee:** Lisa Ibarra & Coco Salazar (FPC); Jocelyn Condo & Sandra Hernandez (SMBCCS); Kalea Wright (FCLA); Alyssa Marygold (STEM)  
**Curriculum and Assessment Council:** Wendy Kaufman (FACS)
3. **Personnel Committee:** Caitlin McMabell (FPC); Gaby Arroyo & Xareni Robledo (SMBCCS); Kate Marrelli (FCLA); Priscilla Gentry (STEM)  
**Human Resource and Personnel Council:** Jann Manorothkul (FACS)
4. **Parent/Community Advocacy Committee:** Gurpreet Gill & Bridget Ruiz-Acevedo (FPC); Christian Hidalgo & Aaron Veals (SMBCCS); Virginia Palma (FCLA); Michelle Menjivar (STEM)  
**School-Community Relations Council:** Kristin Tzintzun (FACS)

- a. **School Site Council**: Nicole Langlois (FACS); Carmen Solis (SMBCCS); Juan Gomez (FPC); Beth Henschel (FCLA and STEM)
- b. **English Learner Advisory Committee**: Alejandra Muñoz (FACS); Vanessa Ettleman (SMBCCS); Juan Gomez (FPC); Beth Henschel (FCLA and 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 2025-2026 budgets for all sites.

D. **Site Directors' Reports**

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

1. **Fenton Avenue Charter School (FACS)** - Ms. Monica Castañeda
2. **Santa Monica Boulevard Community Charter School (SMBCCS)** - Mr. Walter Gomez
3. **Fenton Primary Center (FPC)** - Mrs. Sirui Thomassian
4. **Fenton STEM Academy (STEM)** - Dr. Beth Henschel
5. **Fenton Charter Leadership Academy (FCLA)** - Dr. Beth Henschel

E. **FCPS Directors' Reports**

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

1. **Director of Instruction's Report** - Mrs. Jennifer Miller
2. **Director of Special Education's Report** - Mrs. Kristine Khachian
3. **Director of Community Schools' Report** - Mr. Richard Parra

F. **FCPS Officers' Reports**

1. **Chief Operating Officer's Report** - Mr. Jason Gonzalez
2. **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 2026-2027 Homeless Education Policies for FACS, FPC, SMBCCS, FCLA, and STEM](#)
- B. [Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2026-2027 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 2026-2027](#)
- G. [Recommendation to approve Board of Directors for 2026-2027](#)
- H. [Recommendation to approve 2026-2027 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy, and Fenton Charter Leadership Academy](#)
- I. [Recommendation to approve contract with BrightenEd LLC funded through the LAUSD Charter Operated Programs Impact Grant](#)
- J. [Recommendation to approve a Three-Year Contract with Salesforce for Independent Study Management Services \(2026–2029\)](#)
- K. [Recommendation to approve Standard Membership with the California Charter Schools Association](#)

IV. [ITEMS SCHEDULED FOR ACTION](#)

- A. [Approval of Amendments to the FCPS Bylaws and Articles of Incorporation to Ensure Compliance with IRS Notice 2015-07 and Internal Revenue Code Section 414\(d\)](#)
- B. [Recommendation to approve the creation of two shared Special Education Clerk positions, with one position serving Fenton Avenue Charter School and Fenton Primary Center and one position serving Fenton STEM Academy and Fenton Charter Leadership Academy](#)

- C. [Recommendation to approve the Technology Budget for the 2026-2027 school year](#)
- D. [Recommendation to approve the Facilities Budget for the 2026-2027 school year](#)
- E. [Recommendation to approve 2026-2027 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](#)
- F. [Recommendation to approve 2026-2027 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](#)
- G. [Recommendation to approve 2026-2027 budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy](#)
- H. [Recommendation to approve Education Protection Act spending resolutions for 2026-2027 school year](#)
- I. [Recommendation to approve 2026-2027 staff rosters, stipends for specific positions, recommendations for regular status, and FCPS employee contract](#)
- J. [Recommendation to approve 2026-2027 salary schedules for all staff](#)
- K. [Recommendation to Approve a Revised 2026–2027 School Calendar Incorporating Four \(4\) ELO-P Days and Adopt School Calendars for the 2027–2028 and 2028–2029 School Years](#)
- L. [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](#)
- M. [Recommendation to receive and file 2025-2026 Annual Performance-Based Oversight Visit Reports for Fenton Schools](#)
- N. [Recommendation to receive and file the revised June 30, 2025 Consolidated Audit Report for Fenton Charter Public School](#)

V. [ITEMS SCHEDULED FOR INFORMATION](#)

*There are no items scheduled for Information this month.*

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.”

*Convene to closed session*

- A. Government Code 54957 - PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of CEO**
- B. Government Code 54957 - PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of COO**
- C. Government Code 54957 - PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Executive Advisor**
- D. Government Code 54957 - PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Director of Instruction, Director of Special Education and Director of Community Schools**

**VII. RETURN TO OPEN SESSION**

*Reconvene to Open Session.*

Chair Lucente will announce any action taken in Closed Session.

**VIII. ANNOUNCEMENTS**

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, August 13, 2026 at 4:30 pm in the boardroom of the FCPS Business Office and via Zoom.

**IX. FUTURE MEETINGS**

August 13, 2026  
September 17, 2026  
October 22, 2026  
December 10, 2026  
January 21, 2027  
March 11, 2027  
April 15, 2027  
May 13, 2027  
June 10, 2027

**X. 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.

### **Videoconference Locations:**

Jed Wallace's Office: 3817 Halcon Place, Davis, CA 95618

Caprice Young's Office: 3850 Lankershim Blvd., Los Angeles, CA 90068

Carrie Wagner's Office: 540 N. Rossmore Avenue, Unit 107, Los Angeles, CA 90004

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

**May 14, 2026**

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, May 14, 2026, 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 4:31 p.m. by the Board Chair, Joe Lucente.

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

**Board Members Present**

Yvette King-Berg, *Community Representative*  
Daniel Laughlin, *Parent Representative*  
Joe Lucente, *Community Representative*  
Erin Studer, *Community Representative*  
Carrie Wagner, *Community Representative*  
Jed Wallace, *Community Representative*  
*Via Zoom: 3817 Halcon Place, Davis, CA 95618*  
Caprice Young, *Community Representative*  
*Via Zoom: 3850 Lankershim Blvd., Los Angeles, CA 90068*

**Board Members Not Present**

N/A

**C. Flag Salute** – Chair Lucente

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

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

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

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

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

On **MOTION** of Erin Studer, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the minutes of the April 16, 2026 Regular Meeting (Item I.E.) were approved as presented.

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

## **II. COMMUNICATIONS**

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

Mia Martinez, teacher at Fenton Primary Center, requested the Board consider approving the increase of the cap on Tier 2 retiree benefits to \$15,000.

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

The FCPS Board of Directors invited parents, community members and staff to comment on and present recommendations 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 comments 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 updates to the 2025-2026 approved budget via Zoom. The following update was presented:

Mr. Okazaki began his presentation with a brief update on the Governor’s May Revision which was released today. He shared that the proposed budget is generous with a number of increases compared to the Governor’s January proposal. Specifics will be shared at the June 11<sup>th</sup> meeting when the FCPS budget is presented for approval by the Board.

#### **2025-2026 Forecast Update**

Ending fund balances remain strong as an organization:

Operating income for each site -

FACS - \$1,588,851

FPC - \$556,360

SMBCCS - \$1,626,167

STEM - \$278,342

FCLA - \$197,761

Operating income without one-time funds and ERC –

FACS - \$50,835

FPC - <\$667,862>

SMBCCS - <\$461,204>

STEM - <\$259,606>

FCLA - <\$370,611>

### **2025-2026 Revenue Changes Since Previous Forecast**

- LCFF finalized per P2 ADA, increase in Sp. Ed. funding, decrease in SB740 reimbursement
- Decrease in compensation to offset prior increase in contracted services

### **2025-2026 Cash Balance Forecast**

- FACS, SMBCCS, and FCPS are expected to exceed 4-month cash on hand goal
- Of the Obligated Group, only FPC is expected to exceed the 4-month cash on hand goal

### **Bond Covenants**

- Liquidity - Minimum requirement is 45 days cash on hand; 122 days projected for the Obligated Group (87 days with only STEM and FCLA)
- Debt Service – 1.10 minimum debt service coverage ratio is required; 2.11 ratio is forecast (1.95 with only STEM and FCLA)

### **Additional Information**

- Special Education expenses far exceed revenues with impact on operating income of five schools - <\$4,823,386> total
- Lease expenses have a significant impact on operating income of each of the schools in the Obligated Group - <\$1,835,822> total

## **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.*

*Chair Lucente called on Walter Gomez, Director of Santa Monica Blvd. Community Charter School, to update the Board.*

- 1. Fenton Avenue Charter School (FACS)** - Ms. Monica Castañeda's report was received as published.
- 2. Santa Monica Boulevard Community Charter School (SMBCCS)** - Mr. Walter Gomez reported.

3. **Fenton Primary Center (FPC)** - Mrs. Sirui Thomassian's report was received as published.
4. **Fenton STEM Academy (STEM)** - Dr. Beth Henschel's report was received as published.
5. **Fenton Charter Leadership Academy (FCLA)** - Dr. Beth Henschel's report was received as published.

**F. FCPS Directors' Reports**

*FCPS 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.*

*Chair Lucente called on Jennifer Miller, Director of Instruction, to update the Board.*

1. **Director of Instruction's Report** - Mrs. Jennifer Miller reported.
2. **Director of Special Education's Report** – Mrs. Kristine Khachian's report was received as published.
3. **Director of Community Schools' Report** – Mr. Richard Parra's report was received as published.

**G. FCPS Officers' Reports**

1. **Chief Operating Officer's Report** – Mr. Jason Gonzalez reported.
2. **Chief Executive Officer's Report** – Dr. David Riddick reported.

**III. CONSENT AGENDA ITEMS**

*Board member Caprice Young joined the meeting at 5:25 p.m.*

- A. **Recommendation to approve Ad Hoc Board Member Nominating Committee to review expiring board terms and recommend slate of directors for the 2026-2027 school year**
- B. **Recommendation to approve renewal of contracts with Infinite Campus and Renaissance Learning**
- C. **Recommendation to approve the renewal subscription for Benchmark Education**

On **MOTION** of Yvette King-Berg, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve the Consent Agenda (Items III.A., B., and C.) was approved as presented.

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

#### **IV. ITEMS SCHEDULED FOR ACTION**

**A. Recommendation to receive and file tax returns for the calendar year 2024 and year ending June 30, 2025 for FCPS, SFV Education and FCPS Foundation**

On **MOTION** of Erin Studer, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to receive and file tax returns for the calendar year 2024 and year ending June 30, 2025 for FCPS, SFV Education and FCPS Foundation (Item IV.A.) was approved as presented.

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

**B. 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 2026-2027 school year**

On **MOTION** of Yvette King-Berg, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve presenting notice to authorizing district, LAUSD, to reserve the right of Fenton schools to leave LAUSD SELPA at the end of the 2026-2027 school year (Item IV.B.) was approved as presented.

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

**C. Recommendation to approve Kaiser and Health Net for Medical benefits for qualified full-time employees for 2026-2027 school year**

On **MOTION** of Carrie Wagner, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve Kaiser and Health Net for Medical benefits for qualified full-time employees for 2026-2027 school year (Item IV.C.) was approved as presented.

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

**D. Recommendation to approve increase of cap on Tier 2 OPEB contributions from \$10,000 to \$15,000**

On **MOTION** of Erin Studer, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 7 (YES) and 0 (NO), the recommendation to approve increase of cap on Tier 2 OPEB contributions from \$10,000 to \$15,000 (Item D.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

**V. ITEMS SCHEDULED FOR INFORMATION**

**A. LCAP Update and Instructional Report**

**B. FCPS Board of Directors' Meetings for 2026-2027**

*These were information items and no action was taken.*

**VI. ANNOUNCEMENTS**

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, June 11, 2026 at 4:30 p.m. in the FCPS Business Office Boardroom and via Zoom.

**VII. FUTURE MEETINGS**

June 11, 2026

**VIII. ADJOURNMENT**

The meeting was adjourned at 5:55 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 of the Finance Committee**

**May 12, 2026**

**Call to Order:** Sarah Ananta, Co-Chair

The Finance and Safety Committee Meeting was called to order at 7:15 a.m. by Co-Chair, Sarah Ananta.

**Roll Call:** Mia Martinez, Secretary

**Members Present:** Sarah Ananta, Shirley Saetang, Juan Gomez, Jeanette Hernandez, Lorena Sanchez, Sirui Thomassian, Jaime Osornia, Laura Vasquez, Rosa Benkovic, Abigail Jackson

**Members Excused:** None

**Members Absent:** None

**Additions/Corrections to the Agenda:** Sarah Ananta, Co-Chair

There were no additions or corrections to the agenda.

**Item #1** **Approval of Minutes from the March 12<sup>th</sup> meeting of the Finance and Safety Committee - Sarah Ananta, Co-Chair** (*Motion to Approve*)

On **MOTION** of Shirley Saetang, **SECONDED** by Juan Gomez and **CARRIED**, the Minutes of the Finance and Safety Committee Meeting of March 20, 2026, were approved as submitted.

**Presentations from the Public:** Sarah Ananta, Co-Chair

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

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3** **Enrollment Update (LCAP Goal 3 Action 3.1) - Sirui Thomassian, FPC Director** (*Informational Item*)

FPC remains fully committed to student recruitment and enrollment efforts for the 2026–2027 school

year. Throughout the year, we have continued expanding our outreach by implementing a variety of strategies designed to connect with prospective families and strengthen community awareness of our school. One of our newest efforts includes a postcard mailer campaign that will reach over 8,000 families living in surrounding neighborhoods and will provide families with easy access to enrollment information through a QR code. We are also posting flyers at local businesses and community locations where families are visiting often. Our local library recently had a well-attended event, and our kindergarten teacher, Ms. Salazar, passed out many FPC flyers.

In addition, our social media presence continues to grow, particularly on Instagram, where we regularly highlight the vibrant culture, engaging learning environment, and strong sense of community that make FPC such a special place for students and families. Family referrals and word-of-mouth recommendations also remain one of our most valuable recruitment tools, as current families continue sharing positive experiences and encouraging others to join our school community.

As we move forward, we will continue seeking meaningful opportunities to strengthen enrollment and expand our marketing efforts. Together, these efforts reflect the creativity, teamwork, and dedication of our staff and families. By continuing to build on this momentum, we are confident that Fenton Primary Center will not only maintain strong enrollment, but also continue to grow and thrive in the years ahead.

Our current and growing enrollment for 2026-2027 is as follows:

- TK: 32 students (need 35 more students to meet the budgeted amount)
- K: 84 students (need 26 more students to meet the budgeted amount)
- 1st: 121 students (currently above the budgeted amount of 115)
- 2nd: 136 students (currently above the budgeted amount of 134)

**Item #4                      Budget Update (LCAP Goal 3 Metric 2.3) - Sirui Thomassian, FPC Director**  
*(Informational Item)*

An update was shared regarding our upcoming reorganization for the 2026-2027 school year. Current enrollment and budget projections are as follows:

- TK: 68 (4 classes; 17 students/class)
- K: 110 (5 classes; 22 students/class)
- 1<sup>st</sup>: 115 (5 classes; 23 students/class)

\*We closed one 1<sup>st</sup> grade class and we are presently near capacity at this grade level (see below). FPC office staff did remind us that we generally do lose 15-20 students each year in TK-2<sup>nd</sup> grade. We may need to consider a split class or a reinstatement of a 1<sup>st</sup> grade class if enrollment increases above the budgeted limit for all grade levels.

<b>Teacher</b>	<b>Number of Students</b>
Saetang	23
McMabell	24
Salceda	24

Holmes	23
Ibarra	23

2<sup>nd</sup>: 134 (6 classes; 22 students/class)

SDC: 8 (1 class)

Total enrollment is expected to be around 434 (21 classes)

It was noted that enrollment in first grade may vary slightly compared to last year’s projections, so first grade will be reduced by one classroom for the 2026–2027 school year. The SDC program will remain stable with about 8 students.

**Item #5**                      **Facilities Update (LCAP Goal 3 Metric 3.6)** - Sirui Thomassian, FPC Director  
*(Informational Item)*

Sirui Thomassian, FPC Director, provided a facilities update. Recent improvements and ongoing maintenance efforts include the purchase of mesh fence signage and continued research into water cooler options by Mr. Del Toro. Administration, security, and the plant manager continue to conduct daily morning campus walkthroughs to monitor safety and facility conditions. Roof work is ongoing, and recess equipment is being checked weekly for looseness, maintenance needs, and cleaning. Peralta Cleaning Co. has been directed to focus on classroom floors and hallway walls, as well as sanitizing high-touch areas throughout the campus. Additional plans include planting trees to block the neighboring balcony view overlooking the school playground and addressing library maintenance needs.

**Item #6**                      **Emergency Drills Update (LCAP Goal 3 Metric 3.6)** - Lorena Sanchez, FPC  
ELO-P Coordinator *(Informational Item)*

Lorena Sanchez, FPC ELOP Coordinator, provided an update on emergency drills. She informed the committee that the next Fire Drill is scheduled for Thursday, June 4th at 8:30 a.m. Ms. Sanchez also shared that the team will begin updating the Safety Plan for the 2026–2027 school year to ensure it is finalized and ready for implementation by August.

**Item #7**                      **Security Guard Update (LCAP Goal 3 Metric 3.6)** - Sirui Thomassian, FPC  
Director

Sirui Thomassian, FPC Director, provided an update regarding campus security measures. The discussion included the security guard’s hourly schedule and procedures for maintaining campus safety throughout the school day. Updates were also shared regarding the proposed placement of a Security Guard Kiosk outdoors to improve campus monitoring, visibility, and accessibility for security personnel.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

TBD

**Adjournment:**

With **MOTION** from Lorena Sanchez, and a **SECOND** from Sirui Thomassian, the May 12, 2026 meeting of the Finance Committee was adjourned at 7:54 a.m.

**Minutes respectfully submitted by Lorena Sanchez, Secretary**

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

**Unapproved Minutes of the Finance Committee**

**May 14, 2026**

A meeting of the Finance Committee was held on Thursday, May 14, 2026 at 7:15 a.m. in the Hands-on Lab at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Jennifer Hines, Chair

The Finance Committee meeting was called to order at 7:18 a.m. by Chair, Jennifer Hines.

**Roll Call:** Alexis Sheppard, Secretary

**Finance Committee Members Present:** Beth Henschel, Krystal Rodriguez, Jennifer Hines, Loren Caballero, Alexis Sheppard

**Excused Members:** Paige Piper, Sabrina Gonzalez, Amarjeet Gonzalez

**Non-Committee Members:** Cecelia Quijano, Romelia Lagunas

**Additions/Corrections to the Agenda:** Jennifer Hines, Chair

There were no additions or corrections to the agenda.

**Approval of Minutes from April 16, 2026:** Jennifer Hines, Chair

**Item #1** Minutes from the April 16, 2026 meeting of the Finance Committee - Jennifer Hines, Chair (*Motion to Approve*)

On **MOTION** of Loren Caballero, **SECONDED** by Beth Henschel, and **CARRIED**, the minutes were approved as corrected.

**Presentations from the Public:** Jennifer Hines, Chair

**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** Enrollment and Budget Update (LCAP Goal 2, Metric 3) - Dr. Beth Henschel,

Director (*Informational Item*)

Dr. Henschel presented information regarding the Enrollment and Budget update. Fenton Charter Leadership Academy currently has an enrollment of 275 students, which is 28 below the 303 students projected for the 2025-2026 school year. This is an increase of 2 students from last month.

**Item #4**                      **Average Daily Attendance (LCAP Goal 3, Metric 3)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel reported that the ADA for April 2026 was 99.63%, bringing our cumulative ADA to 99.42%. In March, 11 out of 143 teachers had 100% attendance. Dr. Henschel expressed appreciation to the teachers for their ongoing dedication and support in helping maintain a strong ADA percentage.

**Item #5**                      **2026-2027 Enrollment Update (LCAP Goal 2, Metric 3)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel presented information on an enrollment update for the 2026-2027 school year. The Current enrollment projections for FCLA are 275 and 242 for STEM. These totals include new enrollments, with FCLA adding 25 new students and STEM adding 17. Enrollment figures will be adjusted during student reorganization to better balance numbers between the two schools.

**Item #6**                      **Student Recruitment Efforts (LCAP Goal 3)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel commended the staff for maintaining an ongoing, broad recruitment effort to welcome new students and families to our school community. This includes active online outreach, direct engagement with community members, and an enrollment incentive: a raffle for two bicycles donated by Bert Corona Charter School for newly enrolled students.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

The next FCLA Finance Committee meeting is TBD.

**Adjournment:**

On **MOTION** of Alexis Sheppard, **SECONDED** by Loren Caballero, and **CARRIED**, the Finance Committee was adjourned at 7:25 a.m.

**Minutes respectfully submitted by: Loren Caballero**

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

**Unapproved Minutes of the Budget, Facilities, and Safety Council**

**June 5, 2026**

A meeting of the Budget, Facilities, and Safety Council was held on Friday, June 5, 2026, at 7:24 A.M.

**Call to Order:** Martin Penner, Chair

**Roll Call:** Christian Fuentes, Co-Secretary

**Members Present:** Martin Penner, Jose Aceves, Patricia Aparicio, Myriam Arechiga, Jorge Carmona, Christian Fuentes, Jessica Diaz, Carmen Hernandez, Nichole Melendez, Leticia Padilla-Parra, Kelley Christenson, Monica Castañeda, Alex Muñoz

**Members Excused:** Jose Aceves, Kelley Christenson, Nichole Melendez

**Members Absent:** None

**Additions/Corrections to the Agenda:** Martin Penner, Chair

There were no additions or corrections to the agenda.

**Approval of Minutes from May 8, 2026:** Martin Penner, Chair

**Item #1**                    **Minutes from the May 8, 2026 meeting of the Budget, Facilities and Safety Council - Martin Penner, Chair** (*Motion to Approve*)

On **MOTION** of Carmen Hernandez, **SECONDED** by Patricia Aparicio, and **CARRIED**, the Minutes of the Budget, Facilities and Safety Council Meeting of May 8, 2026, were approved.

**Presentations from the Public:** Martin Penner, 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:**

There was no Old Business.

**New Business:**

**Item #4**                    **2026-2027 Student Enrollment and Budget Update (LCAP Goal 2, Action 3.1) – Monica Castañeda, Director** (*Informational Item*)

The FACS enrollment outlook for the upcoming academic year is exceptionally strong, with current registrations already outperforming our baseline budget projections. While we initially projected 678 students for next year, we have already secured 688 enrolled students, putting us in an excellent financial position to meet and secure our projected budget targets. This momentum follows a successful current academic year of 704 enrolled students. Our grade level breakdown further reflects this high demand: Grades 1 and 2 are full, Kindergarten has already established a waitlist, and Transitional Kindergarten (TK) has only four spots remaining. Meanwhile, Grades 3 through 5 maintain healthy and stable enrollment numbers. This outstanding positioning is a direct testament to everyone's hard work, as well as to the word-of-mouth and new family referrals that are driving our community's growth.

**Item #5**                      **Facilities Update (LCAP Goal 3, Metric 3.5, 3.6) – Jose Aceves, Plant Manager**  
*(Informational Item)*

Ms. Castañeda reported, on behalf of Jose Aceves, that FACS has several key facility improvement projects scheduled for the summer break. First, we are collaborating with a local artist to create a vibrant, engaging mural in the Kindergarten yard, designed to brighten the space for incoming students. Additionally, major flooring renovations are scheduled for Rooms 34 and 35. This project will involve removing the existing flooring, conducting a full asbestos abatement, leveling the subfloors, and installing new baseboards and flooring in both classrooms. Finally, alongside these renovations, standard deep summer cleaning will be conducted across the entire campus to ensure all facilities are fully prepared for the upcoming school year.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Patricia Aparicio, **SECONDED** by Myriam Arechiga, and **CARRIED**, the Budget, Facilities, and Safety Council was adjourned at 7:32 A.M.

**Minutes respectfully submitted by Christian Fuentes, Co-Secretary**

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

**Unapproved Minutes of the Instruction Committee Meeting**

**May 8, 2026**

A meeting of the Instruction Committee was held on Friday, May 8th, 2026 at 7:20 AM in the Hands-On Lab at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Kalea Wright, Chairperson

**Roll Call:** Nikole De La Rosa, Secretary

**Additions/Corrections to the Agenda:** Kalea Wright, Chairperson

**Approval of Minutes from April 13, 2026:** Kalea Wright, Chairperson

**Finance Committee Members Present:** Lilia Padilla-Zúñiga, Nikole Mae De La Rosa, Kalea Wright, Adriana Baez, Cecilia Quijano, and Beth Henschel

**Non-Committee Members:** Bianca Bell-Reed, Deborah Allan, Paige Piper, Krystal Rodriguez

**Members Excused:** Elisa Vallejo and Susana Orozco

**Item #1** **Approval of Minutes from the April 13, 2026, meeting of the Instruction Committee - Kalea Wright, Chair** (*Motion to Approve*)

On **MOTION** of Beth Henschel, **SECONDED** by Adriana Baez, and **CARRIED**, the minutes from the April 13, 2026 meeting of the Instruction Committee were **APPROVED** as submitted.

**Presentations from the Public:** Kalea Wright, Chair

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

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3** **Student Profile Cards (LCAP 3, Metric 1) - Dr. Beth Henschel, Director** (*Informational Item*)

Teachers complete student profile cards before reorganization begins to support balanced class placements. Each card includes basic student information, language status, and achievement level, with Language Arts serving as the primary indicator. Color-coded flags identify needs such as behavior concerns, English Learner status, work habits, or special education services. Teachers also note relevant services, interventions, concerns, and any information that may support the next teacher. Completed cards are organized by factors such as behavior, gender, and achievement level to guide thoughtful class placement decisions.

**Item #4                      Student Reorganization (LCAP 3, Metric 1) - Dr. Beth Henschel, Director**  
*(Informational Item)*

Student reorganization will take place May 11–21. The first week will focus on creating equitable class groupings, while the second week will be used to review and refine placements. This collaborative process helps ensure balanced classrooms for the upcoming school year.

**Item #5                      EOY i-Ready Diagnostic Assessment (LCAP Goal 1, Metric 1-2) - Dr. Beth Henschel, Director**  
*(Informational Item)*

i-Ready End-of-Year Testing will take place from May 18 to June 11. Please encourage students to do their best, as the results reflect their academic growth throughout the year. Talk with students about the purpose of the assessment and promote a positive, growth-focused mindset.

**Item #6                      EOY i-Ready Diagnostic Assessment Incentive (LCAP Goal 1, Metric 1-2) - Paige Piper, Assistant Director**  
*(Informational Item)*

Fenton STEM Academy and Fenton Charter Leadership Academy will begin the End-of-Year i-Ready Diagnostic Assessment on May 18, 2026. The assessment will measure student growth and provide data to support instructional planning for the 2026–2027 school year.

Students who meet or exceed their i-Ready Typical Growth goal will earn a Kona Ice treat on June 8. Classroom posters will be provided to help motivate students and celebrate their achievement.

**Item #7                      Staff Professional Development Day #7 (LCAP Goal 3, Metric 2) - Dr. Beth Henschel, Director**  
*(Informational Item)*

Professional Development Day #7 will take place on May 22. Staff will participate in a Zoom session with i-Ready to review updates to the California math curriculum. Grade-level teams will receive separate Zoom links, and the remainder of the day will be dedicated to Professional Learning Team collaboration.

**Item #8                      CAASPP Update (LCAP Goal 1, Metric 1) - Paige Piper, Assistant Director**  
*(Informational Item)*

The 2026 SBAC administration at Fenton Charter Leadership Academy and Fenton STEM Academy began on May 5. This year’s theme, “Slam the Exam!,” included grade-level pep rallies and schoolwide incentives to promote motivation and attendance throughout testing.

The annual Cheering Parade also helped kick off testing and support students as they demonstrate their learning on the SBAC assessment.

**Item #9                      EL Reclassification Process (LCAP Goal 3, Metric 3) - Cecilia Quijano, Assistant Director**  
*(Informational Item)*

Student Score Reports for the 2025–2026 Summative ELPAC are expected in May. Thank you to Mrs. Amarjeet Gonzalez, Compliance Assistant, for coordinating assessment administration for our English Learners. Our goal is to reclassify all eligible EL students.

Once scores are received, lists of reclassified students and those earning an overall score of 4 will be generated. Teachers of students eligible for reclassification will receive an RFEP form and are only responsible for completing Sections 2 and 3.

RFEP Monitoring Forms apply only to students reclassified in previous years. Additional guidance will be shared during the May 27 staff meeting, where the process will be reviewed and questions addressed.

**Item #10**                      **FCPS Certificated Supervision and Evaluation Handbook (LCAP Goals 2 and 3) - Dr. Beth Henschel, Director (Motion to Approve)**

Mrs. Angie Castellana Ferri has spent the past year revising the Certificated Supervision and Evaluation Handbook. The updated handbook incorporates PLC integration, role-specific evaluation criteria, and alignment with California standards and the Danielson Framework. It also includes a streamlined lesson planning template designed to promote consistency and ease of use across the organization.

**Announcements:**

N/A

**Next Regular Meeting:**

The next Instruction Committee meeting is TBD.

**Adjournment:**

On **MOTION** of Beth Henschel, **SECONDED** by Cecilia Quijano, and **CARRIED**, the Instructional Committee adjourned at 7:32 AM.

**Minutes respectfully submitted by: Nikole Mae De La Rosa, Secretary.**

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

**Unapproved Minutes of the Instruction Committee**

**May 11, 2026**

A meeting of the Instruction Committee was held on Monday, May 11, 2026, at 7:15 a.m. in the Conference Room (Room 201) of the Fenton Primary Center at 11351 Dronfield Avenue, Pacoima, CA, 91331.

**Call to Order:** Lisa Ibarra, Co-Chair

The Instruction Committee Meeting was called to order at 7:15 a.m. by Co-Chair, Lisa Ibarra.

**Roll Call:** Judy Lee, Secretary

**Members Present:** Sarah Ananta, Maria Reyes, Laura Holmes, Judy Lee, Sirui Thomassian, Nitima Angus, Jacqueline Penner, Lisa Ibarra, Martha May, Juan Gomez, Gina Garcia

**Members Excused:** Bridget Ruiz, Elisa Vallejo, Coco Salazar, Lorena Sanchez, and Carlos Garcia

**Additions/Corrections to the Agenda:** Lisa Ibarra, Co-Chair

There were no additions or corrections to the agenda.

**Approval of Minutes from April 7, 2026:** Lisa Ibarra, Co-Chair

**Item #1** **Approval of Minutes from the April 7, 2026, meeting of the Instruction Committee - Lisa Ibarra, Co-Chair** (*Motion to Approve*)

On **MOTION** of Nitima Angus, **SECONDED** by Martha May, and **CARRIED**, the Minutes of the Instruction Committee Meeting of April 7, 2026, were approved as submitted.

**Presentations from the Public:** Lisa Ibarra, Co-Chair

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

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

**Item #3** **EOY i-Ready Diagnostic Assessment (LCAP Goal 1, Metric 1.2) - Sirui Thomassian, FPC Director** (*Informational Item*)

i-Ready Pep Rallies are scheduled for Thursday, May 14<sup>th</sup>. CMO members may be attending to support. The i-Ready testing window will open on Monday, May 18, 2026 and close on Wednesday, June 10, 2026.

Mr. Gomez sent the following informational email on May 8<sup>th</sup> regarding the i-Ready Pep Rallies:

This email is to inform you that next **Thursday, May 14, 2026**, FPC will be hosting our i-Ready Pep Rallies to give our 1st and 2nd graders some encouragement before they begin i-Ready testing next week. The rallies will be focused, positive, and brief, and should last about 20 minutes each. They are as follows:

**Grade 1:**

**Time:** 9:20-9:40 a.m.

**Location:** MPR

- Students will participate in the pep rally and transition directly to recess. Teachers, we ask that you please use the stairs down to the MPR instead of the playground ramp in order to minimize disruptions with our TK-K recess. We also ask that you please remain with your class to support in motivating our students.

**Grade 2:**

**Time:** 9:45-10:05 a.m.

**Location:** MPR

- Students will participate in the pep rally and transition to recess. We ask that you please remain with your class to support in motivating our students.

These rallies are a chance to remind our students that we believe in them and that their effort matters. Thank you in advance for helping set the tone and supporting our students as they get ready for testing.

**Item #4**                      **Summer School Enrollment Fair (LCAP Goal 1, Metric 1.8)** - Lorena Sanchez, FPC ELO-P Coordinator (*Informational Item*)

A Summer Enrollment Fair will be held on Thursday, June 25<sup>th</sup> from 12:30 - 3:30 p.m. The fair will be open to our families and community.

This special event is a wonderful opportunity to welcome new and returning families to our campus, showcase the vibrant learning environment at Fenton Primary Center, and celebrate our school community together. Families will have the opportunity to learn more about our programs, meet staff members, explore classrooms, and receive support with student enrollment for the upcoming school year. The event will also feature fun, family-friendly activities, games, music, snacks, community vendors, and interactive booths for everyone to enjoy.

To help create a welcoming and exciting atmosphere, teachers and staff will be invited to participate by hosting interactive booths, summer-themed activities, or family engagement stations. Grade level teams are encouraged to collaborate to create fun and meaningful experiences for students and families.

Community partners and vendors who will be sharing resources and services available to families throughout the community will also be welcomed.

**Item #5**                      **Curriculum Consumables and Instructional Materials (LCAP Goal 3, Metric**

### **3.3) - Juan Gomez, FPC Assistant Director (*Informational Item*)**

All core curriculum materials for the 2026–2027 academic year have been ordered by Ms. Miller. In addition, all supplemental curriculum purchases will be coordinated and ordered by Mr. Gomez. Quotes for supplemental materials have been received, and orders will be finalized prior to the start of the 2026–2027 school year to ensure materials are available for staff and students at the beginning of the academic year.

#### **Item #6 EL Reclassification (LCAP Goal 1, Metric 1.3) - Juan Gomez, FPC Assistant Director (*Informational Item*)**

Students who earned an overall score of 4 on the Summative ELPAC are eligible for reclassification consideration. A memo has been sent to all staff outlining the reclassification process, eligibility criteria, and additional guidance regarding next steps. At this time, we are still awaiting the official student score reports, which will allow us to begin identifying eligible students and moving forward with the reclassification process. Additional updates and timelines will be communicated once reports are received.

#### **Item #7 Lead Teachers (LCAP Goal 3, Metric 3.1) - Sirui Thomassian, FPC Director (*Informational Item*)**

Based on the lead teacher presentations and the results of this week's online voting, the following teachers have been selected as the FPC Lead Teachers for the 2026-2027 school year.

#### **Lead Teachers for 2026-2027**

TK - **Bridget Ruiz and Sarah Ananta**  
Kindergarten - **Coco Salazar**  
First Grade - **Laura Holmes and Caitlin McMabell**  
Second Grade - **Nitima Angus and Martha May**  
Special Education - **Gina Garcia**

Congratulations to the 2026-2027 school year FPC Lead Teachers!

#### **Item #8 FCPS Certificate Supervision and Evaluation Handbook (LCAP Goals 2 and 3) - Sirui Thomassian, FPC Director (*Informational Item*)**

The Certificated Staff Supervision and Evaluation Handbook has been updated to help staff navigate information easily with handy links provided in the table of contents. The link for the handbook is provided below.

[Certificated Staff Supervision and Evaluation Handbook \(Memo\)](#)

#### **Item #9 Staff Professional Development Day #7 (LCAP Goal 1, Metric 1.3 and 1.5) - Sirui Thomassian, FPC Director (*Informational Item*)**

Mrs. Thomassian provided the schedule for the professional development that will be occurring on May 22<sup>nd</sup>. The agenda has been added in the weekly bulletin. Staff are required to bring laptops to the MPR ready for the presentation. The link for the agenda is provided below.

FPC PD Day #7 Agenda: [here](#)

**Item #10**                    **Pilot Programs (LCAP Goal 3, Metric 3.3)** - Juan Gomez, FPC Assistant Director (*Informational Item*)

FCPS will be utilizing the TWIG Science Curriculum organization-wide as part of the district's continued efforts to strengthen instructional consistency and support student learning. The district is currently exploring other California-approved science curriculum options for future implementation. As part of this process, FPC will be piloting the HMH Science Curriculum to evaluate its alignment to student needs, instructional rigor, and overall effectiveness within our TK–2 setting. Feedback gathered during the pilot process will help inform future curriculum decisions. At this time, Lisa Ibarra will pilot for 1<sup>st</sup> Grade and Martha May will pilot for 2<sup>nd</sup> Grade.

**Item #11**                    **RIF Motivational Reading Event (LCAP Goal 1, Metric 1.8)** - Nitima Angus, FPC Second Grade Teacher (*Informational Item*)

The third and final Reading is Fundamental Motivational Reading event will be held on Thursday, May 21 in conjunction with College and Career Day.

Based on the success of our previous literacy event, we will once again follow the 'Book Fair' model. Students will have the opportunity to browse the collection first. Afterward, every student will self-select a book of their choice to take home and continue growing at-home libraries.

To tie literacy directly into the career theme, one of our own FPC parents, who is a published author, will be joining us for a live reading of her book, *If I Dream It, I Can Be It*. It's a wonderful story that encourages students to see the connection between their current interests and future possibilities. We believe having a parent share their professional journey as a writer provides a powerful real-world example for the kids.

Our Counselor, Mrs. Ramirez, is finalizing the plans for the Career Day event. There will be rotations throughout the day with some surprise careers coming to campus. The main presenter will be the winning career from our March Madness event, Video Game Designer. All students will be invited to come to school dressed up in college colors or attire that they aspire to attend someday or a career they want to be when they grow up.

Ms. Salazar will work with Mrs. Ramirez to finalize the book pick rotation schedule so that every class gets adequate time to self-select their books.

**Announcements:**

None

**Next Regular Meeting:**

TBD

By order of **GENERAL CONSENSUS**, the Instruction Committee Meeting was adjourned at 7:48 a.m.

**Minutes respectfully submitted by: Judy Lee**

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

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

**June 1, 2026**

**Call to Order:** Wendy Kaufman, Chairperson at 2:50 P.M.

**Roll Call:** Lainey Yanez and Feather Gentry, Secretaries

**Council Members Present:** Monica Castañeda, Leann Chapman, Feather Gentry, Leanna Hendrix, Wendy Kaufman, Nicole Langlois, Gigi Mares, Katherine Sheppard, Christopher Torres, Rebecca Williamson, Lainey Yanez, Evelyn Martinez, and Lisa Morales

**Excused Members:** Jann Manorothkul

**Absent Members:** None

**Additions/Corrections to the Agenda:** Wendy Kaufman, Chairperson

There were no additions or corrections to the agenda.

**Item #1**                    **Approval of Minutes from the May 5, 2026, meeting of the Curriculum and Assessment Council - Wendy Kaufman, Chairperson** (*Motion to Approve*)

On **MOTION** of Nicole Langlois, **SECONDED** by Leanna Hendrix, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Wendy Kaufman, Chairperson

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

There were no presentations from the public.

**Old Business:**

There was no Old Business.

**New Business:**

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

Ms. Castañeda shared the most current i-Ready data, highlighting significant student growth in both Reading and Math throughout the school year.

In Reading, 53% of students are now performing at or above grade level, an increase from 26% at the

beginning of the year, with 90% of students completing the diagnostic assessment. Growth measures were also strong, with 59% of students meeting their typical growth targets, 31% achieving stretch growth, and 63% advancing at least one performance band.

In Math, 53% of students are performing at or above grade level, up from 14% at the beginning of the year, with 72% of students completing the diagnostic assessment. Additionally, 55% of students met their typical growth targets, 24% achieved stretch growth, and 70% advanced at least one performance band.

Overall, the data reflects substantial academic progress across both content areas. Students demonstrated meaningful gains in grade-level proficiency, met key growth benchmarks, and showed strong movement across performance bands, underscoring the effectiveness of instructional efforts and targeted supports implemented throughout the year.

**Item #4**                      **ELPAC Reclassification (LCAP Goal 1; Metric 1.3)** - Alex Muñoz, Assistant Director (*Informational Item*)

Mrs. Langlois shared an update on behalf of Mrs. Muñoz regarding this year's English Learner reclassification results. Scores have been received for all students who completed the Summative ELPAC assessment. As a result, 23 students have met the criteria for reclassification, resulting in a reclassification rate of 12.04% for the school year.

Teachers of eligible students have received ELPAC Reclassification Letters and were asked to review and sign them. The office will be contacting families this week to schedule times for parents to come in and sign the required documentation. Upon completion of the process, students and their families will receive a Reclassification Certificate to celebrate and commemorate this important academic milestone.

Mrs. Langlois noted that while the school is proud of the accomplishments of these students, staff remain committed to strengthening instructional practices and supports to increase reclassification rates in the coming years.

A special acknowledgment was also given to Ms. Kaufman for her dedication to supporting English Learners, particularly through her work with newcomer students. Her commitment has played a vital role in helping students develop their English language proficiency. Additionally, recognition was given to Mr. Tello for leading an after-school club that has helped build confidence, engagement, and language development among English Learners. Their contributions have had a meaningful impact on student success and growth.

**Item #5**                      **CAASPP Update (LCAP Goal 1; Metric 1.5, 1.6)** - Nicole Langlois, Assistant Director (*Informational Item*)

Ms. Langlois reported that CAASPP testing is now complete for all but one student. In total, 501 out of 526 eligible students were successfully tested, resulting in a 95.2% participation rate.

She extended appreciation to students, teachers, support staff, and families for their hard work, flexibility, and dedication throughout the testing window. Their collective efforts helped ensure a smooth and successful administration of the assessments. Students who maintained perfect attendance during the testing window were celebrated with an engaging Futboleros assembly on Friday, May 29.

Student score reports have already begun to arrive. At this time, most Mathematics scores have been received, with 42% of students meeting or exceeding standards. In English Language Arts,

approximately 30% of scores have been received so far, with 53% of students meeting or exceeding standards based on the currently available data. For Science, most CAST scores have been received, with 23% of students meeting or exceeding standards.

The school looks forward to reviewing the complete results once all scores are available and using the data to guide instructional planning, strengthen targeted supports, and promote continued student achievement during the 2026–2027 school year.

**Item #6**                      **2026-2027 Master Schedule (LCAP Goal 1; Metric 1.5, 1.6)** - Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda reported that development of the 2026–2027 master schedule is well underway. Key components, including recess, lunch, psychomotor, and Tier 3 intervention schedules, have already been completed. The remaining instructional and support tiers are currently being incorporated into the schedule.

The full master schedule is expected to be finalized by the end of the week and will be shared with staff for review and feedback prior to the end of the school year. This collaborative review process will help ensure the schedule effectively supports student learning, intervention needs, and operational efficiency across the campus.

**Announcements:**

None

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Evelyn Martinez, **SECONDED** by Gigi Mares, and **CARRIED**, the meeting adjourned at 3:42 P.M.

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

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

**June 3, 2026**

A meeting of the Human Resource and Personnel Council was held on Wednesday, June 3, 2026 at 7:20 A.M., in the Conference Room of Fenton Avenue Charter School, 11828 Gain St., Lake View Terrace, CA 91342.

**Call to Order:** Nicole Langlois, Assistant Director

The Human Resource and Personnel Council meeting was called to order at 7:23 A.M by Nicole Langlois

**Roll Call:** Elsie Orellana, Secretary

**Members Present:** Barbara Aragon, Elsie Orellana, Gurpreet Virdi, Monica Castañeda, Nicole Langlois, Alex Muñoz, Vivian Matute, Ileana Venegas-Ceballos

**Members Excused:** Jann Manorothkul, Araceli Caro, Christina Kaloutian, Nereyda Gonzaga, Myra Valenzuela

**Non-Members Present:** None

**Members Absent:** None

**Additions/Corrections to the Agenda:**

There were no additions or corrections to the agenda.

**Item #1** **Minutes from the May 6, 2026 meeting of the Human Resource and Personnel Council - Nicole Langlois, Assistant Director** (*Motion to Approve*)

On **MOTION** of Gurpreet Virdi, **SECONDED** by Ileana Venegas, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:**

**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:**

There was no Old Business.

## **New Business:**

### **Item #3**                      **2026-2027 Council Member Roster and Chairs (LCAP Goal 3, Metric 3.1) -** Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda presented the committee with the council member roster for the 2026-2027 school year. Council Chair nominees were selected via a staff vote of confidence. They are indicated on the Council Committee Roster with bold formatting and an asterisk (\*). Our Committee Chairs for the 2026-2027 school year are: Evelyn Martinez (Curriculum and Assessment), Wendy Kaufman (Human Resource and Personnel), Tony Peña (School Community Relations), and Leticia Padilla-Parra (Budget, Facilities, and Safety). Committee secretaries will be selected during the first council meeting of the upcoming school year.

On **MOTION** of Ileana Venegas, **SECONDED** by Vivian Matute, and **CARRIED**, the motion was approved by the council.

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

Ms. Castañeda informed the committee that three General Education teachers have been hired and are currently completing the employment onboarding process. In addition, Stacy Rodriguez, an Education Specialist from Montague, has been hired following the successful completion of two demonstration lessons. An additional Education Specialist position has been added, with Ms. Manorothkul transitioning into the Autism Core classroom. Administration will meet with Ms. Manorothkul and Ms. Khachian to review student placement and staffing assignments based on projected enrollment. All positions for the upcoming school year have been filled. Administration expressed enthusiasm about entering the summer break with a fully staffed team in place.

## **Announcements:**

Congratulations were extended to Ms. Aragón in recognition of her final council meeting before she begins the next chapter of her journey. The council expressed its appreciation, and wished her a happy and fulfilling retirement.

## **Next Regular Meeting:**

The next regular meeting of the Human Resource and Personnel Committee will be held in the 2026-2027 school year.

## **Adjournment:**

On **MOTION** of Gurpreet Virdi, **SECONDED** by Vivian Matute, and **CARRIED**, the Human Resource and Personnel Council was adjourned at 7:31 am.

**Minutes respectfully submitted by Elsie Orellana, Secretary**

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

**Unapproved Minutes of the Parent Advocacy Committee**

**May 12, 2026**

A meeting of the Parent Advocacy Committee was held on May 12th at 7:17 a.m. at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Michelle Menjivar, Chair

The Parent Advocacy Committee meeting was called to order at 7:17 a.m. by Chair, Michelle Menjivar.

**Roll Call:** Nicholas Caldera, Secretary

**Members Present:** Michelle Menjivar, Nicholas Caldera, Robin McNutt, Beth Henschel, Cecilia Quijano, Krystal Rodriguez

**Non-Committee Members:** Siranush Akopyan, Melissa Sopitkuankan, Paige Piper, Kalea Wright, Brandy Mendoza

**Additions/Corrections to the Agenda:** Michelle Menjivar

There were no additions or corrections to the agenda.

**Approval of Minutes:** Michelle Menjivar, Chair

**Item #1** **Approval of Minutes from the April 14, 2026 meeting of the Parent Advocacy Committee - Michelle Menjivar, Chair** (*Motion to Approve*)

On **MOTION** of Robin McNutt, **SECONDED** by Beth Henschel, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Michelle Menjivar, Chair

**Item #2** **Any person 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** **Open House (LCAP Goal 1, Metric 8) - Krystal Rodriguez, ELO-P Coordinator**

*(Informational Item)*

Open House will be on Thursday, May 21, 2026 from 4:30pm–5:30pm and we are looking forward to showcasing the incredible learning and accomplishments of our scholars. Flyers and reminders for Open House have already been shared with families and posted on ClassDojo to help encourage a strong turnout. We are excited for families to see the tremendous growth, progress, and positive experiences our teachers and scholars have achieved throughout this school year.

Classrooms should be welcoming and display current student work, including STEM and FCLA projects as part of our schoolwide showcase. Please note that there will be no pre-event activities this year, as our focus will remain on highlighting the vibrant classroom environments and engaging learning experiences throughout campus. Thank you to everyone for your continued support and collaboration in helping us create a positive and successful Open House experience for our families and students.

**Item #4**                      **Summer Programming Update (LCAP Goal 1, Metric 8) - Krystal Rodriguez,**  
ELO-P Coordinator *(Informational Item)*

I am excited to share that registration for our ASTRO Summer School program will remain open through Tuesday, May 12. Flyers and registration information have been shared with families and promoted through ClassDojo to help encourage participation and excitement around the program. At this time, we already have 150 students registered and interested in attending Session 1, which will take place from June 15–26 from 8:00am–12:00pm.

This year’s ASTRO Summer School theme will focus on astronomy and space exploration through engaging and hands-on activities, assemblies, science-based learning experiences, and a field trip for our scholars.

We would also like to extend a huge thank you to the incredible teachers and staff members who have confirmed their support for our scholars during summer school: Mrs. Allender, Mrs. Caballero, Mr. Caldera, Mrs. Cardenas, Mrs. Hines, Ms. Lopez (RBT), Mrs. Marrelli, Mrs. McCaughin, Mrs. McNutt, Mrs. Meeks, Mrs. Menjivar, Mrs. Nguyen, Mrs. Padilla-Zuniga, Ms. Scaglione, Ms. Sindhi, Mrs. Sopot, Ms. Walker, Ms. Western, and Ms. Wright.

We are looking forward to an exciting summer filled with discovery, learning, and stellar experiences for our students!

**Item #5**                      **6th Grade Culmination and End of Year Activities (LCAP Goal 2, Metric 2) -**  
Robin McNutt, 6th Grade Teacher *(Informational Item)*

The 6th Grade Culmination will take place on June 11th, and students have been practicing weekly to make the event extra special, including choreography created by Ms. De La Rosa. We are continuing the SBAC basketball theme for culmination and will be decorating the Annex MPR to match. Decorations will include student-made projects, purchased items, and support from Ms. Palma’s amazing parent group.

We have several exciting end-of-year activities coming up, including an ice cream social, a special luncheon with an alternate menu provided by SNP, a Universal Studios field trip, and yearbook signing. Participation in these activities is earned through positive behavior, as outlined in the contract and letter shared with and signed by parents during conferences.

**Item #6**                      **Family Center Update (LCAP Goal 2, Metrics 1-2)** - Virginia Palma,  
Community School Coordinator (*Informational Item*)

FEAST Workshop

Participants have continuously learned new recipes every week that heavily involve incorporating vegetables and teaching everyone that meals can be balanced with alternative protein options. The end of session share outs have been a wonderful way of getting to know each other's perspective on healthy living, changing wellness goals and continuing to nurture connections amongst participants.

ESL Workshop with Los Angeles Valley College

On Thursday May 7th, the LAVC team picked up participants in a caravan to take a field trip to visit the campus. There was a need to officially enroll participants in the Los Angeles Community College District (LACCD) so they can pursue other free non-credit workshop opportunities at Valley College. Ms. Palma kept in contact with the instructor and everyone who attended received a group tour of the campus and what they have to offer.

Decorations for Summer Block Party & 6th Grade Graduation

Our frequent volunteers have accepted to create decorations for the Summer Block Party and also create basketball-themed decor for 6th grade graduation. After having a group brainstorm session, we agreed that we wanted student artwork contributions! Ms. Palma will send out an email to teaching staff with information about beach related printouts for each grade level. We are hoping that students write their names on the back and cut the pieces out when their creative pieces are done so they can be used to display in the annex hallways for the upcoming school event. This is an excellent way to encourage school wide student creativity and wonderfully aligns with the community schools vision.

6th Grade/TK/Kinder End of Year Certificates

Ms. Palma will be printing end-of-year certificates for TK, Kinder and 6th grade. She will be going based off current class rosters and will reach out to teachers to confirm student names before officially printing batches.

**Item #7**                      **TK Family Workshops (LCAP Goal 2, Metrics 1-2)** - Priscilla Gentry, TK Lead  
Teacher (*Informational Item*)

The TK team is looking forward to hosting our families for our upcoming family workshop, an engaging opportunity designed to connect learning between school and home. These workshops highlight a range of foundational learning areas, including literacy, math, science, and art, with a strong emphasis on continuing to build social skills as they interact with their peers. This special time invites families into the classroom to see firsthand what their children are learning, participate actively in the experience, and strengthen the partnership between families and teachers. This will be our third workshop of the year—one more than we offered last year—reflecting our continued commitment to building a strong and supportive learning community. For our final, summer-themed workshop, we will also incorporate an engaging, hands-on "cooking" activity, giving students and families the chance to work together to create a simple seasonal treat while practicing teamwork, following directions, and exploring early math and science concepts in a meaningful, real-world way.

**Item #8**                      **Kindergarten Promotion (LCAP Goal 2, Metric 1)** - Kalea Wright,  
Kindergarten Lead Teacher (*Informational Item*)

The Kindergarten Promotion will take place on Tuesday June 9th. The event will include student recognition, semester awards, and a musical performance. We look forward to honoring our kindergarten students and celebrating their success together as a school community.

**Item #9**                                    **Kinder Culmination VIP Ticket & Parking Fundraiser (LCAP Goal 2, Metric 1)** - Kalea Wright, Kindergarten Lead Teacher (*Motion to Approve*)

The kindergarten team is hosting a VIP ticket and parking fundraiser for the Kinder Culmination. Raffle tickets are one dollar each with each one dollar counting as one submission. Families can purchase as many tickets as they would like to increase their chances of winning. The last day to purchase raffle tickets will be June 3rd and winners will be announced June 5th. There will be one winner selected from each kindergarten class for a total of 3 winning families. The proceeds will go towards end of the year celebrations and kindergarten supplies.

On **MOTION** of Nicholas Caldera, **SECONDED** by Cecilia Quijano, and **CARRIED**, the Kinder Culmination VIP Ticket & Parking Fundraiser was approved as submitted.

**Item #10**                                    **6th Grade Culmination VIP Ticket & Parking Fundraiser (LCAP Goal 2, Metric 1)** - Robin McNutt, 6th Grade Teacher (*Motion to Approve*)

The 6th grade team is hosting a VIP ticket and parking fundraiser for the 6th Grade Culmination. Raffle tickets are 5 dollars each and will be sold during classroom visits. Families can buy as many raffle tickets as they would like to increase their chances of winning. There will be one winner selected from each 6th grade classroom. The proceeds will go towards offsetting the cost of decorations for the 6th Grade Culmination as well as other end of the year events.

On **MOTION** of Beth Henschel, **SECONDED** by Krystal Rodriguez, and **CARRIED**, the 6th Grade Culmination VIP Ticket & Parking Fundraiser was approved as submitted.

**Item #11**                                    **Raising Cane's Bicycle Raffle Fundraiser (LCAP Goal 2, Metric 1)** - Paige Piper, Assistant Director (*Motion to Approve*)

In December 2025, Bert Corona Charter Middle School received two bicycles—one full-size and one children’s bicycle—along with helmets, generously donated by Raising Cane’s Restaurants. The middle school later donated the items to the Academies. To encourage school community engagement, we would like to hold a raffle for these items.

Raffle tickets will be available for purchase at \$2 each. Tickets may be purchased in person during the Summer Block Party or by submitting payment to the Front Office. All proceeds will support the FCLA/STEM Faculty Funds.

As part of our enrollment outreach efforts, families who submit a completed enrollment packet to the Main Office will receive five complimentary raffle tickets. In addition, if a new family is referred by a current family, the referring family will also receive five raffle tickets.

Ticket sales and enrollment-related ticket distribution will begin on Monday, May 18, 2026. There will be a total of 2 winners, announced on June 12, 2026!

On **MOTION** of Robin McNutt, **SECONDED** by Nicholas Caldera, and **CARRIED**, the Raising Cane’s Bicycle Raffle Fundraiser was approved as submitted.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

The next Parent Advocacy Committee meeting is TBD.

**Adjournment:**

On **MOTION** of Robin McNutt, **SECONDED** by Krystal Rodriguez, and **CARRIED**, the Parent Advocacy Committee meeting was adjourned at 7:37 a.m.

**Minutes respectfully submitted by: Nicholas Caldera**

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

**Unapproved Minutes of the Parent Advocacy Committee**

**May 12, 2026**

A meeting of the Parent Advocacy Committee was held on Tuesday, May 12, 2026 at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

**Call to Order:** Virginia Palma, Chair

The Parent Advocacy Committee meeting was called to order at 7:17 a.m. by Michelle Menjivar on behalf of Chair, Virginia Palma.

**Roll Call:** Melissa Sopitkuankan, Secretary

**Personnel Committee Members Present:** Siranush Akopyan, Brandy Mendoza, Melissa Sopitkuankan, Cecilia Quijano, Krystal Rodriguez, Dr. Beth Henschel

**Members Excused:** Lynne Cuneo, Virginia Palma,

**Non-committee Members Present:** Michelle Menjivar, Nicholas Caldera, Robin McNutt, Paige Piper, Kalea Wright

**Additions/Corrections to the Agenda:** Virginia Palma, Chair

There were no additions or corrections to the agenda.

**Approval of Minutes:** Virginia Palma, Chair

**Item #1**                    **Approval of Minutes from the April 14, 2026, meeting of the Parent Advocacy Committee - Virginia Palma, Chair** (*Motion to Approve*)

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

**Presentations from the Public:** Virginia Palma, 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**                    **Open House (LCAP Goal 1, Metric 8) - Krystal Rodriguez, ELO-P Coordinator** (*Informational Item*)

Mrs. Rodriguez shared with the committee that Open House will be on Thursday, May 21, 2026 from

4:30pm - 5:30pm and we are looking forward to showcasing the incredible learning and accomplishments of our scholars. Flyers and reminders for Open House have already been shared with families and posted on ClassDojo to help encourage a strong turnout. We are excited for families to see the tremendous growth, progress, and positive experiences our teachers and scholars have achieved throughout this school year.

Classrooms should be welcoming and display current student work, including STEM and FCLA projects as part of our schoolwide showcase. Please note that there will be no pre-event activities this year, as our focus will remain on highlighting the vibrant classroom environments and engaging learning experiences throughout campus. Thank you to everyone for your continued support and collaboration in helping us create a positive and successful Open House experience for our families and students.

**Item #4**                      **Summer Programming Update (LCAP Goal 1, Metric 8) - Krystal Rodriguez, ELO-P Coordinator (*Informational Item*)**

Mrs. Rodriguez shared with the committee that registration for our ASTRO Summer School program will remain open through Tuesday, May 12. Flyers and registration information have been shared with families and promoted through ClassDojo to help encourage participation and excitement around the program. At this time, we already have 150 students registered and interested in attending Session 1, which will take place from June 15–26 from 8:00am–12:00pm.

This year’s ASTRO Summer School theme will focus on astronomy and space exploration through engaging and hands-on activities, assemblies, science-based learning experiences, and a field trip for our scholars.

We would also like to extend a huge thank you to the incredible teachers and staff members who have confirmed their support for our scholars during summer school: Mrs. Allender, Mrs. Caballero, Mr. Caldera, Mrs. Cardenas, Mrs. Hines, Ms. Lopez (RBT), Mrs. Marrelli, Mrs. McCaughin, Mrs. McNutt, Mrs. Meeks, Mrs. Menjivar, Mrs. Nguyen, Mrs. Padilla-Zuniga, Ms. Scaglione, Ms. Sindhi, Mrs. Sopitkuankan, Ms. Walker, Ms. Western, and Ms. Wright.

We are looking forward to an exciting summer filled with discovery, learning, and stellar experiences for our students!

**Item #5**                      **6th Grade Culmination and End of Year Activities (LCAP Goal 2, Metric 2) - Robin McNutt, 6th Grade Teacher (*Informational Item*)**

Mrs. McNutt shared with the committee that sixth grade is gearing up for culmination and coinciding with the fun SBAC theme, basketball! Students are preparing choreographed dances and looking forward to celebrating this exciting milestone with their families. This year, sixth grade is happy to welcome more family members, with three tickets available per family for culmination. As the end of the year approaches, students will participate in several special activities, including behavior contracts to help keep everyone focused during the extra fun activities, an ice cream social, a sixth-grade luncheon, and a Universal Studios field trip.

**Item #6**                      **Family Center Update (LCAP Goal 2, Metrics 1-2) - Virginia Palma, Family Center Director (*Informational Item*)**

Ms. Piper shared on behalf of Ms. Palma the following updates for the Family Center:

**FEAST Workshop**

Participants have continuously learned new recipes every week that heavily involve incorporating

vegetables and teaching everyone that meals can be balanced with alternative protein options. The end of session share outs have been a wonderful way of getting to know each other's perspective on healthy living, changing wellness goals and continuing to nurture connections amongst participants.

### **ESL Workshop with Los Angeles Valley College**

On Thursday May 7th, the LAVC team picked up participants in a caravan to take a field trip to visit the campus. There was a need to officially enroll participants in the Los Angeles Community College District (LACCD) so they can pursue other free non credit workshop opportunities at Valley College. Ms. Palma kept in contact with the instructor and everyone who attended received a group tour of the campus and what they have to offer.

### **Decorations for Summer Block Party & 6th Grade Graduation**

Our frequent volunteers have accepted to create decorations for the Summer Block Party and also create Basketball themed decor for 6th grade graduation. After having a group brainstorm session, we agreed that we wanted student artwork contributions! Ms. Palma will send out an email to teaching staff with information about beach related printouts for each grade level. We are hoping that students write their names on the back and cut the pieces out when their creative pieces are done so they can be used to display in the annex hallways for the upcoming school event. This is an excellent way to encourage school wide student creativity and wonderfully aligns with the community school's vision.

### **6th Grade/TK/Kinder End of Year Certificates**

Ms. Palma will be printing end of year certificates for TK, Kinder and 6th grade. She will be going based off current class rosters and will reach out to teachers to confirm student names before officially printing batches.

#### **Item #7**                      **TK Family Workshops (LCAP Goal 2, Metrics 1-2) - Priscilla Gentry, TK Lead Teacher** *(Informational Item)*

The TK team is looking forward to hosting our families for our upcoming family workshop, an engaging opportunity designed to connect learning between school and home. These workshops highlight a range of foundational learning areas, including literacy, math, science, and art, with a strong emphasis on continuing to build social skills as they interact with their peers. This special time invites families into the classroom to see firsthand what their children are learning, participate actively in the experience, and strengthen the partnership between families and teachers. This will be our third workshop of the year—one more than we offered last year—reflecting our continued commitment to building a strong and supportive learning community. For our final, summer-themed workshop, we will also incorporate an engaging, hands-on "cooking" activity, giving students and families the chance to work together to create a simple seasonal treat while practicing teamwork, following directions, and exploring early math and science concepts in a meaningful, real-world way.

#### **Item #8**                      **Kindergarten Promotion (LCAP Goal 2, Metric 1) - Kalea Wright, Kindergarten Lead Teacher** *(Informational Item)*

On June 9th, kindergarten students will be honored and celebrated for their growth, learning, and progress throughout their year in kindergarten. The event will include student recognition, semester awards, and a special performance from music class as we celebrate their achievements and promotion.

#### **Item #9**                      **Kinder Culmination VIP Ticket & Parking Fundraiser (LCAP Goal 2, Metric 1) - Kalea Wright, Kindergarten Lead Teacher** *(Motion to Approve Item)*

The Kinder Fundraiser will include a VIP Parking Raffle, giving families the opportunity to enter for a chance to win parking in the staff parking lot and VIP seats for the event. Raffle tickets will be \$1 each,

and one winner will be selected from each class. Funds raised will support end-of year celebrations and classroom supplies.

On **MOTION** of Brenda Mendoza, **SECONDED** by Siranush Akopyan, and **CARRIED**, the Kindergarten VIP Ticket and Parking Fundraiser was approved.

**Item #10**                      **6th Grade Culmination VIP Ticket & Parking Fundraiser (LCAP Goal 2, Metric 1) - Robin McNutt, 6th Grade Teacher (*Motion to Approve Item*)**

The 6th grade team will host a VIP Seating Raffle during Open House to help engage families and raise funds for culmination and end-of-year activities. Families may purchase unlimited raffle entries for \$5 each. One winner from each classroom will receive preferential seating in addition to the three tickets each family already receives. Funds raised will help offset costs and support special 6th grade end-of-year fun and celebrations.

On **MOTION** of Cecilia Quijano, **SECONDED** by Melissa Sopitkuankan, and **CARRIED**, the Sixth Grade VIP Ticket and Parking Fundraiser was approved.

**Item #11**                      **Raising Cane's Bicycle Raffle Fundraiser (LCAP Goal 2, Metric 1) – Paige Piper, Assistant Director (*Motion to Approve Item*)**

In December 2025, Bert Corona Charter Middle School received two bicycles; one full-size and one children's bicycle, along with helmets, generously donated by Raising Cane's Restaurants. The middle school then donated the items to the Academies. To encourage school community engagement, we would like to hold a raffle for these items.

Raffle tickets will be available for purchase at \$2 each. Tickets may be purchased in person during the Summer Block Party or by submitting payment to the Front Office. All proceeds will support the FCLA/STEM Faculty Funds.

As part of our enrollment outreach efforts, families who submit a completed enrollment packet to the Main Office will receive five complimentary raffle tickets. In addition, if a new family is referred by a current family, the referring family will also receive five raffle tickets.

Ticket sales and enrollment-related ticket distribution will begin on Monday, May 18, 2026. There will be a total of 2 winners, announced on June 12, 2026!

On **MOTION** of Krystal Rodriguez, **SECONDED** by Brenda Mendoza, and **CARRIED**, Raising Cane's Bicycle Raffle Fundraiser was approved.

**Announcements:** There were no announcements.

**Next Regular Meeting:**

The next Parent Advocacy Committee meeting will be held on TBD

**Adjournment:**

On **MOTION** of Dr. Beth Henschel, **SECONDED** by Siranush Akopyan, and **CARRIED**, the meeting was adjourned at 7:38am.

**Minutes respectfully submitted by: Melissa Sopitkuankan**

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

**Unapproved Minutes of the Parent Advocacy Committee**

**May 28, 2026**

A meeting of the Parent Advocacy Committee was held on May 28, 2026, at 7:15 a.m. in the Conference Room (Room 201) of Fenton Primary Center at 11351 Dronfield Avenue, Pacoima, CA, 91331.

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

The Parent Advocacy Committee Meeting was called to order at 7:18 a.m. by Co-Chair, Bridget Ruiz.

**Roll Call:** Bridget Ruiz, Co-Chair

**Members Present:** Bridget Ruiz, Carla Carr, Jasmin Gonzalez, Sara Fillerup, Lorena Sanchez, Gurpreet Gill, Paola Ramirez, Sandra Valle

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

**Members Excused:** Juan Gomez, Laura Vasquez, Sirui Thomassian, Cindy Soto

**Members Absent:** Magaly Ponce, Gloria Rangel, Nury Gonzalez, Maricela Marquez, Celina Calvillo

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

There were no additions or corrections to the agenda.

**Approval of Minutes from April 13, 2026:** Bridget Ruiz, Co-Chair

**Item #1**                    **Approval of the Minutes from the April 13, 2026 meeting of the Parent Advocacy Committee -** Bridget Ruiz, Co-Chair *(Motion to Approve)*

On **MOTION** of Lorena Sanchez, **SECONDED** by Sandra Valle, and **CARRIED**, the minutes of the Parent Advocacy Meeting of April 13, 2026 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**                                    **2026-2027 Committee Co-Chairs (LCAP 2, Metric 2.2)** - Gurpreet Gill, FPC PAC Co-Chair (*Informational Item*)

Coco Salazar and Bridget Ruiz will be the new co-chairs of the Parent Advocacy Committee for the 2026/2027 school year. We are currently seeking a volunteer to fill the Secretary position. If we are unable to fill the position by our first meeting, we will implement a rotating schedule so committee members can take turns taking meeting minutes.

**Item #4**                                    **2026-2027 School Year PAC Meetings (LCAP 2, Metric 2.2)** - Bridget Ruiz, FPC PAC Co-Chair (*Informational Item*)

The committee would like to request that all committee meetings be prescheduled so that they can be added to the FPC calendar. It helped with committee member attendance and planning for the school year.

**Item #5**                                    **Mental Health Awareness Month & Career Day Update (LCAP 2, Metric 2.1 & 2.2)** - Paola Ramirez, FPC School Counselor (*Informational Item*)

Mrs. Ramirez shared information on Mental Health Awareness Month, which took place the week of May 11 to May 15<sup>th</sup>. Students wore different colors each day of the week to represent a different feeling. Mrs. Ramirez sent information home for families on mental health awareness and placed positive affirmations around campus for staff. Mrs. Ramirez also informed the committee that Career Day was a success. The emergency room nurse was unable to attend due to illness. However, our school nurse and nurse assistant, Ms. Reyes, were able to present to students. Mrs. Ramirez also wanted to thank parent volunteers for their help on Career Day.

**Item #6**                                    **May Spirit Days (LCAP 2, Metric 2.1)** - Bridget Ruiz, FPC PAC Co-Chair (*Informational Item*)

In the month of May, we celebrated Career Day on May 21<sup>st</sup>, May the Fourth be with you on May 4<sup>th</sup>, Teacher Appreciation Week, Cinco de Mayo, and Mental Health Awareness Week. The committee discussed ways to help increase participation by adding a bulletin board near the school entrance with flyers posted to remind parents of spirit days, early dismissal days, or any other information. We acknowledge that some families may not check Instagram or ClassDojo on time, or miss information if multiple posts are sent on the same day.

**Item #7**                                    **End of the Year Spirit Week (LCAP 2, Metric 2.1)** - Gurpreet Gill, FPC PAC Co-Chair (*Motion to Approve*)

The committee approved spirit week for the week of June 1<sup>st</sup> to June 12<sup>th</sup>.

- Monday June 1<sup>st</sup>: Future So Bright Day
- Tuesday June 2<sup>nd</sup>: Team Summer Day
- Wednesday June 3<sup>rd</sup>: Hats off to Summer Day
- Thursday June 4<sup>th</sup>: Hawaiian Day
- Friday June 5<sup>th</sup>: Disney Day
- Monday June 8<sup>th</sup>: Summer Reading and Relaxing Day/ PJ Day
- Tuesday June 9<sup>th</sup>: Happy Camper Day
- Wednesday June 10<sup>th</sup>: Party in the USA Day

- Thursday June 11<sup>th</sup>: Peace out Groovy 70's Day
- Friday June 12<sup>th</sup>: Summer Attire

On **MOTION** of Paola Ramirez, **SECONDED** by Jasmin Gonzalez, and **CARRIED**, End of the Year Spirit Week was approved.

**Item #8**                      **ELO-P Summer Program (LCAP 2, Metric 2.2)** - Lorena Sanchez, FPC  
Expanded Learning Coordinator (*Informational Item*)

Ms. Sanchez informed the committee of fun summer school events that have been planned. Students will have the opportunity to attend summer school for 9 days and will end with a visit to El Capitan Theater to watch the new Toy Story movie on June 27<sup>th</sup>. There will be no summer school on June 19<sup>th</sup>.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

TBD

**Adjournment:**

By order of **GENERAL CONSENSUS**, the Parent Advocacy Meeting was adjourned by general consensus at 7:48 a.m.

**Minutes respectfully submitted by: Sandra Valle**

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

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

**June 4, 2026**

A meeting of the School-Community Relations Council was held on Thursday, June 4, 2026, at 7:20 a.m. at Fenton Avenue Charter School.

**Call to Order:** Kristin Tzintzun, Chairperson

The School-Community Relations Council meeting was called to order at 7:21 am by Chair, Kristin Tzintzun.

**Roll Call:** Bridget Moreno, Secretary

**Members Present:** Monica Castañeda, Alejandra Muñoz, Kristin Tzintzun, Bridget Moreno, Ivan Hernandez, Tony Peña, Nallely Del Rio, Samantha Alarcon, Makaylah Peterson, Rachel Lee, DeeAnne Drake Ferraro

**Members Absent :** Edith Cervantes

**Members Excused:** Kelley Christenson

**Non-Council Members Present:** Nicole Langlois

**Additions/Corrections to the Agenda:** Kristin Tzintzun, Chairperson

There were no additions or corrections to the agenda.

**Item #1** **Minutes from the May 7, 2026 meeting of the School-Community Relations Council -** Kristin Tzintzun, Chairperson (*Motion to Approve*)

On **MOTION** of Tony Pena, **SECONDED** by Rachel Lee, and **CARRIED**, the Minutes of the School-Community Relations Council Meeting of May 7, 2026, were approved as submitted.

**Presentations from the Public:** Kristin Tzintzun, Chairperson

**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**                      **Semester Awards (LCAP Goal 2; Metric 2.2)** - Kelley Christenson, ELO-P Coordinator (*Informational Item*)

Semester Awards are well underway and will continue throughout the week, with one final ceremony held today. These events provide a wonderful opportunity to celebrate our students and recognize their accomplishments in areas such as academic achievement, improvement, citizenship, and perfect attendance. A special thank you to Mrs. Christenson and Ms. Castañeda for their hard work in organizing and preparing for the awards ceremonies. We also appreciate our teachers for their thoughtful preparation and support in recognizing our students' successes. It has been a joy to see families join us in celebrating these achievements. Fifth grade awards will be presented during the culmination ceremony next Thursday.

**Item #4**                      **Summer Programming (LCAP Goal 3, AMO 2)** - Kelley Christenson, ELO-P Coordinator (*Informational Item*)

Fenton Avenue Charter School's Summer School program will run for nine instructional days from June 15–26 and will combine academic learning with exciting enrichment opportunities centered around a Summer Luau theme selected by our summer school teachers. During the first week, our ELO-P vendor, B.E.A.R., will provide hula dancing instruction, followed by performances from traditional Polynesian dancers and a live band during the second week. Students will participate in engaging classroom projects, including a chemical reaction volcano experiment and a coral reef-growing project, while summer school teachers deliver lessons designed to strengthen foundational skills and prepare students for the upcoming grade level.

Students will also enjoy educational field trips to the Discovery Cube and the El Capitan Theatre to see *Toy Story 5*. We are excited to extend summer learning into July through three ELO-P field trips: TK–2nd grade students will attend Adventure City on July 24, while 3rd–5th grade students will attend Disneyland on July 18 and July 25. These extension field trips will reinforce our SMART behavior matrix and provide students with opportunities to practice speaking and listening skills aligned with our Local Control and Accountability Plan (LCAP) goals.

Additional information regarding chaperone sign-ups will be shared during the final week of school.

**Item #5**                      **EOY i-Ready Diagnostic Data (LCAP Goal 1, AMO 1-2)** - Monica Castañeda, Director (*Informational Item*)

We are incredibly proud of the progress our students have made this year, as reflected in our End-of-Year (EOY) i-Ready Diagnostic results.

Currently, 50% of our students are proficient in English Language Arts (ELA), and 53% are proficient in Mathematics. Compared to last year's EOY results of 51% proficiency in ELA and 51% proficiency in Math, our students have maintained strong performance in ELA while demonstrating growth in Math achievement.

In the area of student growth, 59% of students met their Typical Growth target in ELA, and 55% met their Typical Growth target in Math. Reaching Typical Growth is a significant accomplishment, and we are proud to have exceeded the benchmark goal of having at least 50% of students achieve their annual growth target.

These results reflect the hard work, dedication, and perseverance of our students, teachers, and families throughout the school year. We are especially excited to celebrate that approximately half of our students

are now performing at proficiency levels in both ELA and Mathematics.

Thank you to everyone for your continued commitment to student success. Your efforts have made a meaningful difference, and we look forward to building on this progress in the coming year.

**Item #6**                      **Family Center Update (LCAP Goal 2, AMO 1-2) - Tony Peña, Family Center Director** (*Informational Item*)

As we approach the end of the school year, many of our Family Center activities are also coming to a close. Parent volunteer applications have been submitted to the district, and we are currently awaiting approval before volunteers can begin supporting our school next year.

In addition, the Family Center is currently planning classes for next year, including a healthy cooking class made possible through the support of Providence. The class will begin on December 11th, and we will be able to host up to 15 participants. Mr. Peña is preparing a flyer for parents and families that will include information on how to sign up for the class. Providence staff will come to campus to conduct the healthy cooking class, allowing participants to practice preparing recipes. Participants will then be able to take the recipes home to their families and provide feedback during the next class session.

Mr. Peña shared that our ESL classes have officially concluded, and feedback was gathered from participants regarding the effectiveness of the program. Attendees reported feeling more comfortable using basic English after completing the classes. Looking ahead to next year, we would like to begin offering GED and citizenship classes for families at Fenton Avenue Charter School. These classes will help families become more knowledgeable about the citizenship process and assessment requirements. The GED classes are intended to foster independence and success for our families, which in turn helps set a positive academic example for their children.

Last month, Mr. Peña attended the Los Angeles County Mental Health Fair, where he obtained informational flyers that will be made available to families. The Regency Corporation also expressed interest in supporting our organization by providing family and parenting classes. Mr. Peña plans to gather feedback from parents regarding the types of classes that would be most beneficial and will share that information with Regency.

Mr. Peña also opened a discussion regarding fundraising opportunities for next year. He shared that this year we held fundraisers through Popcornopolis and snack sales. The Popcornopolis fundraiser generated approximately \$4,000 for our school and had moderate participation. The snack fundraiser generated less than \$2,000. Mr. Peña invited the council to discuss fundraising ideas that could increase engagement and participation next year.

Mr. Peña noted that chocolate bar fundraisers were highly successful in previous years; however, the cost per chocolate bar has increased from \$1 to \$2, which may be a concern for some families. Ms. Ferraro suggested hosting a fair-style event where families could purchase raffle tickets. This type of event would bring families onto campus and provide opportunities to invite additional community members to our school. Ms. Tzintzun also shared that some schools partner with restaurants, such as Panda Express, to host fundraising events. The council agreed that this approach could increase family participation, particularly if a Fenton Avenue staff member was present at the restaurant during the event.

The council further discussed incorporating incentives for top sellers, such as a McDonald's lunch, to encourage greater student and family participation. Overall, the council agreed that developing partnerships with popular local restaurants could be a beneficial fundraising strategy moving forward.

We are excited to explore these opportunities and see what we can implement during the next academic year.

**Item #7**                      **College and Career Week (LCAP Goal 2; Metric 2.2)** - Ivan Hernandez, School Counselor (*Informational Item*)

Mr. Hernandez shared that College and Career Week was successfully held from May 26 to May 29. Earlier in the year, students participated in the March Madness Tournament of Careers, where they voted on the career they were most interested in learning more about. The winning career was as a police officer, so Mr. Hernandez reached out to school staff and community members to identify presenters who could speak with students.

On May 26, students welcomed Peter Steur, a Park Ranger from the community, who presented in the auditorium. On Wednesday, May 27, students heard from Marco Marin, an Aircraft Pilot with the California Highway Patrol. College and Career Week concluded with a presentation from Natalie Gudino, a Youth Organizer with Pacoima Beautiful.

Mr. Hernandez shared his enthusiasm for being able to welcome presenters to campus for in-person presentations this year, compared to last year's Zoom format. Thank you to Mr. Hernandez and his intern staff for implementing an engaging and community-driven College and Career Week!

**Announcements:**

We are thrilled to hold our ELO-P program's theater presentation of *101 Dalmatians*, led by Mrs. Ferraro and Ms. Tzintzun! We are especially excited to have our special guest, Miss Honey, our campus therapy dog, as part of the production team. Lastly, our school site will be hosting a spirit day, "FIFA Friday," to celebrate the World Cup!

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Tony Peña, **SECONDED** by DeeAnne Drake Ferraro, and **CARRIED**, the meeting of the School-Community Relations Council on June 4, 2026, was adjourned at 7:47 am.

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

**Unapproved Minutes of the School Site Council Meeting**

**June 1, 2026**

**Call to Order:** Juan Gomez, Chair

The School Site Council Meeting was called to order at 3:01 p.m. by Chair, Juan Gomez.

**Roll Call:** Juan Gomez, Chair

**Members Present:** Juan Gomez, Lorena Sanchez, Jasmin Directo, Sara Fillerup Bird

**Members Excused:** Sirui Thomassian, Laura Vasquez

**Members Absent:** None

**Non-Members in Attendance:** None

**Additions/Corrections to the Agenda:** Juan Gomez, Chair

There were no additions or corrections to the agenda.

**Approval of Minutes:**

The minutes of the previous meeting will be approved at the next meeting.

**Presentations from the Public:** Juan Gomez, Chair

**Item #1** Any persons desiring to address the School Site Council on any proper matter

Sara Fillerup and Jasmine Directo shared comments.

**Old Business:**

None

**New Business:**

**Item #2** English Learner Reclassification (LCAP Goal 1, Metrics 3-4) - Juan Gomez, Assistant Director (*Informational Item*)

Mr. Gomez presented on behalf of the ELAC Committee. The RFEP memo was distributed during the week of May 18, 2026, outlining the reclassification eligibility requirements, process, and next steps. Mr. Gomez and Ms. Reyes are currently collecting RFEP forms for the 14 students who reclassified this

year. Once all signatures have been received, the forms will be entered into Infinite Campus to officially reflect the students' status change from English Learner (EL) to Reclassified Fluent English Proficient (RFEP). Following reclassification, students will be monitored for three years to ensure continued academic progress and English language proficiency.

**Item #3**                                **2026-2027 LCAP Stakeholder Input (LCAP Goal 2)** - Sirui Thomassian, Director (*Discussion Item*)

Mr. Gomez presented on behalf of Mrs. Thomassian. He reviewed the updated 2026-2027 LCAP draft with the ELAC committee. He provided an overview of all three LCAP goals and the associated metrics within each goal area. Mr. Gomez explained that FCPS is currently in Year 3 of the LCAP cycle. He also reviewed Mrs. Miller's LCAP presentation to the board, which outlined the LCAP goals and their connection to both FCPS and FPC priorities and initiatives.

**Item #4**                                **EOY i-Ready Diagnostic (LCAP Goal 1, Metrics 1 and 7)** - Juan Gomez, Director (*Informational Item*)

The i-Ready Diagnostic assessment window opened on May 18, 2026, and will remain open through June 5, 2026. At the time of the meeting, FPC had achieved an 87% completion rate in ELA and a 30% completion rate in Mathematics. Once testing is complete, results will be shared with instructional coaches and reviewed by district instructional leadership to monitor student growth and inform instructional planning for the 2026–2027 academic year.

**Item #5**                                **Summer Programing (LCAP Goal 1, Metric 8)** - Lorena Sanchez, ELO-P Coordinator (*Informational Item*)

Summer School is quickly approaching and will begin on Monday, June 15, immediately following the last day of the regular school year. The program will run for nine days, with no classes held on Juneteenth. We have a full schedule of assemblies and special events planned throughout the program. In addition, we are preparing for our Kidchella School Community Event, which will take place on Thursday, June 25, from 12:30 p.m. to 3:30 p.m. We are also excited about our Summer School field trip to the El Capitan Theatre on Saturday, June 27, where students will have the opportunity to watch Toy Story 5.

**Item #6**                                **Facilities Updates (LCAP Goal 3, Metrics 5)** - Juan Gomez, Assistant Director, (*Informational Item*)

Mr. Gomez provided an update on the installation of the new mesh fence screening. The purpose of the screening is twofold: to clearly identify and communicate that the site is a school campus and to enhance privacy and security for students, staff, and visitors. The finalized design has been completed and shared with stakeholders, and the project is now moving toward implementation. This improvement supports the school's ongoing commitment to maintaining a safe, secure, and welcoming learning environment. We are excited about the progress of the project and look forward to its completion and the positive impact it will have on campus appearance and security.

**Announcements:**

None

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Sara Fillerup, **SECONDED** Jasmin Directo, and **CARRIED**, the School Site Council Meeting adjourned at 3:21 p.m.

**Minutes respectfully submitted by: Lorena Sanchez**

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

**Unapproved Minutes of the School Site Council**

**June 2, 2026**

A meeting of the School Site Council was held on Tuesday, June 2, 2026, at 3 p.m. at Fenton Avenue Charter School via Zoom.

**Call to Order:** Nicole Langlois, Chair

The School Site Council meeting was called to order at 3:03 pm by Chair, Nicole Langlois.

**Roll Call:** Naeiri Roberts, Secretary

**Members Present:** Naeiri Roberts, Alejandra Muñoz, Emrys Roberts, Lesley Jimenez, Nicole Langlois, Crystal Martinez, Evelyn Martinez

**Members Absent:** Gloria Contreras

**Members Excused:** Monica Castañeda, Christine Kaloutian

**Non-Committee Members Present:** Jose Peña, Kelley Christenson

**Additions/Corrections to the Agenda:** Nicole Langlois, Chair

There are no additions or corrections to the agenda.

**Approval of Minutes:** Nicole Langlois, Chair

**Item #1** **Minutes from the April 21, 2026 meeting of the FACS School Site Council - Nicole Langlois, Chair** (*Motion to Approve*)

On **MOTION** of Alex Muñoz, **SECONDED** by Emrys Roberts, and **CARRIED**, the minutes were approved as submitted.

**Presentations from the Public:** Nicole Langlois, Chair

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

There were no presentations from the public.

**Old Business:**

There was no old business.

**New Business:**

**Item #3**                      **English Learner Reclassification (LCAP Goal 1, Metrics 3-4)** - Alex Muñoz,  
FACS Assistant Director (*Informational Item*)

We have received scores for all students who completed the Summative ELPAC Assessment. We have a total of 23 students who are eligible to reclassify, which brings our reclassification rate for this year to 12.04%. Teachers with eligible students received the ELPAC Reclassification Letter, which they were asked to sign. The office will be calling parents to come in this week to sign the letter. Upon signing, parents will receive a Reclassification Certificate for their student in order to help commemorate this great achievement. We look forward to continuing to strengthen our practice to ensure higher rates of reclassification for the next year. Nonetheless, we want to give a special thank you to Ms. Kaufman for all of her dedication in meeting with our Newcomer students and for her work with our English Learners, and a thank you to Mr. Tello for his support in running an after-school club, which has helped increase the confidence of our English Learners.

**Item #4**                      **2026-2027 LCAP Stakeholder Input (LCAP Goal 2)** - Monica Castañeda,  
FACS Assistant Director (*Discussion Item*)

As part of the LCAP stakeholder input process, staff members reviewed and provided feedback on the three LCAP goals and our progress toward meeting them: **Goal 1: Increase Student Achievement for All Student Groups Through High-Quality Instruction and Targeted Support; Goal 2: Increase Meaningful and Purposeful Student, Teacher, and Parent Engagement; and Goal 3: Provide the Essential Conditions for Learning.** Staff discussed strategies to continue improving student achievement through effective instruction, intervention, and targeted supports.

The council discussed questions regarding how assessments are administered and whether testing conditions always accurately reflect a student's true academic level. Considering a small group environment or 1-on-1 testing is something the school will continue to consider for students when appropriate. One parent shared that creating a positive testing environment at home can help students perform their best. Strategies mentioned included providing a positive start to the day, ensuring students eat breakfast if they will not be eating at school, and maintaining an early bedtime during testing periods.

The group also discussed school efforts to create a positive atmosphere for students during testing. An example shared was allowing students to help choose the playlist for the morning intercom announcements, which helps build excitement and engagement.

Members expressed interest in learning more about the podcast project being implemented through the Expanded Learning Opportunities Program (ELO-P), particularly its role in helping students practice and develop English-speaking skills.

Finally, participants suggested exploring additional opportunities for parent involvement in ELO-P programs and activities to strengthen family engagement and support student learning.

**Item #5**                      **SBAC and CAST Update (LCAP Goal 1, Metrics 1 and 7)** - Nicole Langlois,  
FACS Director (*Informational Item*)

SBAC testing is now complete for all but one student. We successfully tested 501 out of 526 eligible students, resulting in a 95.2% participation rate. We would like to thank our students, teachers, support staff, and families for their hard work and dedication throughout the testing window. Their efforts helped ensure a smooth and successful administration of the assessments.

Students who had perfect attendance during the testing window participated in an engaging Futboleros assembly on Friday, May 29th.

Student score reports have already begun to arrive. At this time:

- Mathematics: Most scores have been received, with 42% of students meeting or exceeding standards.
- English Language Arts: Approximately 30% of scores have been received so far, with 53% of students meeting or exceeding standards based on the data currently available.
- Science (CAST): Most scores have been received, with 23% of students meeting or exceeding standards.

We look forward to reviewing the complete results and using this data to help guide instructional planning and support student achievement during the 2026–2027 school year.

**Item #6**                      **Summer Programming (LCAP Goal 1, Metric 8)** - Kelley Christenson, FACS  
ELO-P Coordinator (*Informational Item*)

The council received an update on the upcoming summer program, which will begin on June 15th. The summer schedule was shared and reviewed. Students participating in the program will have the opportunity to engage in a variety of enrichment activities, including hula dance classes, weekly Kona Ice treats, and hands-on discovery projects in the classroom. Planned field trips include visits to the Discovery Cube and the El Capitan Theatre to see *Toy Story 5*. Program hours will be 8:00 a.m. to 12:00 p.m., with Think Together programming available in the afternoon for enrolled students. Field trips will take place during the summer program hours of 8:00 a.m. to 12:00 p.m.

**Item #7**                      **Family Center Updates (LCAP Goal 2, Metrics 1-2)** - Tony Peña, FACS  
Community Schools Coordinator (*Informational Item*)

Mr. Peña shared several updates on current and upcoming family engagement initiatives. ESL classes have concluded for the year, and planning is underway for next year’s program. He has also been helping families complete the volunteer packet, so they are able to volunteer on campus and participate in field trips. The Family Center continues to support families with uniforms and other resources.

A new cooking class, Feast Class, will be offered in the fall on Fridays from 8:30–10:30 a.m. and will accommodate up to 15 parents. Flyers will be distributed to families. Next year’s ESL classes are planned for Mondays and Wednesdays from 8:30–10:30 a.m., and they will educate individuals on the process for earning their GED and completing the Citizenship Exam.

Additional updates included participation in a Los Angeles Department of Mental Health training and outreach to community agencies interested in providing parenting classes for families. Providence has expressed interest in partnering with the school to assist families with SNAP enrollment, food pantry resources, and medical services. Fundraising plans for next year are being developed and will be discussed at a future School Community Relations Council meeting.

The council also discussed increasing family involvement through Parent Ambassadors, with the possibility of holding an introductory meeting at the beginning of the school year to encourage participation and engagement.

**Announcements:**

There were no announcements.

**Next Regular Meeting:**

The next meeting of the School Site Council will be held in the 2026-2027 school year.

**Adjournment:**

On **MOTION** of Crystal Martinez, **SECONDED** by Lesley Jimenez, and **CARRIED**, the School Site Council meeting was adjourned at 3:48 p.m.

**Minutes respectfully submitted by: Naeiri Roberts**

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

**Unapproved Minutes of the English Learner Advisory Committee Meeting**

**June 1, 2026**

**Call to Order:** Juan Gomez, Chair

The English Language Advisory Committee Meeting was called to order at 7:25 a.m. by Chair, Juan Gomez.

**Roll Call:** Juan Gomez, Chair

**Members Present:** Juan Gomez, Lorena Sanchez, Maria Reyes

**Members Excused:** Sirui Thomassian

**Members Absent:** Jeanette Hernandez, Fabiola Quinero, Maricela Vega,

**Non-Members in Attendance:** None

**Additions/Corrections to the Agenda:** Juan Gomez, Chair

There were no additions or corrections to the agenda.

**Approval of Minutes:**

**Item #1** Minutes from the March 19, 2026 meeting of the English Learner Advisory Committee - Juan Gomez, Chairperson (*Motion to Approve*)

On **MOTION** of Maria Reyes, **SECONDED** by Lorena Sanchez, and **CARRIED**, the minutes from the March 19, 2026 meeting were approved.

**Presentations from the Public:** Juan Gomez, Chair

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

There were no presentations from the public.

**Old Business:**

None

**New Business:**

**Item #3**                      **English Learner Reclassification (LCAP Goal 1, Metrics 3-4)** - Juan Gomez,  
Assistant Director (*Informational Item*)

Mr. Gomez presented on behalf of the ELAC Committee. The RFEP memo was distributed during the week of May 18, 2026, outlining the reclassification eligibility requirements, process, and next steps. Mr. Gomez and Ms. Reyes are currently collecting RFEP forms for the 14 students who reclassified this year. Once all signatures have been received, the forms will be entered into Infinite Campus to officially reflect the students' status change from English Learner (EL) to Reclassified Fluent English Proficient (RFEP). Following reclassification, students will be progress monitored for three years to ensure continued academic progress and English language proficiency.

**Item #4**                      **2026-2027 LCAP Stakeholder Input (LCAP Goal 2)** - Sirui Thomassian,  
Director (*Discussion Item*)

Mr. Gomez presented on behalf of Mrs. Thomassian. He reviewed the updated 2026-2027 LCAP draft with the ELAC committee. He provided an overview of all three LCAP goals and the associated metrics within each goal area. Mr. Gomez explained that FCPS is currently in Year 3 of the LCAP cycle. He also reviewed Mrs. Miller's LCAP presentation that she shared to the board, which outlined the LCAP goals and their connection to both FCPS and FPC priorities and initiatives.

**Item #5**                      **EOY i-Ready Diagnostic (LCAP Goal 1, Metrics 1 and 7)** - Juan Gomez,  
Assistant Director (*Informational Item*)

The i-Ready Diagnostic assessment window opened on May 18, 2026, and will remain open through June 5, 2026. At the time of the meeting, FPC had achieved an 87% completion rate in ELA and a 30% completion rate in Mathematics. Once testing is complete, results will be shared with instructional coaches and reviewed by district instructional leadership to monitor student growth and inform instructional planning for the 2026–2027 academic year.

**Announcements:**

None

**Next Regular Meeting:**

TBD

**Adjournment:**

On **MOTION** of Lorena Sanchez, **SECONDED** Maria Reyes, and **CARRIED**, the English Language Advisory Committee Meeting adjourned at 7:37 a.m.

**Minutes respectfully submitted by: Lorena Sanchez**

# FENTON CHARTER PUBLIC SCHOOLS

## Fenton Avenue Charter School

### Unapproved Minutes of the English Learner Advisory Committee

**June 2, 2026**

A meeting of the English Learner Advisory Committee was held on Tuesday, June 2, 2026, at 7:15 a.m. via Zoom.

**Call to Order:** Alex Muñoz, Chair

The English Learner Advisory Committee meeting was called to order at 7:19 a.m. by Chair, Alex Muñoz.

**Roll Call:** Alex Muñoz, Chair

**Members Present:** Nicole Langlois, Alejandra Muñoz, Veronica Ramos, Jessi Tello

**Members Absent:** Rosa Castro, Gloria Contreras, and Blanca Juarez.

**Non-Committee Members Present:** Monica Castañeda

**Additions/Corrections to the Agenda:** Alex Muñoz, Chair

There were no additions or corrections to the agenda.

**Item #1** **Approval of Minutes from April 21, 2026 meeting of the English Learner Advisory Committee - Alex Muñoz, Chair** (*Motion to Approve*)

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

**Presentations from the Public:** Alex Muñoz, Chair

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

There were no presentations from the public.

**Old Business:**

There was no old business.

**New Business:**

**Item #3** **English Learner Reclassification - Alex Muñoz, FACS Assistant Director** (*Informational Item*)

We have received scores for all students who completed the Summative ELPAC Assessment. We have a total of 23 students who are eligible to reclassify, which brings our reclassification rate for this year at 12.04%. Teachers with eligible students received the ELPAC Reclassification Letter, which they were asked to sign. The office will be calling parents to come in this week to sign the letter. Upon signing, parents will receive a Reclassification Certificate for their student in order to help commemorate this great achievement. We look forward to continuing to strengthen our practice to ensure higher rates of reclassification for the next year. Nonetheless, we want to give a special thank you to Ms. Kaufman for all of her dedication in meeting with our Newcomer students and for her work with our English Learners, and a thank you to Mr. Tello for his support in running an after-school club, which has helped increase the confidence of our English Learners.

**Item #4**                      **2026-2027 LCAP Stakeholder Input** - Monica Castañeda, FACS Director  
*(Discussion Item)*

As part of the LCAP stakeholder input process, staff members reviewed and provided feedback on the three LCAP goals and our progress toward meeting them: **Goal 1: Increase Student Achievement for All Student Groups Through High-Quality Instruction and Targeted Support; Goal 2: Increase Meaningful and Purposeful Student, Teacher, and Parent Engagement; and Goal 3: Provide the Essential Conditions for Learning.** Staff discussed strategies to continue improving student achievement through effective instruction, intervention, and targeted supports. The discussion also focused on increasing family engagement and participation in school programs and councils.

One suggestion was to hold a dedicated parent meeting at the beginning of the school year to inform families about opportunities for involvement, including participation in SSC and ELAC. Staff noted that during the spring parent meeting, information was shared regarding both councils as a way to increase family engagement. Additional suggestions included hosting a designated meeting for parents of English Learners to provide information about available supports, the ELPAC assessment, and the reclassification process. Ms. Castañeda shared the idea of creating a QR code survey to explain the various opportunities for involvement and gauge parent interest in participating. Staff emphasized that in-person communication is often the most meaningful form of outreach, as it provides families with opportunities to ask questions, receive information directly, and engage in discussions about school programs and student supports. Feedback gathered during the discussion will be considered as part of the ongoing development and implementation of the school's Local Control and Accountability Plan (LCAP).

**Item #5**                      **SBAC and CAST Update** - Nicole Langlois, FACS Assistant Director  
*(Informational Item)*

CAASPP testing is now complete for all but one student. We successfully tested 501 out of 526 eligible students, resulting in a 95.2% participation rate. We would like to thank our students, teachers, support staff, and families for their hard work and dedication throughout the testing window. Their efforts helped ensure a smooth and successful administration of the assessments.

Students who had perfect attendance during the testing window participated in an engaging Futboleros assembly on Friday, May 29th.

Student score reports have already begun to arrive. At this time:

- Mathematics: Most scores have been received, with 42% of students meeting or exceeding standards.
- English Language Arts: Approximately 30% of scores have been received so far, with 53%

- of students meeting or exceeding standards based on the data currently available.
- Science (CAST): Most scores have been received, with 23% of students meeting or exceeding standards.

We look forward to reviewing the complete results and using this data to help guide instructional planning and support student achievement during the 2026–2027 school year.

**Announcements:**

There are no announcements.

**Next Regular Meeting:**

The next ELAC meeting will be held in the 2026-2027 school year.

**Adjournment:**

On **MOTION** of Veronica Ramos, **SECONDED** by Nicole Langlois, and **CARRIED**, the English Learner Advisory Committee was adjourned at 7:35 a.m.

**II. C.**

**Financial Business Manager's Report**

*(See presentation slides)*

## II. D.

### **Site Directors' Reports**

*Site 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 11, 2026**

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

**State Charter Number: 30**

**ATTENDANCE AND ENROLLMENT**

*AVG. Monthly ADA – 98.15%*

*Cumulative ADA - 98.75%*

Date	TK	K	1st	2nd	3rd	4th	5th	Total
6/5/2026	36	45	50	49	152	188	183	703

Date	TK Unfunded	TK Funded	K	1st	2nd	3rd	4th	5th	Total Funded	Total Unfunded
6/6/2025	4	32	50	47	46	182	185	193	735	739

Fenton Avenue Charter School is entering the 2026–2027 school year with a very strong enrollment outlook. Current enrollment has already exceeded budget projections, positioning the school well to meet and potentially surpass anticipated revenue targets. While the budget was developed based on a projected enrollment of 678 students, the school has already secured enrollment of 688 students, reflecting continued demand for the educational programs and services offered at FACS.

Enrollment trends across grade levels further demonstrate the strength of the school's position. Grades 1 and 2 have reached capacity, Kindergarten has already established a waitlist, and Transitional Kindergarten (TK) has only a limited number of spaces remaining. Enrollment in grades 3 through 5 remains healthy and stable, providing a solid foundation for the upcoming school year.

This positive enrollment trend follows a successful 2025–2026 school year in which FACS served 704 students. The continued interest from families is a testament to the dedication of the school's staff, the high-quality educational experiences provided to students, and the strong reputation the school has established within the community. Family referrals and positive word-of-mouth continue to be key drivers of enrollment growth, reflecting the confidence families place in Fenton Avenue Charter School and its commitment to student success.

While enrollment numbers will naturally fluctuate throughout the summer and during the first few weeks of the school year as families relocate or adjust their plans, entering the summer with enrollment above projected levels places the school in a favorable position. Beginning with enrollment exceeding

budget assumptions provides a valuable buffer against anticipated attrition and helps ensure the school remains on track to meet its enrollment and budget goals for the 2026–2027 school year.

**CURRICULUM AND INSTRUCTION**

***26-27 Master Instructional Schedule***

Planning for the 2026–2027 master schedule is progressing steadily, with lead teachers and grade-level teams collaborating to ensure strong alignment of instructional and intervention time across the school. While the overall framework will remain familiar, GLOW Time will continue as our Tier 2 intervention model, providing targeted support for students who need additional assistance. Grade-level teams have submitted their preferred GLOW Time windows, and the Instructional Leadership Team is currently refining the schedule to maximize consistency in ELA, Mathematics, and intervention services across all grades. The finalized master schedule is expected to be shared with staff prior to the start of summer break. A preview can be seen here: [📄 FACS Master Block Schedule \(26-27\)](#)

***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 their progress.

**English Language Arts (ELA) Performance:**

	<b>Fenton Avenue</b>						
	<b>FACS 2018</b>	<b>FACS 2019</b>	<b>FACS 2022</b>	<b>FACS 2023</b>	<b>FACS 2024</b>	<b>FACS 2025</b>	<b>FACS 2026</b>
<b>ELA</b>							
<b>Schoolwide</b>	<b>35</b>	<b>40</b>	<b>42</b>	<b>47</b>	<b>42</b>	<b>47</b>	<b>54%</b>
3rd Grade	31	32	44	48	40	48	47%
4th Grade	39	41	41	43	47	45	62%
5th Grade	35	46	41	50	40	48	56%

Preliminary 2026 SBAC English Language Arts (ELA) results indicate continued growth in overall student achievement at Fenton Avenue Charter School. Schoolwide performance increased from 47% meeting or exceeding standards in 2025 to 54% in 2026, representing a seven-percentage-point gain and the highest level of performance in the past several years.

Grade-level results showed notable variation. Fourth grade demonstrated the most significant growth, increasing from 45% meeting or exceeding standards in 2025 to 62% in 2026, a 17-point improvement. Fifth grade also showed positive growth, increasing from 48% to 56%, continuing an upward trend from

the previous year.

While third grade performance currently stands at 47% meeting or exceeding standards compared to 48% in 2025, the grade level remains consistent with recent performance trends and above pre-pandemic achievement levels. Additional analysis will be conducted as more student results become available.

Overall, the preliminary ELA results reflect the positive impact of focused literacy instruction, targeted intervention supports, and collaborative planning across grade levels. It is important to note that approximately 50% of student scores have been received at this time, and these results remain preliminary. As additional scores are reported, performance levels may shift, and the school is hopeful that the final results will reflect even stronger achievement gains. Staff will continue to analyze student and standards-level data to identify areas of success and opportunities for growth as instructional priorities are established for the 2026–2027 school year.

**Mathematics Performance:**

	<b>Fenton Avenue</b>						
	<b>FACS 2018</b>	<b>FACS 2019</b>	<b>FACS 2022</b>	<b>FACS 2023</b>	<b>FACS 2024</b>	<b>FACS 2025</b>	<b>FACS 2026</b>
<b>Math</b>							
<b>Schoolwide</b>	<b>26</b>	<b>33</b>	<b>32</b>	<b>35</b>	<b>36</b>	<b>35</b>	<b>40%</b>
3rd Grade	28	32	44	47	40	43	45%
4th Grade	30	38	30	34	41	36	54%
5th Grade	20	30	23	26	28	26	21%

Preliminary 2026 SBAC Mathematics results show an increase in overall student achievement at Fenton Avenue Charter School, with schoolwide performance rising from 35% meeting or exceeding standards in 2025 to 40% in 2026. With 99% of student scores received, these results provide a highly reliable picture of overall mathematics performance and will inform planning for the upcoming school year.

Grade-level results demonstrated notable growth in several areas. Fourth grade showed the most significant improvement, increasing from 36% meeting or exceeding standards in 2025 to 54% in 2026, an 18-point gain and the highest mathematics performance among grade levels this year. Third grade also demonstrated growth, increasing from 43% to 45%, continuing to perform above pre-pandemic levels.

While schoolwide results improved, fifth-grade performance declined from 26% meeting or exceeding standards in 2025 to 21% in 2026. Given the impact of fifth-grade outcomes on overall schoolwide achievement, staff will conduct a deeper analysis of student and standards-level data to better understand areas of strength and need. This review will help inform instructional planning, intervention supports, and professional learning priorities for the 2026–2027 school year.

To support continued growth in mathematics achievement, Math Coach Christine Davis will continue

partnering with Fenton Avenue Charter School next year. Her ongoing collaboration with teachers and school leadership will focus on strengthening instructional practices, analyzing student data, and supporting the implementation of targeted strategies designed to improve student outcomes across all grade levels.

Overall, the preliminary mathematics results reflect both areas of progress and opportunities for growth. As the school continues its data analysis, staff will identify successful practices to replicate, address areas of concern, and develop a focused plan to accelerate mathematics achievement for all students during the 2026–2027 school year.

**End of Year i-Ready Diagnostic Data**

**Reading:**

STATUS	FACS				GROWTH	FACS			
	2023	2024	2025	2026		2023	2024	2025	2026
<b>ELA</b>					<b>ELA</b>				
<b>Schoolwide</b>	<b>49</b>	<b>45</b>	<b>51</b>	<b>50</b>	<b>Schoolwide</b>	<b>60</b>	<b>54</b>	<b>59</b>	<b>59</b>
Kindergarten	63	67	88	95	Kindergarten	46	47	57	61
1st Grade	71	35	59	66	1st Grade	58	55	60	66
2nd Grade	52	84	39	55	2nd Grade	75	68	63	61
3rd Grade	70	60	64	52	3rd Grade	63	65	64	63
4th Grade	38	38	46	47	4th Grade	58	52	60	61
5th Grade	37	33	35	36	5th Grade	59	45	52	50

The 2026 i-Ready Reading results indicate that overall literacy performance at Fenton Avenue Charter School remained stable while several grade levels demonstrated meaningful growth in both proficiency and annual progress. Schoolwide proficiency remained strong at 50%, compared to 51% in 2025, while the schoolwide growth measure held steady at 59%, matching last year's performance and reflecting continued student progress toward grade-level expectations.

The strongest results were observed in the primary grades. Kindergarten proficiency increased from 88% to 95%, while growth increased from 57% to 61%. First grade also demonstrated notable gains, with proficiency increasing from 59% to 66% and growth rising from 60% to 66%. Second grade showed one of the largest improvements in proficiency, increasing from 39% to 55%, although growth declined slightly from 63% to 61%. These results suggest that early literacy instruction and intervention efforts are successfully supporting both achievement and growth for younger learners.

Upper-grade results were more mixed. Third-grade proficiency declined from 64% to 52%, while growth remained relatively stable at 63%. Although students continued to demonstrate progress throughout the year, the decline in proficiency indicates an area that warrants additional review and support. Fourth grade demonstrated positive movement in both measures, with proficiency increasing from 46% to 47% and growth improving from 60% to 61%. Fifth grade showed a slight increase in proficiency from 35% to 36%, while growth decreased from 52% to 50%.

Overall, the combined proficiency and growth data reflects a balanced picture of literacy achievement across the school. While the percentage of students performing at or above grade level remained

relatively consistent, students continued to make academic progress as evidenced by the stable schoolwide growth score. The significant gains observed in Kindergarten, first grade, and second grade are particularly encouraging and position the school well for future achievement. As staff continue to analyze grade-level and student-level data, the school will identify instructional strengths, address areas of concern, and refine literacy supports to ensure continued growth and increased proficiency for all students during the 2026–2027 school year.

**Mathematics:**

<u>STATUS</u>	<u>FACS</u>				<u>GROWTH</u>	<u>FACS</u>			
	2023	2024	2025	2026	<b>Math</b>				
<b>Math</b>					<b>Schoolwide</b>	59	56	58	55
<b>Schoolwide</b>	47	46	51	52	Kindergarten	39	57	67	66
Kindergarten	38	55	80	77	1st Grade	58	51	79	74
1st Grade	54	30	57	68	2nd Grade	75	68	63	39
2nd Grade	52	52	42	32	3rd Grade	66	72	69	66
3rd Grade	53	53	58	50	4th Grade	59	48	56	57
4th Grade	51	49	50	60	5th Grade	53	46	40	38
5th Grade	37	39	38	40					

The 2026 i-Ready Mathematics results reflect a positive increase in overall student achievement, with schoolwide proficiency rising from 51% in 2025 to 52% in 2026. While the schoolwide growth measure decreased slightly from 58% to 55%, more than half of students continued to demonstrate typical or better annual growth in mathematics. Together, these results highlight both areas of success and opportunities for continued improvement as the school refines its mathematics program.

Several grade levels demonstrated notable gains in proficiency. First grade showed the most significant improvement, increasing from 57% proficiency in 2025 to 68% in 2026 while maintaining a strong growth score of 74%. Fourth grade also experienced substantial growth in achievement, increasing from 50% proficiency to 60%, accompanied by a slight increase in growth from 56% to 57%. Fifth grade continued its upward trend in proficiency, increasing from 38% to 40%, although growth declined slightly from 40% to 38%.

Kindergarten maintained exceptionally strong proficiency levels at 77%, despite a slight decrease from 80% in 2025. Growth remained strong at 66%, demonstrating that students continue to make meaningful progress in foundational mathematics skills. Third grade proficiency decreased from 58% to 50%, while growth remained relatively stable at 66%, indicating that students continued to make progress even though fewer students met proficiency benchmarks. Second grade experienced the largest decline, with proficiency decreasing from 42% to 32% and growth declining from 63% to 39%. This grade level will be an important focus area for further analysis and instructional planning.

Overall, the mathematics data presents a mixed but encouraging picture. Schoolwide proficiency increased, and several grade levels demonstrated significant achievement gains, particularly in first and fourth grades. At the same time, the decline in growth and proficiency in second grade, along with lower growth outcomes in fifth grade, highlight areas that warrant additional attention. As staff continue to analyze student and standards-level data, the school will identify effective instructional practices, address areas of concern, and develop targeted supports to strengthen mathematics achievement and

growth for all students during the 2026–2027 school year. Continued collaboration with Math Coach Christine Davis will further support these efforts through focused data analysis, instructional coaching, and professional learning opportunities for teachers.

FACS continues to utilize student recognition and incentive programs to promote academic growth and achievement. Throughout the year, students were encouraged to set goals and monitor their progress on the i-Ready Diagnostic assessments. Students who achieved their end-of-year i-Ready growth targets will be recognized and celebrated through a special Paleta Party on June 10. As part of the celebration, the La Michoacana ice cream truck will visit campus, allowing qualifying students to select a paleta of their choice. This incentive recognizes students' hard work and perseverance while fostering motivation, ownership of learning, and a positive academic culture focused on continuous improvement. FACS remains committed to celebrating student achievement and encouraging all students to strive toward meeting their academic goals in both English Language Arts and Mathematics.

## **HUMAN RESOURCE AND PERSONNEL**

### ***Council Appointments and Elections***

Fenton Avenue continues to emphasize distributed leadership and staff engagement through its schoolwide councils. The process of confirming 2026–2027 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: **Evelyn Martínez**

Human Resource and Personnel Council: **Wendy Kaufman**

Budget, Facilities, and Safety Council: **Leticia Padilla Parra**

School-Community Relations Council: **Tony Peña**

These leaders play a vital role in advancing the school's mission by ensuring that 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 facility improvement projects are scheduled for completion during the summer break as part of the school's ongoing commitment to maintaining safe, welcoming, and engaging learning environments. A new mural will be added to the Kindergarten yard in partnership with a local artist, creating a vibrant and inviting space for students as they begin the new school year.

In addition, Rooms 34 and 35 will undergo significant flooring renovations. The project includes the removal of existing flooring, asbestos abatement, subfloor leveling, and the installation of new baseboards and flooring. These upgrades will improve both the safety and functionality of the classrooms while enhancing the overall appearance of the learning spaces.

Alongside these projects, the campus will receive its annual deep cleaning to ensure that all classrooms,

offices, and common areas are clean, refreshed, and fully prepared for students and staff returning in the fall. Collectively, these improvements reflect the school's continued investment in maintaining high-quality facilities that support student learning and well-being.

### ***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**

### ***Semester Awards***

Fenton Avenue Charter School concluded the year with a series of student recognition events that celebrated academic achievement, improvement, citizenship, and attendance. These events provided opportunities for families to join the school community in recognizing student accomplishments and reinforcing a culture that values effort, growth, and success.

### ***Summer Programming***

The school is excited to launch a comprehensive summer learning program that combines academic instruction with enrichment activities and field trips. Students will participate in hands-on projects, cultural experiences, and educational excursions designed to strengthen foundational skills while maintaining engagement during the summer months. Additional Expanded Learning Opportunities Program (ELO-P) activities will extend learning opportunities beyond the traditional summer school session.

### ***ELOP Updates***

Student participation in the arts continued to be a highlight of the school year. The ELO-P theater production of 101 Dalmatians was an outstanding success, providing students with an opportunity to develop confidence, creativity, collaboration, and public speaking skills. Families, staff, and community members attended the performance and celebrated the hard work and dedication of the student performers. The production showcased the talents of our students while creating a memorable experience that brought the school community together. The success of the performance reflects the value of providing students with opportunities to engage in the arts and demonstrates the positive impact that enrichment programs have on student engagement, school connectedness, and overall school culture. You can view the performance here: [101 Dalmatians Performance 2026](#)

### ***Family Engagement and Fundraising Initiatives***

The Family Center continues to serve as an important resource for families by expanding access to educational and support services. Plans are underway to offer a healthy cooking class in partnership with Providence, as well as future GED and citizenship classes designed to empower families and support lifelong learning. The Family Center is also exploring additional parent education opportunities and sharing community resources that support family well-being and student success.

Efforts continue to strengthen partnerships with local organizations and businesses that support the school's mission. The school is exploring new fundraising opportunities that encourage family participation while building stronger community connections. Potential collaborations with local restaurants and community partners are being considered to increase engagement and provide additional support for school programs and activities.

***College and Career Week***

Students participated in a variety of career exploration activities that connected classroom learning to future opportunities. Community professionals representing fields such as public service, aviation, environmental education, and community advocacy shared their experiences with students, helping broaden awareness of career pathways and inspire future aspirations. These experiences continue to support the school's commitment to college and career readiness while strengthening relationships with community partners.

**Upcoming Events:**

- 6/12            Minimum Day
- Last Day of School
- 6/15-30       Summer Programming

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

**June 11, 2026**

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

**State Charter Number: 446**

**ENROLLMENT**

Date	TK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	Total	Monthly ADA	Cumulative ADA
04/10/2026	40	63	75	97	104	83	122	85	669	98.64%	99.06%
05/07/2026	41	64	74	96	104	83	122	86	670	98.46%	98.93%
06/05/2026	41	63	75	96	104	81	123	86	669	98.21%	98.85%

**3-Year Enrollment Comparison**

Date	TK		K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	Total
	Unfunded	Funded								
June 2026	0	41	63	75	96	104	81	123	86	669
June 2025	5	32	73	96	106	79	124	120	68	703
June 2024	5	47	90	108	80	127	126	113	76	772

Since the previous reporting period, SMBCCS has maintained stable enrollment, with total enrollment at 669 students as of June 5, 2026. While minor fluctuations were observed across select grade levels, these changes did not significantly impact overall enrollment stability. Average Daily Attendance (ADA) and Cumulative ADA remain strong, reflecting consistently high levels of student attendance and engagement. Although there was a slight decrease from the prior reporting period, attendance rates continue to demonstrate the effectiveness of our schoolwide attendance practices.

As part of our ongoing recruitment and outreach efforts, SMBCCS proudly welcomed families from La Mirada Head Start on May 19, 2026, for a campus tour showcasing the many opportunities available to students and their families. During their visit, parents observed our Transitional Kindergarten (TK) students engaged in meaningful learning experiences and had the opportunity to see firsthand the nurturing and engaging environment our school provides. Families toured our iLab and Art classrooms, met with our School Counselor and Family Center Coordinator, and learned about the comprehensive academic, social-emotional, and family support services available at SMBCCS. The visit provided families with a deeper understanding of our commitment to educating and supporting the whole child while fostering strong partnerships with families. Several families expressed interest in enrolling their children and shared positive feedback regarding our welcoming school culture, innovative programs, and extensive support systems.

Community engagement efforts also remained a strong focus during this reporting period. On May 30, 2026, SMBCCS hosted a highly successful Community Clean-Up Day that brought together more than 90 volunteers, including many of our students and their families. Volunteers worked throughout the neighborhood, covering the area from Santa Monica Boulevard to Beverly Boulevard and from Van Ness Avenue to Western Avenue, helping to beautify and strengthen our local community. The event provided an excellent opportunity to connect with residents, build new relationships, and further establish SMBCCS as an active and engaged community partner. We were honored to have Councilmember Hugo Soto-Martínez attend and speak to participants about the importance of community service and civic engagement. Nearly all volunteers proudly wore Fenton shirts, making our presence highly visible and demonstrating Fenton’s commitment to serving the communities in which we live and work.

I would like to extend special thanks to Mr. Parra for providing the shirts and volunteering his time to support the event. I would also like to recognize Arianna Gomez, Assistant Director, whose tireless efforts, dedication, and countless hours of planning were instrumental in making this event such a tremendous success. Finally, thank you to all of the teachers, staff members, families, and volunteers who participated and helped spread the word. Their collective efforts made this event a meaningful celebration of community pride, service, and partnership while continuing to strengthen SMBCCS’s presence and reputation within the community.

**INSTRUCTION**

**2026 LAUSD Annual Performance-Based Oversight Visit Results**

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*

The 2025–2026 Annual Performance-Based Oversight Visit, held on March 26, 2026, served as a strong affirmation of the exceptional work taking place across our school community. Visitors from the Charter Schools Division and Fenton Charter Public Schools recognized the strength of our programs, the effectiveness of our systems, and the collective commitment demonstrated by staff, students, and families. Our school earned an Accomplished (4) rating in both Governance and Organizational Management, Programs, and Operations, reflecting the strong leadership, operational structures, and collaborative practices that support our school’s success. SMBCCS also earned a Proficient (3) rating in Student Achievement and Educational Performance and Fiscal Operations, demonstrating solid performance in these areas while identifying opportunities for continued growth. The visit highlighted many of the strengths that define our school, including our strong sense of community, meaningful family engagement, comprehensive student supports, and commitment to continuous improvement. These results are a testament to the dedication, professionalism, and teamwork of our entire school community and reinforce our shared commitment to providing a high-quality educational experience for every student we serve.

## Initial Results of the 2025-2026 CAASPP Summative Assessment

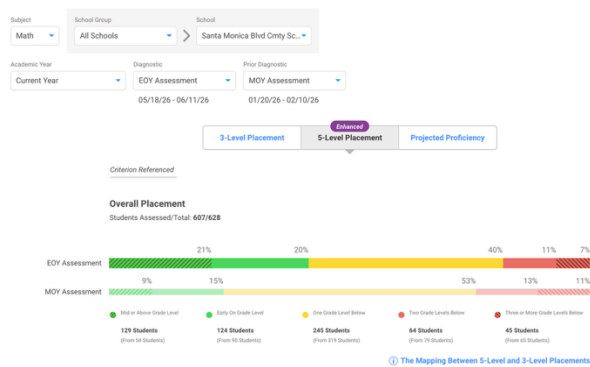
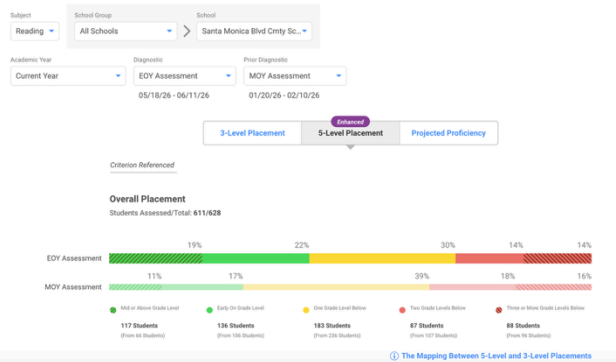
Santa Monica											
	SMB 2018	SMB 2019	SMB 2022	SMB 2023	SMB 2024	SMB 2025	# Test	# Comp	# Met (3 or 4)	% Comp	SMB 2026
<b>ELA</b>											
<b>Schoolwide</b>	46	42	33	38	33	42	394	195	78	49%	40%
3rd Grade	37	39	35	30	24	32	104	57	18	55%	32%
4th Grade	44	40	25	36	35	34	82	28	14	34%	50%
5th Grade	51	39	35	38	48	48	122	51	21	42%	41%
6th Grade	54	51	40	52	25	57	86	59	25	69%	42%

Santa Monica											
	SMB 2018	SMB 2019	SMB 2022	SMB 2023	SMB 2024	SMB 2025	# Test	# Comp	# Met (3 or 4)	% Comp	SMB 2026
<b>Math</b>											
<b>Schoolwide</b>	32	37	27	35	29	34	394	384	125	97%	33%
3rd Grade	34	36	27	30	21	25	104	103	38	99%	37%
4th Grade	26	32	25	37	32	28	82	80	21	98%	26%
5th Grade	32	30	22	25	32	36	122	117	29	96%	25%
6th Grade	42	58	40	53	33	52	86	84	37	98%	44%
<b>Science</b>	-	18	14	23	26	27	122	108	28	89%	26%

Initial results from the 2025–2026 CAASPP Summative Assessments are beginning to provide valuable insight into student performance across the school. Although score reports continue to be released daily, several positive trends are emerging. In English Language Arts (ELA), approximately 49% of student results have been received, and current performance levels are encouraging as additional scores are still pending. Mathematics results are also trending favorably and currently suggest that overall performance will be comparable to last year, potentially finishing within one percentage point of our 2024–2025 results.

As is often the case during the score release window, results have fluctuated considerably from day to day as new student data becomes available. Rather than focusing on these short-term shifts, our team is concentrating on identifying broader patterns and trends that can inform future instructional decisions. School and grade-level teams are actively reviewing the data to determine areas of strength, pinpoint opportunities for growth, and refine instructional practices where needed. This analysis will help guide our efforts as we continue to strengthen teaching and learning, accelerate student achievement, and move more students toward mastery of grade-level standards. A more comprehensive report will be provided once all assessment results have been received and verified.

## 2025-2026 i-Ready Diagnostic EOY Results



End-of-Year i-Ready performance provides several encouraging indicators across both Reading and Mathematics. In Reading, SMBCCS increased its schoolwide proficiency rate from 40% to 41%, with notable improvements in Kindergarten, 3rd Grade, 4th Grade, and 5th Grade. Mathematics performance remained relatively consistent overall at 41%, with particularly strong gains in 3rd and 4th Grades. Most encouraging is the shift in student placement levels throughout the year. In Reading, the percentage of students performing at or above grade level increased from 28% at the middle-of-year assessment to 41% at the end of the year. Mathematics showed a similar trend, with students performing at or above grade level increasing from 24% to 41%.

These outcomes reflect the impact of focused instruction, targeted interventions, and the dedication of our teachers and support staff. While there remains an opportunity to accelerate achievement for students who are not yet meeting grade-level expectations, the overall trajectory demonstrates meaningful advancement and positions the school well as we plan for the 2026–2027 school year.

### **Professional Learning Community Update**

On May 21, 2026, SMBCCS welcomed Paula Maeker for her final coaching visit of the school year. During her visit, she met with the grade-level teams that she was unable to meet with during her previous session and continued supporting staff in strengthening instructional practices through the PLC process. At the conclusion of the visit, Ms. Maeker facilitated a whole-staff presentation focused on the next steps in our Professional Learning Community (PLC) journey. She provided valuable guidance on how to sustain this work, deepen collaboration, and maintain a strong focus on the essential standards that students must master. The session was both informative and insightful, offering staff practical strategies and a clear roadmap for continuing to improve teaching and learning. Her coaching and expertise have been instrumental in supporting our ongoing efforts to ensure that all students achieve proficiency and experience academic success.

### **PD Day #7 Update**

On May 22, 2026, teachers participated in grade-level planning sessions focused on preparing for the 2026–2027 school year. This dedicated collaboration time allowed teams to begin aligning instructional priorities, discussing curriculum implementation, and developing plans to ensure a strong start for students in the fall. Teachers appreciated the opportunity to work with their future grade-level colleagues and begin important planning efforts prior to the summer break. The time was highly productive and will help promote greater consistency, collaboration, and readiness as staff prepare to welcome students back for the new school year.

### **Acceleration Program Update**

As part of our ongoing efforts to strengthen intervention services and support student achievement, our Acceleration Specialists, Ms. Condo and Ms. Hernandez, are currently conducting assessments to assist with Tier 3 intervention group placement for the 2026–2027 school year. Students selected for assessment were identified through a comprehensive review of multiple data sources, including i-Ready Diagnostic results, progress-monitoring data, and performance along the phonics continuum. To ensure that intervention resources are targeted effectively, the team is administering the CORE Phonics Assessment to students who may require additional support in foundational reading skills. This process will allow us to accurately identify students with the greatest instructional needs and ensure they receive the appropriate level of intervention at the start of the school year. Final Tier 3 group placements will be established prior to the launch of intervention services on August 18, 2026, helping to ensure that students receive timely and targeted support from the very beginning of the school year.

### **Expanded Learning at Santa Monica Blvd. Community Charter School**

Expanded Learning Opportunities (ELOP) continued to provide meaningful enrichment experiences for students throughout the spring semester. The second trimester concluded on June 4, 2026, marking another successful session in which students actively participated in a variety of engaging activities designed to extend learning beyond the school day. Students particularly enjoyed the wide range of enrichment opportunities offered, which promoted creativity, collaboration, problem-solving,

and student engagement. Throughout the year, teacher-led clubs, assemblies, and field trips provided students with memorable experiences that complemented classroom instruction and strengthened school connectedness.

With the successful completion of the second trimester, the Expanded Learning team has shifted its focus to summer programming, which will begin on June 15, 2026. Summer programming will be offered in two phases: an initial two-week session led by SMBCCS teachers in partnership with Think Together, followed by a three-week session facilitated by community partners in collaboration with Think Together. These programs are designed to provide students with continued academic support, enrichment opportunities, and engaging experiences that help maintain learning momentum throughout the summer months while preparing students for a successful start to the 2026–2027 school year.

### **Behavior Coalition Team Update**

The Behavior Coalition Team has continued to make significant progress in strengthening our schoolwide behavior systems and supports. Throughout the 2025–2026 school year, we observed an overall decrease in behavioral incidents and office referrals across the campus. As this is the first year we have collected a full year of behavior data using our current systems, the information gathered will serve as an important baseline for establishing measurable behavior goals for the 2026–2027 school year. In preparation for next year, the Behavior Coalition Team has been hard at work refining the school’s behavior flowchart, clarifying procedures, and developing systems designed to ensure consistency in how behavior expectations are taught and addressed across all grade levels. These efforts are focused on calibrating staff expectations and responses so that students receive clear, consistent guidance and support throughout the school day. By addressing behaviors early and reinforcing positive expectations through our behavior matrix, we aim to prevent minor concerns from becoming recurring habits. Additionally, the school has embedded a dedicated 30-minute Social-Emotional Learning (SEL) block into next year’s master schedule, during which students will receive instruction through the SchoolBeat curriculum. This proactive investment will further support students’ social-emotional development and contribute to a positive, safe, and supportive school culture.

## **PERSONNEL**

### **Staff Roster**

The proposed 2026–2027 staffing roster for Santa Monica Boulevard Community Charter School reflects enrollment projections and staffing allocations that were carefully reviewed during the budget development process. Based on current projections, the school anticipates serving approximately 617 students across Transitional Kindergarten through 6th Grade. Classroom enrollment averages are projected to be similar to this year’s sizes, with most grade levels maintaining class sizes that support both effective instruction and fiscal sustainability. As part of the planning process, school leadership worked to align staffing levels with projected enrollment while maintaining a structure that supports student achievement, intervention services, and operational efficiency.

Additionally, the school is currently processing two Education Specialist hires for the 2026–2027 school year. These additions are expected to strengthen our Special Education program and reduce the need for outside contracted services. During the 2025–2026 school year, SMBCCS relied on a contracted Education Specialist to support student services and compliance requirements. By bringing these positions in-house, the school anticipates improved continuity of services for students, increased collaboration between general education and special education staff, and a reduction in outside agency

costs. This strategic investment supports both student outcomes and long-term fiscal responsibility while ensuring that students receive high-quality specialized academic support.

## COMMUNITY RELATIONS

### **Family Center Update**

The Family Center continues to play a vital role in supporting and empowering our families through meaningful engagement opportunities and adult education programs. On June 5, 2026, the Family Center hosted a celebration at Toda Madre Restaurant to recognize parents who successfully completed the workshops offered throughout the school year. The event was well attended and provided an opportunity to honor the commitment, perseverance, and accomplishments of our parent participants. It was especially rewarding to see so many parents celebrating the completion of courses that, for some, initially seemed challenging or intimidating. The pride and joy displayed by our adult learners served as a powerful reminder of the impact these programs have on building confidence, strengthening family engagement, and fostering lifelong learning. We are grateful to our Johana Juarez for her dedication to creating opportunities that support both our students and their families.

### **Student Culmination**

As the school year comes to a close, SMBCCS looks forward to celebrating several important student milestones. On June 10, 2026, we will hold our Kindergarten Promotion Ceremony to recognize the tremendous academic, social, and emotional growth our youngest students have made throughout the year. On June 11, 2026, we will host two 5th Grade Farewell Ceremonies to honor students as they prepare for their transition to middle school. Due to the size of this year's 5th grade class, the ceremony has been divided into two events to comfortably accommodate students, families, and staff. Finally, on June 12, 2026, we will celebrate our 6th Grade Graduation, recognizing a remarkable group of students, many of whom have been part of the SMBCCS family since Transitional Kindergarten. As they move on to the next chapter of their educational journey, they do so with a strong academic and social-emotional foundation built through years of learning, growth, and support at SMBCCS. These culminating events provide an opportunity to celebrate our students' accomplishments and the collective efforts of the families and staff who have supported them along the way.

## FACILITIES AND SAFETY

### **Facility Updates**

Our facilities team has continued to work diligently to ensure that the campus remains safe, clean, and well-maintained for students and staff. Throughout the year, Felix, our Maintenance Technician, has been hard at work addressing a variety of facility needs, including repairing light fixtures, maintaining the handball courts, completing flooring repairs, and resolving numerous day-to-day maintenance issues across the campus. As we transition into the summer months, our custodial team has begun preparing for annual deep-cleaning projects and supporting classroom moves as teachers relocate to their assigned classrooms for the 2026–2027 school year. These efforts are essential in ensuring that our facilities remain welcoming, functional, and ready for learning. We extend our sincere appreciation to our maintenance and custodial teams for their tireless dedication, attention to detail, and commitment to maintaining a clean, safe, and attractive learning environment for our entire school community.

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

**June 11, 2026**

*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**

**ENROLLMENT**

<b>Date</b>	<b>TK</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>Total Funded</b>	<b>Monthly ADA</b>	<b>Cumulative ADA</b>
<b>May 2026</b>	70	117	137	142	466	99.66	99.43
<b>May 2025</b>	26UF/50	139	152	132	473	98.94	99.45
<b>May 2024</b>	13UF/66	140	132	172	510	99.50	99.67

**Enrollment and Recruitment**

FPC remains dedicated to supporting student recruitment and enrollment for the 2026–2027 school year. Throughout the year, we have broadened our outreach efforts by introducing a variety of strategies to engage prospective families and increase community awareness of our school. Many parent tours have taken place and our postcard campaign has begun. The postcard campaign is designed to reach approximately 8,000 households in nearby neighborhoods, making it easier for families to access enrollment information through a QR code. We have also expanded our visibility by placing flyers at local businesses and community gathering spots where families frequently visit.

Our social media presence continues to expand, especially on Instagram, where we consistently showcase the vibrant learning experiences, welcoming environment, and strong sense of community that make FPC unique. Family referrals and positive word-of-mouth remain among our most valuable resources, as current families continue to share their experiences and encourage others to become part of our school community.

Looking ahead, we will continue pursuing opportunities to strengthen enrollment and enhance our marketing initiatives during the summer months. These efforts reflect the dedication, collaboration, and creativity of our staff and families. We are confident that Fenton Primary Center will not only maintain strong enrollment but also continue to flourish and grow in the years to come.

Our current and growing enrollment for 2026-2027 is as follows:

1. TK: 54 students (need 13 more students to meet the budgeted amount)
2. K: 91 students (need 19 more students to meet the budgeted amount)
3. 1st: 127 students (currently 12 students above the budgeted amount of 115)
4. 2nd: 139 students (currently 5 students above the budgeted amount of 134)

**Total Enrollment (26-27): 411 (need 23 more students to meet the budgeted amount of 434)**

## **Budget and Operations**

### **Campus:**

FPC is dedicated to maintaining a clean, secure, and inviting environment for students, staff, and families. Our custodial staff works hard each day to disinfect frequently touched surfaces, classrooms, and restrooms to ensure a high level of cleanliness and support a healthy school setting. Working closely with the maintenance team, they also manage routine campus maintenance and facility enhancement projects that help keep our school grounds well-maintained, attractive, and in excellent condition. Our maintenance team recently completed work on our student bathrooms throughout the school. Repairs were completed in a timely manner.

Mr. Del Torro will be reaching out to the Los Angeles Department of Water and Power (LADWP) to arrange a visit to FPC so that their team can assess our campus and provide guidance on selecting the most appropriate trees for our property. Through LADWP's Free Yard Tree Program, the organization not only provides trees at no cost but also plants them, offering a valuable opportunity to enhance our campus environment. FPC administration learned about this program while volunteering at a City of San Fernando Community Clean-Up Day, demonstrating how community involvement and networking can create meaningful benefits for everyone involved. One area of focus will be planting trees along the wall that adjoins a newly constructed property overlooking our play yard. These trees will help beautify the campus, provide additional privacy, and create a more welcoming and natural environment for our students. By building connections with local organizations and participating in community events, FPC continues to identify opportunities that support and improve our school for students, staff, and families.

### **Instruction**

#### **Acceleration Specialist:**

Acceleration services at Fenton Primary Center continue to support kindergarten through second grade students as they build foundational literacy skills and prepare for end of year assessments. During the month of May, the Acceleration Specialist will provide full time support on campus during the second half of the month.

Students continue to make progress toward their individualized learning goals. Kindergarten students are focusing on letter sound fluency, blending CVC words, decoding skills, and phonological awareness. A continued area of celebration this year has been the increased number of kindergarten students demonstrating stronger foundational letter sound skills within the Tier 1 classroom environment, resulting in fewer students requiring intensive letter sound intervention support compared to the previous school year. First grade students are working on reading sentences with beginning blends. Second grade students continue developing sentence fluency with short and long vowel patterns, including open and closed syllables, final e, vowel teams, and syllabication with two-syllable words. Students will continue practicing these foundational literacy skills throughout the month in preparation for end of year foundational reading assessments taking place in June.

You can access the FPC Acceleration Site [here](#).

**FPC Guiding Coalition:** Our PLC's FPC Guiding Coalition meets weekly.

#### **Members:**

TK - Sarah Ananta and Bridget Ruiz

Kindergarten - Coco Salazar

First Grade - **Lisa Ibarra and Laura Holmes**  
Second Grade - **Nitima Angus and Martha May**  
2025-2026 FPC Focus Lead Teacher - **Judy Lee**  
Psychologist - **Gloria Rangel**  
Counselor - **Paola Ramirez**  
Acceleration Specialist - **Elisa Vallejo**  
FCPS Instructional Coach - **Yesenia Fuentes**  
FPC Administrators - **Sirui Thomassian, Juan Gomez and Lorena Sanchez**  
Director of Instruction: **Jennifer Miller**

**Our current work focuses on the following items:**

Topics:

- **Planning Math Units for the 2026-2027 School Year**
- **Revisiting our Master Schedule – reflect on any needs for amending the schedule**
- **Planning for the year-long FCPS Master Calendar**
- **Behavior Team Update**

**Paraprofessionals:**

Ms. Julie Ramirez, Supervision Aide, has submitted her resignation and will be pursuing her teaching credential. We congratulate Ms. Ramirez on this exciting next step in her professional journey and thank her for her contributions and support to our students. Her last day will be Friday, June 12, 2026. Moving forward, we plan to fill this position to maintain our current supervision structures and continue supporting student safety during recess and lunch with a focus on preserving a 1:1 ratio where applicable.

**Behavior Solutions Update:**

As part of our continued implementation of Tier 1 PBIS supports, FPC launched the Class Compliments initiative to reinforce our schoolwide expectations of being Safe, Respectful, and Responsible. Through this initiative, classrooms earn compliments that contribute toward a collective incentive. We would like to recognize and congratulate the following classrooms for earning their popsicle party after reaching 20 Class Compliments: Martha May, Lisa Ibarra, McMabell, Salceda, Lee, Ananta, and Valle. Thank you to our Behavior Solutions team and classroom staff for their continued efforts in creating positive learning environments and strengthening our school culture.

**Arts Program:**

It has been another amazing year of art in the lab! Throughout the year, students explored a wide variety of artistic techniques and materials that allowed them to express their creativity and imagination in meaningful ways. We drew, colored, worked with chalk and oil pastels, cut, glued, painted with watercolors and tempera paint, and experimented with many other exciting art mediums. Each project gave students the opportunity to learn new skills, build confidence, and discover their unique artistic voices.

In addition to creating art, students learned about many talented and influential artists from different time periods, cultures, and artistic styles. They explored how artists use their creativity to communicate ideas, tell stories, and inspire others. Through these lessons, students gained a greater appreciation for the arts and the role they play in our world.

As young artists, students practiced and applied important elements of art, including line, color, texture, shape, form, value, and space. They learned how these elements work together to create visually

interesting and meaningful pieces of artwork. With each lesson, students developed their observation skills, creativity, problem-solving abilities, and attention to detail.

One of the most rewarding aspects of this year was watching students grow in their confidence and willingness to take creative risks. Whether they were trying a new technique, experimenting with color combinations, or sharing their artwork with classmates, they demonstrated enthusiasm, perseverance, and pride in their work. The art lab has been a place where students could express themselves freely, celebrate their individuality, and experience the joy that comes from creating something uniquely their own.

I am incredibly proud of all of our art students and the beautiful artwork they produced throughout the year. Their creativity, imagination, and hard work have made this year truly special. Teaching art has been a dream come true, and I am so grateful to have shared in the excitement, discovery, and joy of the creative process alongside our students. Thank you for making this another unforgettable year of art at FPC!

### **Communication Focus Lead:**

Reflecting on the school year, our Leadership and Communication Program has provided countless opportunities for students to learn, grow, and develop into confident and capable individuals. Throughout the year, participants strengthened their communication, teamwork, and leadership skills while taking on responsibilities that positively impacted our school community. Students learned the importance of being dependable, respectful, and proactive leaders who set a positive example for others. As the year progressed, our leadership students became outstanding role models for their peers. Their positive attitudes, strong work ethic, and willingness to help others did not go unnoticed. Many students throughout the school expressed interest in joining the program after observing the leadership students' involvement and contributions. It has been inspiring to see how the program has encouraged younger students to aspire to leadership roles and become more engaged members of the school community.

The program has had a meaningful impact on student behavior, confidence, and interpersonal skills. Participants developed effective communication strategies, learned how to work collaboratively with others, and gained valuable experience speaking with students, staff, and visitors. These skills will continue to benefit them both inside and outside the classroom as they navigate future academic and personal experiences. Students also learned the importance of responsibility, problem-solving, and serving others, all of which are essential qualities of effective leaders.

Throughout the year, leadership students assisted with school events, welcomed visitors, supported school initiatives, and helped foster a positive and inclusive school climate. Their dedication and commitment helped create a stronger sense of community across our campus. Whether leading by example in the classroom, assisting during school activities, or encouraging their peers, these students consistently demonstrated what it means to be a leader.

We proudly concluded the year with a special awards ceremony recognizing our leadership students for their daily commitment, hard work, and contributions to the program. The ceremony provided an opportunity to celebrate their achievements and acknowledge the growth they demonstrated throughout the year. We are incredibly proud of each student and grateful for the positive impact they have made on our school community. Their leadership, enthusiasm, and dedication have helped make this year a tremendous success, and we look forward to seeing them continue to grow as leaders in the future. The program will continue next year under the leadership of Ms. Lee.

### **Personnel**

## **Staff Roster:**

The current Fenton Primary Center staffing roster reflects steady enrollment across grade levels, with kindergarten through second grade classrooms averaging approximately 22.6 students per class and the four Transitional Kindergarten (TK) classrooms averaging 17.5 students each. These enrollment figures were carefully reviewed and discussed during the spring budget planning process to ensure that staffing allocations remained aligned with projected enrollment and instructional needs. The school's goal during budget development was to maintain classroom averages of at least 20 students in kindergarten through second grade and 16 students in each TK classroom. Maintaining these enrollment targets helps support fiscal stability while also allowing classrooms to remain manageable and conducive to effective instruction, individualized support, and student engagement.

## **Attendance and Independent Studies:**

FPC teachers continue to demonstrate a strong commitment to student attendance and academic continuity by maintaining excellent completion rates for independent studies. Staff members work closely with families to ensure that students who are absent continue receiving instructional support and are able to complete assigned work in a timely manner. These efforts contribute directly to maintaining strong attendance rates and minimizing learning loss. The school's ongoing goal is to sustain an attendance rate above 98.5% throughout the entire school year. We are proud to report that attendance during the ninth reporting month reached an impressive 99.66%, reflecting the dedication of our teachers, students, and families in prioritizing consistent school participation and academic success.

## **Community Engagement**

### **Family Center:**

#### **Pantry Program**

Ms. Vasquez shared that the pantry continues to be open on designated Wednesdays, and the dates are communicated to families through ClassDojo announcements and flyers in advance. She also shared that Whole Foods in Porter Ranch donated food and hygiene items. Mrs. Pimentel and Mrs. Vasquez picked up these items at its location and are hopeful to receive more donations in the future. Because the pantry items are organized and distributed according to inventory and scheduled availability, it is not typically open every Wednesday.

#### **Parent Ambassador Program**

We are currently meeting with the Director of Community Schools and Community School Coordinators to launch our Parent Ambassador Program. This program will consist of parent volunteers who are interested in supporting our teachers and school programs both on-site and off-site. We are excited about this opportunity to strengthen family engagement and school support. More information will be shared soon.

#### **GED, Citizenship, and ESL Classes**

We are currently partnering with PEBSAF to offer GED and Citizenship classes for the fall. The current ESL parents are interested in attending these classes to help them with their upcoming tests. The Parent ESL class celebrated its culmination on June 2. We honored our parents with delicious food, refreshments, and the presentation of culmination certificates in recognition of their hard work and dedication.

## **National Community Schools and Family Engagement Conference**

The FCPS Community Schools Team attended the CS x FE Conference in Long Beach and left truly inspired. One thing that stood out throughout the conference was the collective commitment to creating school communities where students feel seen, represented, empowered, and genuinely connected.

The conference focused on:

- Culturally responsive experiences that celebrate the history, brilliance, and identity within students' own communities
- Safe, engaging spaces where student voice and authentic expression are encouraged
- Strengthening belonging, school culture, and social-emotional development through music and storytelling
- Intentional family and community engagement experiences that bring people together in meaningful ways
- Flexible programming designed for community schools, afterschool programs, assemblies, showcases, summer learning, and family engagement initiatives

What we value most is building partnerships intentionally—collaborating with schools and districts to create experiences that are not only engaging, but strategically aligned with the goals and needs of their students and communities.


### **Expanded Learning Opportunities Program (ELOP):**

#### **FPC Summer Programming**

We are excited to offer Summer School from June 15-26, 2026 (no classes on June 19) and look forward to welcoming our students for two weeks of fun, learning, and enrichment. Students will participate in academic review and enrichment activities designed to strengthen skills and build confidence, while also enjoying hands-on STEAM projects, engaging learning experiences, special assemblies, and an exciting field trip. Program hours are 8:00 a.m.-12:00 p.m. for TK/Kindergarten and 8:00 a.m.-12:10 p.m. for 1st and 2nd Grade. To help students start each day ready to learn, free breakfast and lunch will be provided, with breakfast served from 7:30-7:50 a.m. Summer School confirmation letters have been sent home; please review the information carefully and contact the school office if you have any questions. We are excited and look forward to a fun, engaging, and memorable Summer School experience for all of our students!

#### **FPC Summer Enrollment Kidchella Fair**

We are thrilled to invite you to join us for our FPC Summer Enrollment Kidchella Fair on Thursday,

June 25th from 12:30 p.m. - 3:30 p.m. 

Join us for an exciting summer celebration filled with fun for the whole family! The event will feature balloon artists, bubbles, cotton candy, face painting, foam party fun, food, games, glitter tattoos, interactive activities, music, a petting zoo, popcorn, vendors, and so much more for students and families to enjoy together. Our Kidchella Fair is a special opportunity to welcome families to our campus, celebrate our amazing students and staff, showcase Summer School learning, and share enrollment opportunities for the upcoming school year. Families can look forward to hands-on activities, student showcases, and meaningful opportunities to connect with our school community in a fun and festive atmosphere.



**Upcoming Events:**

**June**

- |                  |   |
|------------------|---|
| <b>6/3</b>       | <b>Grades Due to Leads</b>                  |
| <b>6/4</b>       | <b>FPC ELOP Session 2 Ends</b>              |
| <b>6/10</b>      | <b>i-Ready EOY Diagnostic Window Closes</b> |
| <b>6/11</b>      | <b>End of Year Awards</b>                   |
| <b>6/11</b>      | <b>FCPS Board Meeting</b>                   |
| <b>6/12</b>      | <b>Last Day of School</b>                   |
| <b>6/15-6/26</b> | <b>ELOP Summer School</b>                   |

**FENTON STEM ACADEMY (STEM)  
DIRECTOR'S REPORT**

**June 11, 2026**

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

**State Charter Number: 1605**

**ENROLLMENT**

	TK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	ILC	Total	Monthly ADA	Cumulative ADA
September 2025	16	20	46	23	25	41	48	32	16	267	99.81	99.81
October 2025	16	19	46	21	25	41	48	32	16	264	99.78	99.79
November 2025	16	19	45	21	25	41	47	31	16	261	99.74	99.74
January 2026	16	19	45	20	25	41	46	30	15	257	99.62	99.71
February 2026	16	19	45	19	25	41	49	30	15	256	99.37	99.63
March 2026	16	18	45	19	25	41	46	30	15	255	99.33	99.59
April 2026	15	18	45	19	24	41	46	29	15	252	99.46	99.57
May 2026	15	18	45	19	24	41	46	29	15	252	99.58	99.57

**3-Year Enrollment Comparison**

Date	TKK- Unfunded	TKK- Funded	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	ILC	Total
May 2026	0	15	18	45	19	24	41	46	29	15	252
May 2025	0	18	21	36	23	43	50	39	48	19	297
May 2024	0	18	32	34	42	49	45	71	39	X	330

Fenton STEM Academy educators have demonstrated exceptional commitment to student attendance, consistently maintaining an Average Daily Attendance (ADA) rate of 98.5% or higher. During the ninth

month of the school year, STEM achieved an impressive ADA of 99.58%, with a cumulative ADA of 99.57%. Notably, 10 of 14 teachers achieved a 100% classroom attendance rate.

We extend our sincere appreciation to the entire STEM team for their ongoing dedication to improving ADA. A special acknowledgment goes to Rolando Gutierrez and Amarjeet Gonzalez for their consistent guidance and support to our staff and families.

**Enrollment for 2026-2027**

For the 2026–2027 school year, current enrollment stands at 261 students, which is 4 students above the budgeted target of 257. During the upcoming student reorganization meetings, enrollment numbers were balanced through student shifts between schools to ensure an even distribution and meet budgetary requirements.

**Instruction**

**LAUSD Oversight Results for the 2025-2026 School Year**

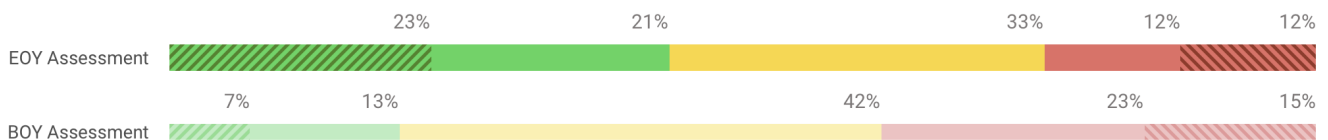
We received our 2025-2026 LAUSD Oversight results from our February visit. I am really proud of our schools! Thanks to your collective dedication, we earned a score of 4 in Governance and Organizational Management, and Programs and Operations; and a score of 3 in Student Achievement and Educational Performance 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*

**SBAC & CAST Testing**

Fenton STEM Academy and Fenton Charter Leadership Academy have successfully completed 2026 SBAC and CAST testing! In total, 138 students completed the SBAC at Fenton STEM Academy, with an additional 2 students having completed the California Alternate Assessments. At FCLA, 147 students completed the SBAC. Both FCLA and STEM had over 95% of students participate. All make-up testing was completed by May 29, 2026, ensuring ample time for scoring prior to the end of the school year. Preliminary data is arriving daily and being closely monitored.

**EOY i-Ready Diagnostic Results- preliminary**



The EOY iReady data shows significant growth of students meeting or exceeding grade-level standards from 20% to 44% proficient. The number of students also 2-3 grade-levels below dropped from 38% to 24%.

**STEM Focus**

Fenton STEM Academy students did an incredible job showcasing their ingenuity, creativity, and imagination with the Open House STEM recycled instrument challenge! Transitional Kinder through sixth grade students were not only excited, but proud to present and showcase their hard work building a functioning musical instrument using recyclable materials. This challenge was inspired by The Orchestra of Hope (*often referred to as the Recycled Orchestra of Cateura*), which is a Paraguayan musical group where children play instruments crafted from garbage, such as oil cans, drainpipes, and packing crates. Founded by Favio Chavez in the Cateura landfill slum, it transforms trash into instruments to provide education and hope to a marginalized community.

Focus Lead, Mrs. Bell-Reed, was so impressed with our Fenton STEM Engineers and looks forward to another year of creative and innovative STEM challenges in the 2026-2027 school year!

### **Acceleration Program**

End-of-year assessments are underway to update instructional goals for students receiving intensive Tier 3 intervention services. The results are also helping inform student placement and groupings for the 2026–2027 school year. This data will support decisions regarding which students are ready to transition out of Tier 3 services, which skill areas should be prioritized at the start of the year, and how intervention groups can be organized based on individual student needs.

For students in the primary grades, the Basic Phonic Skills Test (BPST) was administered to all students currently assigned to the Acceleration Specialist. In the upper grades, students completed the i-Ready Phonics for Reading placement assessment, the same measure used during the beginning- and middle-of-year benchmark windows. These students also participated in grade-level fluency assessments. Preliminary results indicate strong academic progress among many students receiving Tier 3 support, with a significant number meeting or exceeding their annual learning goals.

Additionally, end-of-year i-Ready Diagnostic data is being reviewed to identify students who may continue to require Tier 3 intervention as well as those who may benefit from being added to intervention rosters next year. This process will help ensure that Tier 3 services are launched efficiently and effectively at the start of the upcoming school year.

Work is also underway on the master schedule to ensure students maintain access to core grade-level instruction while receiving targeted intervention support. The Guiding Coalition has prioritized protecting 40-minute Tier 1 instructional blocks, along with dedicated Tier 2 reading AIM intervention periods. These Tier 2 blocks are intentionally safeguarded from pull-out services to maximize student access to essential grade-level instruction.

Once the master schedule is finalized, the Acceleration Specialist will develop the Tier 3 intervention schedule for currently identified students. The Instructional Leadership Support Team continues to refine and strengthen the Acceleration Program to enhance the delivery of tiered supports during the 2026–2027 school year.

### **ELOP Program**

#### **Expanded Learning Opportunities Program (ELOP) Update – Summer Block Party and Showcase**

As the second ELOP session comes to a close, Fenton Academies successfully hosted its first **Summer Block Party and ELOP Showcase**, providing an opportunity to celebrate student learning, creativity, and engagement while strengthening connections with families and community partners.

The event brought together students, families, staff, and community organizations for an evening that highlighted the diverse enrichment opportunities available through the ELOP program. Student performances showcased skills developed throughout the session and included Hula Dancing, Percussion, Puppet Making, K-Pop Dance, Ballet Folklórico, and Line Dancing. Students demonstrated confidence, dedication, and enthusiasm as they shared their talents with families and peers.

In addition to the performances, families viewed student work from Disney Art Club, Origami Club, and Art Club. The showcase highlighted the creativity, collaboration, and self-expression fostered through ELOP enrichment activities and reflected the meaningful learning experiences provided beyond the traditional school day.

The event also featured participation from several community partners, including Think Together, Sylvan Learning, Bert Corona Middle School, and B.E.A.R. These partnerships continue to expand opportunities for students and families while strengthening community engagement. Reptacular Animals provided an interactive educational experience that was especially popular among students and families.

The success of the Summer Block Party and Showcase reflects the dedication of ELOP staff, enrichment instructors, support personnel, and community partners. Their efforts created an engaging environment where students were able to explore new interests, develop confidence, build relationships, and celebrate their achievements.

The event served as a successful culmination of the ELOP session, highlighting the program's positive impact on student engagement, skill development, and family involvement. Fenton Academies remains committed to providing high-quality expanded learning opportunities that support the academic, social, and emotional growth of all students.

## **Personnel**

### **Lead Teachers Announcement**

We are pleased to announce the Lead Teachers for the 2026–2027 school year, elected by their peers for their leadership, professionalism, and commitment to student success. As vital members of the Instruction Committee, Lead Teachers are responsible for attending assigned committees, FCPS Leadership, and Board meetings, representing their grade-level teams, and communicating key decisions and concerns. They will schedule, plan, and lead grade-level meetings with clear agendas and documentation, and help publicize these meetings through the weekly bulletin. Lead Teachers also support new and split-grade teachers, coordinate peer observations to share best practices, and assist regular-status teachers identified for additional support through the development and implementation of targeted Assistance Plans. Their leadership ensures the ongoing implementation of high-quality academic standards through the Professional Learning Community (PLC) process.

Congratulations to our 2026–2027 Lead Teachers:

**TK** – Priscilla Gentry

**Kindergarten** – Kalea Wright

**1st Grade** – Annie Hai

**2nd Grade** – Lindsey Western

**3rd Grade** – Lilia Padilla-Zuniga

**4th Grade** – Jennifer Hines

**5th Grade** – Joanna Tepper and Michelle Menjivar

**6th Grade** – Nikole De La Rosa  
**Special Education** – Maria Cardenas

We look forward to their continued contributions to student achievement and instructional excellence.

### **2026-2027 Focus Lead Teacher Announcement**

We are pleased to announce that **Bianca Bell-Reed** has been selected as the **STEM Focus Lead** for Fenton STEM Academy. Bianca's leadership supports the integrated STEM program outlined in our Charter Petition. As Focus Lead, she will continue to collaborate with TK-6 Lead Teachers to maintain a clear and unified instructional focus across all grade levels. Teacher leadership is key to Fenton's success, and we are grateful for Bianca's continued commitment to fostering a strong STEM learning environment for our students. Congratulations, Bianca!

### **2026-2027 STEM Faculty Representative Announcement**

We are excited to announce that **Veronica McCaughin** has been selected to serve as the Faculty Representative for Fenton STEM Academy. This non-compensated position serves as an important liaison between the certificated staff and the Board of Directors. In this role, she will support staff by helping to address and resolve conflicts involving the Director, administration, or other staff members, when determined appropriate by the Chief Executive Officer. We congratulate Veronica McCaughin on this important appointment and look forward to her continued leadership and advocacy.

### **2026-2027 Classified Representative Announcement**

We are pleased to announce that **Guadalupe Lopez** will continue in her role as the **Classified Representative** for the Fenton Academies. Nominated by her peers, Lupe will serve as the voice of our classified staff, supporting open communication and helping to resolve any conflicts that may arise between staff and administration or among staff members. Her continued service in this important role reflects the trust and respect she has earned from her colleagues. We congratulate and warmly welcome her back as Classified Representative.

### **2026-2027 STEM Staff Roster**

The majority of STEM teachers will remain in their current grade levels. There was some movement amongst the teachers at STEM to different grade-levels. Mrs. McCaughin will move to 2nd grade, Mrs. Nguyen to Kindergarten, and Mrs. Padilla-Zuniga will move from FCLA to STEM but remain in 3rd grade. The fourth-grade classes will decrease to one class. In terms of staff changes, Paige Piper will move to Fenton Launchpad Academy as the founding Director.

Due to the selection of Ms. Baez as the ELOP Coordinator at FPC, the FCLA filled the open first-grade position with Annie Hai from Santa Monica Blvd.

### **2026-2027 Committee Chairs Announcement**

Committee Chairs are essential to the governance and success of Fenton Charter Public Schools. This leadership role is a critical opportunity for dedicated individuals to actively shape the direction of our schools through meaningful participation and collaboration. Chairs must demonstrate strong leadership, consistent commitment, and active engagement by facilitating committee discussions, reporting regularly to the Board of Directors, attending all board and Leadership Meetings, approving secretary

minutes, and ensuring timely distribution and preparation of meeting agendas and materials. Their leadership directly supports the effectiveness and integrity of our decision-making processes.

Thank you to everyone who volunteered to serve as a committee chair next year. We appreciate your willingness to lead and contribute to our committees! Congratulations to those who have been selected as Committee Chairs for 2026–2027.

### **FCLA**

Instruction: Bianca Bell-Reed

Personnel: Priscilla Gentry

Parent Advocacy: Dr. Mercedes Meeks

Finance: Robin McNutt

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Speech and Language Pathologist- Alexander Hobby

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Education Specialist for the Upper ILC- Damion Morbley

### **School Community**

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8/11	PD Day 3
8/11	First Day of the 2026-2027 School Year

**FENTON CHARTER LEADERSHIP ACADEMY (FCLA)  
DIRECTOR’S REPORT**

**June 11, 2026**

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

**State Charter Number: 1613**

**ENROLLMENT**

	<b>TK</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>Total</b>	<b>Monthly ADA</b>	<b>Cumulative ADA</b>
<b>September 2025</b>	14	40	23	45	48	41	43	18	272	99.70	99.70
<b>October 2025</b>	14	37	23	44	49	42	43	18	270	99.47	99.58
<b>November 2025</b>	15	37	23	44	48	40	43	17	267	99.89	99.36
<b>January 2026</b>	16	38	24	43	48	40	44	17	270	99.22	99.33
<b>February 2026</b>	16	39	24	43	50	40	45	17	274	99.38	99.34
<b>March 2026</b>	16	38	24	43	50	40	45	17	273	99.64	99.38
<b>April 2026</b>	16	39	24	43	50	41	45	17	275	99.63	99.42
<b>May 2026</b>	16	39	24	43	50	41	45	17	275	99.71	99.45

**3-Year Enrollment Comparison**

<b>Date</b>	<b>TKK- Unfunded</b>	<b>TKK- Funded</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>Total</b>
<b>May 2026</b>	0	16	39	24	43	50	41	45	17	275
May 2025	0	18	47	37	44	41	45	34	49	315
May 2024	12	23	34	38	42	48	41	49	40	327

Fenton Charter Leadership Academy educators have met and exceeded expectations, maintaining an Average Daily Attendance (ADA) rate of 98.5% or higher. In the ninth month of the school year, FCLA achieved a strong ADA of 99.71%, with a cumulative ADA of 99.45%. Additionally, 12 of 13 teachers reached a 100% classroom attendance rate.

We sincerely thank the entire FCLA team for their steadfast commitment to strengthening attendance. Special recognition is extended to Rolando Gutierrez and Amarjeet Gonzalez for their continued leadership and support to both staff and families.

**Enrollment for 2026-2027**

For the 2026–2027 school year, current enrollment stands at 257 students, which is 4 students short of the budgeted target of 261. During the upcoming student reorganization meetings, enrollment numbers were balanced through student shifts between schools to ensure an even distribution and meet budgetary requirements.

**Instruction**

**LAUSD Oversight Results for the 2025-2026 School Year**

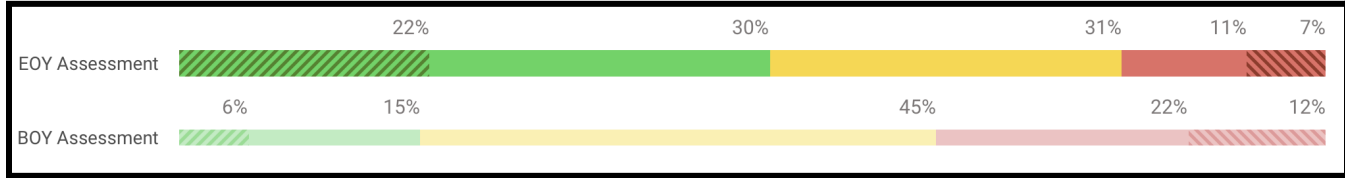
We received our 2025-2026 LAUSD Oversight results from our February visit. I am really proud of our schools! Thanks to your collective dedication, we earned a score of 4 in Governance; Student Achievement and Educational Performance; Organizational Management, and Programs and Operations; and a score of 3 in 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*	4, Accomplished	4, Accomplished	3, Proficient*

**SBAC & CAST Testing**

Fenton STEM Academy and Fenton Charter Leadership Academy have successfully completed 2026 SBAC and CAST testing! In total, 138 students completed the SBAC at Fenton STEM Academy, with an additional 2 students having completed the California Alternate Assessments. At FCLA, 147 students completed the SBAC. Both FCLA and STEM had over 95% of students participate. All make-up testing was completed by May 29, 2026, ensuring ample time for scoring prior to the end of the school year. Preliminary data is arriving daily and being closely monitored.

**EOY i-Ready Diagnostic Results- preliminary**



The EOY iReady data shows significant growth of students meeting or exceeding grade-level standards from 21% to 52% proficient. The number of students also 2-3 grade-levels below dropped from 42% to 18%.

**Leadership Focus**

Open House was a wonderful success. FCLA students proudly showcased “Trash into Art” projects, and families were impressed by the creativity, innovation, and thoughtfulness displayed in each student’s

work. Parents shared positive feedback and expressed how much they enjoyed seeing the unique projects on display.

The FCLA and STEM Focus Leads joined Dr. Henschel to complete the final distribution of RIF books for students. Over the last two weeks, students will meet with their Big Buddies to create end-of-year memory catchers and share the books they selected. Throughout the year, we have seen meaningful connections develop between our upper-grade and primary students through the Big Buddy program. These final activities will provide another opportunity for students to celebrate the relationships they have built and reflect on a successful year together.

### **Acceleration Program**

End-of-year assessments are underway to update instructional goals for students receiving intensive Tier 3 intervention services. The results are also helping inform student placement and groupings for the 2026–2027 school year. This data will support decisions regarding which students are ready to transition out of Tier 3 services, which skill areas should be prioritized at the start of the year, and how intervention groups can be organized based on individual student needs.

For students in the primary grades, the Basic Phonic Skills Test (BPST) was administered to all students currently assigned to the Acceleration Specialist. In the upper grades, students completed the i-Ready Phonics for Reading placement assessment, the same measure used during the beginning- and middle-of-year benchmark windows. These students also participated in grade-level fluency assessments. Preliminary results indicate strong academic progress among many students receiving Tier 3 support, with a significant number meeting or exceeding their annual learning goals.

Additionally, end-of-year i-Ready Diagnostic data is being reviewed to identify students who may continue to require Tier 3 intervention as well as those who may benefit from being added to intervention rosters next year. This process will help ensure that Tier 3 services are launched efficiently and effectively at the start of the upcoming school year.

Work is also underway on the master schedule to ensure students maintain access to core grade-level instruction while receiving targeted intervention support. The Guiding Coalition has prioritized protecting 40-minute Tier 1 instructional blocks, along with dedicated Tier 2 reading AIM intervention periods. These Tier 2 blocks are intentionally safeguarded from pull-out services to maximize student access to essential grade-level instruction.

Once the master schedule is finalized, the Acceleration Specialist will develop the Tier 3 intervention schedule for currently identified students. The Instructional Leadership Support Team continues to refine and strengthen the Acceleration Program to enhance the delivery of tiered supports during the 2026–2027 school year.

### **ELOP Program**

#### **Expanded Learning Opportunities Program (ELOP) Update – Summer Block Party and Showcase**

As the second ELOP session comes to a close, Fenton Academies successfully hosted its first **Summer Block Party and ELOP Showcase**, providing an opportunity to celebrate student learning, creativity, and engagement while strengthening connections with families and community partners.

The event brought together students, families, staff, and community organizations for an evening that highlighted the diverse enrichment opportunities available through the ELOP program. Student

performances showcased skills developed throughout the session and included Hula Dancing, Percussion, Puppet Making, K-Pop Dance, Ballet Folklórico, and Line Dancing. Students demonstrated confidence, dedication, and enthusiasm as they shared their talents with families and peers.

In addition to the performances, families viewed student work from Disney Art Club, Origami Club, and Art Club. The showcase highlighted the creativity, collaboration, and self-expression fostered through ELOP enrichment activities and reflected the meaningful learning experiences provided beyond the traditional school day.

The event also featured participation from several community partners, including Think Together, Sylvan Learning, Bert Corona Middle School, and B.E.A.R. These partnerships continue to expand opportunities for students and families while strengthening community engagement. Reptacular Animals provided an interactive educational experience that was especially popular among students and families.

The success of the Summer Block Party and Showcase reflects the dedication of ELOP staff, enrichment instructors, support personnel, and community partners. Their efforts created an engaging environment where students were able to explore new interests, develop confidence, build relationships, and celebrate their achievements.

The event served as a successful culmination of the ELOP session, highlighting the program's positive impact on student engagement, skill development, and family involvement. Fenton Academies remains committed to providing high-quality expanded learning opportunities that support the academic, social, and emotional growth of all students.

## **Personnel**

### **Lead Teachers Announcement**

We are pleased to announce the Lead Teachers for the 2026–2027 school year, elected by their peers for their leadership, professionalism, and commitment to student success. As vital members of the Instruction Committee, Lead Teachers are responsible for attending assigned committees, FCPS Leadership, and Board meetings, representing their grade-level teams, and communicating key decisions and concerns. They will schedule, plan, and lead grade-level meetings with clear agendas and documentation, and help publicize these meetings through the weekly bulletin. Lead Teachers also support new and split-grade teachers, coordinate peer observations to share best practices, and assist regular-status teachers identified for additional support through the development and implementation of targeted Assistance Plans. Their leadership ensures the ongoing implementation of high-quality academic standards through the Professional Learning Community (PLC) process.

Congratulations to our 2026–2027 Lead Teachers:

**TK** – Priscilla Gentry

**Kindergarten** – Kalea Wright

**1st Grade** – Annie Hai

**2nd Grade** – Lindsey Western

**3rd Grade** – Lilia Padilla-Zuniga

**4th Grade** – Jennifer Hines

**5th Grade** – Joanna Tepper and Michelle Menjivar

**6th Grade** – Nikole De La Rosa

**Special Education** – Maria Cardenas

We look forward to their continued contributions to student achievement and instructional excellence.

### **2026-2027 Focus Lead Teacher Announcement**

We are pleased to announce that **Tiffany Walker** has been selected as the **Leadership Focus Lead** for Fenton Charter Leadership Academy. FCLA continues to implement a fully integrated Social-Emotional Learning (SEL) and Leadership program, as outlined in our Charter Petition, and this role is essential in ensuring its continued success. Focus Leads help maintain a clear and defined instructional focus, and Tiffany Walker will work closely with grade-level Lead Teachers to support and strengthen the SEL/Leadership components across all TK–6 classrooms. Loren’s leadership in this area will help ensure that our students continue to grow as thoughtful, confident, and capable leaders.

### **2026-2027 FCLA Faculty Representative Announcement**

We are excited to announce that **Kate Marrelli** has been selected to serve as the Faculty Representative for Fenton Charter Leadership Academy. This non-compensated position serves as an important liaison between the certificated staff and the Board of Directors. In this role, she will support staff by helping to address and resolve conflicts involving the Director, administration, or other staff members, when determined appropriate by the Chief Executive Officer. We congratulate Kate Marrelli on this important appointment and look forward to her continued leadership and advocacy.

### **2026-2027 Classified Representative Announcement**

We are pleased to announce that **Guadalupe Lopez** will continue in her role as the **Classified Representative** for the Fenton Academies. Nominated by her peers, Lupe will serve as the voice of our classified staff, supporting open communication and helping to resolve any conflicts that may arise between staff and administration or among staff members. Her continued service in this important role reflects the trust and respect she has earned from her colleagues. We congratulate and warmly welcome her back as Classified Representative.

### **2026-2027 FCLA Staff Roster**

The majority of FCLA teachers will remain in their current grade levels. However, due to enrollment changes, the fourth-grade classes will decrease to one class. In terms of staff changes, Paige Piper will move to Fenton Launchpad Academy as the founding Director.

For FCLA and STEM, we are happy to report we are in the process of hiring a new RSP teacher for our Kinder-2<sup>nd</sup> grade classrooms. We are also to report, we are in the process of hiring a Speech and Language Pathologist.

Due to the selection of Ms. Baez as the ELOP Coordinator at FPC, the Fenton Academies filled the open first-grade position with Annie Hai from Santa Monica Blvd.

### **2026-2027 Committee Chairs Announcement**

Committee Chairs are essential to the governance and success of Fenton Charter Public Schools. This leadership role is a critical opportunity for dedicated individuals to actively shape the direction of our schools through meaningful participation and collaboration. Chairs must demonstrate strong leadership, consistent commitment, and active engagement by facilitating committee discussions, reporting

regularly to the Board of Directors, attending all board and Leadership Meetings, approving secretary minutes, and ensuring timely distribution and preparation of meeting agendas and materials. Their leadership directly supports the effectiveness and integrity of our decision-making processes.

Thank you to everyone who volunteered to serve as a committee chair next year. We appreciate your willingness to lead and contribute to our committees! Congratulations to those who have been selected as Committee Chairs for 2026–2027.

### **FCLA**

Instruction: Kalea Wright

Personnel: Kate Marrelli

Parent Advocacy: Melissa Sopitkuankan

Finance: Jennifer Hines

### **Final Staff Rosters**

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**II. E.**

**FCPS Directors' Reports**

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

**June 11, 2026**

*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 2026 California Assessment of Student Performance and Progress (CAASPP) Preliminary Results**

Throughout May 2026, approximately 1,200 3rd-6th grade students participated in summative ELA and Math assessments. At the time of this report, about **50% of ELA** scores and **95% of Math** scores have been received.

**English Language Arts:** Preliminary results indicate ELA scores at or above the 2025 proficiency levels, with most notable gains at Fenton Avenue Charter School (+9%) and Fenton Charter Leadership Academy (+3%). Both Fenton STEM Academy and Santa Monica Boulevard Community Charter School show similar results from the previous year. The state has been slow to release all scores for Reading in comparison to previous years. Fenton will continue to monitor and report progress as results are received.

**Mathematics:** In terms of mathematics, scores reveal strong gains at Fenton Avenue Charter School (+5%) and Fenton Charter Leadership Academy (+9%). Both Fenton STEM Academy and Santa Monica Boulevard Community Charter School show similar results from the previous year.

**Science:** Science is now an indicator on the California Dashboard and part of the charter renewal process. Only fifth grade students participate in the California Science Test (CAST) and preliminary data indicates a need for targeted support with the majority of Fenton schools performing around 25% proficient. As we move forward, instructional targets will include a stronger focus on science standards.

Once all results have been received, disaggregated by site, grade level, and student groups, a thorough analysis and instructional action plan will be developed over summer.

We extend our gratitude to the Fenton Administrators for their strategic vision and leadership in ensuring these initiatives were implemented with fidelity. Their efforts have been instrumental in achieving these results. A special recognition to **Paige Piper, Nicole Langlois, and Carmen Solis** for overseeing all CAASPP testing at each of their respective sites.

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](#)



	GROWTH				STATUS							
ELA	i-Ready % Typical Growth Met				i-Ready % Met				CAASPP % Met			
	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26
FPC	61	62	50	52	64	68	52	55	-	-	-	-
FACS	60	55	59	59	49	45	51	50	47	43	47	56
SMBCCS	55	55	57	47	40	43	40	41	38	33	42	39
STEM	64	61	49	51	48	51	42	44	48	47	53	53
FCLA	51	59	48	53	50	52	43	52	43	51	57	60
FCPS	58	58	53	52	49	50	46	48	44	44	50	52
LAUSD	-	-	-	-	-	-	-	-	41	43	47	
State	50	50	50	-	50	50	50	-	47	47	49	-

*Preliminary Scores as of June 8, 2026 - 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 8, 2026, 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, there appears a significant increase in proficiency within kindergarten and first grade cohorts.

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 Status & Growth By Grade Level Over Time](#) (Updated June 2026) (Google Sheet).

	GROWTH				STATUS							
Math	i-Ready % Typical Growth Met				i-Ready % Met				CAASPP % Met			
	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26
FPC	58	59	56	<b>61</b>	50	55	48	<b>41</b>	-	-	-	-
FACS	60	56	58	<b>55</b>	48	46	51	<b>52</b>	35	36	35	<b>40</b>
SMBCCS	53	57	57	<b>53</b>	37	40	44	<b>41</b>	35	29	34	<b>33</b>
STEM	66	51	41	<b>46</b>	52	46	41	<b>41</b>	44	38	36	<b>34</b>
FCLA	58	55	47	<b>50</b>	45	44	47	<b>42</b>	31	39	45	<b>52</b>
FCPS	57	56	52	<b>53</b>	45	46	46	<b>43</b>	34	36	38	<b>40</b>
LAUSD	-	-	-	-	-	-	-	-	31	33	37	-
State	50	50	50	-	44	45	46	-	35	36	37	-

*Preliminary Scores as of June 8, 2026 - Not all Scores Have Been Processed*

### English Language Learners Reclassification Rates 2025-2026

Fenton Charter Public Schools administrators met throughout the 2025-2026 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 2025-2026 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. Currently all Fenton schools are in progress with the Reclassification of students.

#### Reclassification Criteria:

- a. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and (ELPAC overall score of 4)
- b. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and (Report Card Scores of a 3)
- c. Parent opinion and consultation; and
- d. 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 2025 - 2026

School	<a href="#">25-26 EL Numbers</a>	<a href="#">24-25 EL Numbers</a>	% Change between Current Year # EL's and Previous Year # EL's	<a href="#">#Reclass 25-26</a>	<a href="#">25-26 ELPAC Eligible Not Yet Reclassified</a>	<b>CURRENT- FCPS 25-26 RFEP #s</b>	<i>Unofficial FCPS 24-25 RFEP #s</i>	<i>Unofficial FCPS 23-24 RFEP #s</i>
<b>STEM</b>	50	49	2%	0	3	<b>6.00%</b>	8.33%	10.71%
<b>FCLA</b>	53	64	-17%	0	1	<b>1.89%</b>	21.88%	23.38%
<b>FPC</b>	138	168	-18%	0	14	<b>10.14%</b>	11.31%	4.59%
<b>FACS</b>	191	220	-13%	0	23	<b>12.04%</b>	13.64%	17.65%
<b>SMBCCS</b>	383	403	-5%	2	15	<b>4.44%</b>	9.93%	4.26%

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

### Multilingual Learner Action Plan: Increasing Reclassification Rates

Based on 2025-2026 ELPAC Summative Results, the Fenton schools will implement a targeted action plan during the 2026-2027 school year to improve multilingual student outcomes and increase reclassification rates. Fenton schools will implement a targeted system of monitoring, intervention, and instructional support throughout the school year.

#### Key Actions:

- **Review and analyze ELPAC practice test data** during BOY and MOY meetings to identify students who are close to meeting reclassification criteria and determine areas of need.
- **Conduct monthly ELPAC progress monitoring** with teachers and administrators to track student growth, review language development goals, and adjust supports as needed.
- **Facilitate January/February ELPAC Boot Camp sessions** to provide focused instruction and test preparation for students nearing proficiency.
- **Provide intervention support through ELD and ELOP classes** for students requiring additional language development, emphasizing speaking, listening, reading, and writing skills.
- **Implement targeted testing schedules** (May for upper grades and April for primary grades) to ensure timely assessment and identification of students ready for reclassification.
- **Collaborate with teachers and families** to communicate student progress, reinforce language development strategies, and promote consistent support across school and home settings.
- **Monitor reclassification eligibility regularly** and create individualized support plans for students who are approaching proficiency benchmarks.

## **Expected Outcomes:**

Through ongoing progress monitoring, targeted ELD interventions, and focused ELPAC preparation, multilingual learners will demonstrate increased English language proficiency and greater confidence in academic language use. Regular collaboration among teachers, administrators, and families will ensure that students receive timely support tailored to their individual needs. As a result, more students will meet the criteria for reclassification, leading to higher reclassification rates and improved academic success for multilingual learners across grade levels.

Jennifer Miller, the Instructional Coaches, and the Fenton administrators will work together to ensure this action plan is implemented with fidelity and success.

## **[Final] 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 2025–2026 Local Control and Accountability Plans for the Fenton schools were approved by the Board on June 12, 2026. The Mid Year LCAP update was presented to the Board of Directors on January 22, 2026. Drafts of the 2026–2027 LCAPs for the Fenton schools were shared with the Board of Directors during the May 14, 2026 meeting.

Each school has provided its draft LCAP to its School Site Council for review and input as part of the stakeholder engagement process.

The LCAP describes the goals, actions, services, and expenditures that support positive student outcomes and address state and local priorities. The LCAP provides an opportunity for local educational agencies to share how and why programs and services are selected to meet local needs. The LCAP Federal Addendum supplements 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 the final LCAP documents to the Board during the June 11, 2026 meeting for adoption and approval. Following Board approval, the LCAPs for the five Fenton schools will be submitted to the Los Angeles County Office of Education by June 30, 2026.

The 2026-2027 Fenton Charter Public Schools LCAP documents can be viewed [below](#):

[\*2026-2027 Final LCAP Documents\*](#)

**Local Indicators for CA Dashboard 2026-2027**

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:

- Annually measure its progress in meeting the requirements of the specific LCFF priority; and
- 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
- 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.

**[2026-2027 Local Indicator Documents for FACS, FPC, SMBCCS, STEM and FCLA](#)**

**Designing for the Future: Certificated Staff Evaluation & Supervision Handbook**

Fenton is currently in the process of updating its Certificated Staff Evaluation & Supervision Handbook to better reflect current instructional practices and expectations. Angie Castellana Ferri has led this work over the past year, thoughtfully revising the existing 2011 version to ensure it is aligned with today’s educational landscape.

The updated handbook incorporates the California Standards for the Teaching Profession (CSTP), integrates Professional Learning Community (PLC) components, and includes common templates that reflect current practices across the organization. In addition, new evaluation tools have been developed to align with the various certificated roles at Fenton, ensuring clarity, consistency, and relevance in the

evaluation process. A dedicated section for interns has also been added to better support and guide educators who fall into this category.

While these updates modernize the handbook, the core components such as the established evaluation cycle remain unchanged, preserving continuity and familiarity for staff. The handbook is currently being reviewed at each Fenton school site through staff meetings, Lead Teacher meetings, and Instruction Committee discussions to gather feedback and ensure alignment across the organization.

As part of the development process, the draft has already been shared with Directors and all Fenton Lead Teachers for initial feedback. On April 16, 2026, the Fenton Ad Hoc committee reviewed the current draft and provided additional input. Currently, all Fenton schools are soliciting feedback from stakeholders through staff meetings, lead teacher meetings, and committees/council meetings.

The finalized handbook is scheduled to be presented to the Board for approval at the June 11, 2026 board meeting, ensuring the process reflects a collaborative, thorough, and inclusive approach. The draft handbook can be viewed below. The handbook is expected to go into effect beginning the 2026-2027 school year.

*Certificated Supervision and Evaluation Handbook ([Guide](#)) ([Doc](#))*

**FCPS School Monitoring Metrics (Yearlong 2025-2026)**

Fenton Charter Public Schools identified two critical metrics for measuring progress towards instructional goals during the 2025-2026 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 similarly aligned with frequency of staff meetings vs. lead teacher meetings. The frequency and effectiveness of all stakeholder meetings has shown improvement from the previous year. Thank you to the site leadership for continuing to enhance all opportunities for communication and development of others.

Month	Total Lead Teacher Meetings Possible	FACS	SMBCCS	FPC	FCLA/STEM
August	3	3	3	3	3
September	4	4	4	4	3
October	4	4	4	4	4
November	2	2	2	2	2
December	1	1	1	1	1
January	2	2	1	2	2

February	4	3	4	4	4
March	2	2	2	2	2
April	4	4	4	3	3
May	4	2	3	4	4
June	1				
<b>Total</b>	<b>31</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>28</b>

Month	Total Staff Meetings Possible	FACS	SMBCCS	FPC	FCLA/STEM
August	3	3	3	3	3
September	4	4	4	4	4
October	4	4	4	4	4
November	2	2	2	2	2
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	3	4
May	4	4	4	4	4
June	1				
<b>Total</b>	<b>31</b>	<b>30</b>	<b>29</b>	<b>29</b>	<b>30</b>

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 graphs represent each Fenton school’s progress towards achieving the expected FCPS i-Ready Personalized Instruction usage rates during the 2025-2026 school year as well as the 2024-2025 school year. Improving time on task within the i-Ready Personalized Instruction platform will continue to be a Fenton priority in the 2026-2027 school year. The majority of schools increased student engagement with their personalized learning path through the i-Ready platform.

<b>Yearlong (2025-2026) Monthly Average i-Ready Personalized Instruction</b>				
School	<b>Reading</b> <i>Average Lesson Time on Task per Student</i>	<b>Reading</b> <i>i-Ready Lessons Passed Year to Date</i>	<b>Math</b> <i>Average Lesson Time on Task per Student</i>	<b>Math</b> <i>i-Ready Lessons Passed Year to Date</i>
FACS	24h 1m	79%	21h 39m	97%
SMBCCS	20h 45m	65%	19h 46m	93%
FPC	17h 37m	81%	16h 3m	94%
STEM	16h 43m	69%	16h 5m	92%
FCLA	17h 45m	73%	16h 35m	95%

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

### **FCPS Team Excellence Award Recognition Program**

Throughout the 2025–2026 school year, the **Team Excellence Award Recognition Program** successfully celebrated and highlighted the collaborative efforts of grade-level and department teams across Fenton Charter Public Schools. Building upon the foundation established during the previous year, the program expanded its recognition criteria to align with the six FCPS Instructional Goals, acknowledging teams that demonstrated excellence in professional learning communities, literacy and mathematics instruction, purposeful collaboration, i-Ready implementation, instructional capacity building, and innovative instructional practices. Through monthly recognition events, educators were celebrated for their collective commitment to improving student outcomes and advancing district priorities.

The initiative reinforced a culture of collaboration, continuous improvement, and shared responsibility for student success. Teams recognized throughout the year demonstrated strong use of data-driven decision-making, meaningful participation in professional learning, effective implementation of instructional strategies, and a willingness to explore new approaches to teaching and learning. The recognition program not only increased staff morale and engagement but also provided opportunities to share successful practices across school sites. By honoring the collective achievements of educator teams, FCPS strengthened its commitment to excellence, innovation, and high levels of learning for all students.

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

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

**June 11, 2026**

*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**

**The following section provides an overview of the 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
School	September 2025	October 2025	December 2025	January 2026	March 2026	April 2026	May 2026	June 2026
FACS	128	123	119	120	125	130	133	135
FPC	65	65	66	70	76	80	80	87
SMBCCS	134	131	131	137	138	140	143	146
STEM	56	56	56	56	56	58	57	58
FCLA	41	42	43	44	45	50	52	56

**The following data represents the percentage of students, out of the total students with disabilities, who are identified as having a Low Incidence disability. Low Incidence disabilities include hearing loss, visual impairment, and orthopedic impairment.**

	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence
School	September 2025	October 2025	December 2025	January 2026	March 2026	April 2026	May 2026	June 2026
FACS	0.78% (HOH)	0.81% (HOH)	0.81% (HOH)	0.81% (HOH)	1.66% (2 HOH)	1.54% (2 HOH)	1.50% (2 HOH)	1.48% (2 HOH)
FPC	1.54% (HOH)	1.53% (HOH)	1.53% (HOH)	2.86% (HOH, MDO)	2.63% (HOH, MDO)	2.5% (HOH, MDO)	2.5% (HOH, MDO)	2.3% (HOH, MDO)
SMBCCS	1.49% (HOH, OI)	1.52% (HOH, OI)	1.52% (HOH, OI)	1.52% (HOH, OI)	1.44% (HOH, OI)	1.42% (HOH, OI)	0.70% (OI)	0.68% (OI)
STEM	1.79% (MDO)	1.79% (MDO)	1.79% (MDO)	1.79% (MDO)	1.78% (MDO)	1.72% (MDO)	1.75% (MDO)	1.72% (MDO)

FCLA	2.43% (HOH)	2.38% (HOH)	2.38% (HOH)	2.38% (HOH)	2.22% (HOH)	2% (HOH)	1.92% (HOH)	1.79% (HOH)
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The table below displays the percentage of enrolled students identified as students with disabilities at each Fenton campus.

	Total Percentage	Total Percentage	Total Percentage	Total Percentage	Total Percentage	Total Percentage	Total Percentage	Total Percentage
School	September 2025	October 2025	December 2025	January 2026	March 2026	April 2026	May 2026	June 2026
FACS	18.78	17.81	16.92	17.19	17.71	18.57	18.83	19.18
FPC	15.54	15.53	14.37	14.66	16.30	17.39	17.20	18.67
SMBCCS	21.49	20.52	19.58	20.42	20.53	20.92	21.37	21.82
STEM	22.79	22.79	21.45	21.54	21.87	22.92	22.62	23.01
FCLA	17.43	17.38	15.92	16.18	16.30	18.18	18.77	20.36

The table below presents the number of students with disabilities, categorized by eligibility status.

#### September 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31				1	4			28	50	14		
FPC	30				1	4			8	1	21		
SMBCCS	39				1	2		1	22	40	29		
STEM	18						1		16	13	8		
FCLA	12			1	1				9	6	12		

#### October 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	30				1	4			25	50	13		
FPC	30				1	4			7	1	22		
SMBCCS	39				1	1		1	22	40	27		
STEM	18						1		16	13	8		
FCLA	13			1	1				10	6	11		

#### December 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	29				1	4			25	49	11		
FPC	31				1	4			7	2	21		
SMBCCS	42				1	1		1	22	42	22		
STEM	18						1		17	13	7		
FCLA	13			1	1				11	6	11		

#### January 2026

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	30				1	4			25	49	11		
FPC	34				1	3	1		8	2	21		
SMBCCS	44				1	1		1	22	46	22		
STEM	18						1		18	13	6		
FCLA	13			1	1				12	6	11		

**March 2026**

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31				2	4			26	50	12		
FPC	36				1	4	1		7	5	22		
SMBCCS	44				1	1		1	22	47	22		
STEM	17						1		19	13	6		
FCLA	13				1				13	7	11		

**April 2026**

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	32				2	4			30	50	12		
FPC	35				1	4	1		10	5	24		
SMBCCS	41				1	1		1	23	50	23		
STEM	19						1		19	13	6		
FCLA	13				1				13	8	13		

**May 2026**

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	30				2	4			34	51	12		
FPC	35				1	4	1		10	5	24		
SMBCCS	39				0	1		1	23	56	23		
STEM	18						1		19	13	6		
FCLA	17				1				13	9	12		

**June 2026**

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	32				2	4			34	52	11		
FPC	36				1	4	1		11	7	27		
SMBCCS	39					1		1	24	60	21		
STEM	18						1		19	14	6		
FCLA	17				1				14	11	13		

AUT - Autism  
DEA - Deafness

OI - Orthopedic Impairment  
OHI - Other Health Impairment

DBL - Deaf Blindness  
 ED - Emotional Disturbance  
 HOH - Hard of Hearing  
 ID - Intellectual Disability  
 MD - Multiple Disabilities

SLD - Specific Learning Disability  
 SLI - Speech or Language Impairment  
 TBI - Traumatic Brain Injury  
 VI - Visual Impairment

**EXTERNAL CONTRACTORS**

**The following section provides information regarding the services delivered to Fenton Charter Public Schools by third-party vendors.**

<b>Vendor</b>	<b>Services</b>
The Cruz Center	Occupational Therapy Services
Cross Country Education	Educational services, including Adaptive Physical Education (APE), Language and Speech (LAS), and Deaf and Hard of Hearing (DHH) support
Total Education Solutions	Educational services, including Physical Therapy (PT); Language and Speech (LAS) services
Classroom Crew	Adaptive Physical Education (APE) services
Speech Improvement Center	Language and Speech (LAS) services
Social Butterfly	Language and Speech (LAS) services
SLEA Therapies	Language and Speech (LAS) services

**Behavioral Services-External Contractors**

<b>Vendor</b>	<b>Services</b>
STAR of CA	Behavioral Services <ul style="list-style-type: none"> <li>● BII-Behavior Implementation Intervention,</li> <li>● BID-Behavior Intervention Development services</li> </ul>
New Growth	Support for RBTs <ul style="list-style-type: none"> <li>● Consultations with RBTs-Registered Behavior Technicians</li> <li>● BCBA-Board Certified Behavior Analyst supervision for RBTs</li> </ul>
Scout	<ul style="list-style-type: none"> <li>● Supplies adult assistants to support students exhibiting significant behavioral needs.</li> </ul>
Zen Education	<ul style="list-style-type: none"> <li>● Trained special education paraprofessionals to work with students with significant behavior needs</li> </ul>

## SPECIAL EDUCATION PARAPROFESSIONALS

The following data outlines the number of staff members assigned to Behavior Intervention Implementation (BII) services and Adult Assistants (AA).

School	Fenton	STAR of CA	Cross Country	Scout	Zen Educate	Total
FACS	21			2		23
FPC	16			1		17
SMBCCS	13	1		2	3	19
STEM	13			1		14
FCLA	7	1				8

### Nonviolent Crisis Intervention Training

Fenton Charter Public Schools will provide Nonviolent Crisis Intervention training to twelve staff members across the organization on August 27 and 28, 2026. The training will be led by our own Registered Behavior Technician Lead, Noemi Ramirez, who was trained by the Crisis Prevention Institute.

Participants will include paraprofessionals, teachers, support staff, and administrators. This cross-functional group was intentionally selected to help ensure that staff across multiple roles and school settings are equipped with consistent strategies to support students who may exhibit behavioral, social-emotional, or crisis-related needs.

Nonviolent Crisis Intervention training is an important professional development opportunity because it prepares staff to recognize early signs of escalation, respond calmly and effectively, and use proactive strategies to prevent situations from becoming unsafe. The training emphasizes de-escalation, communication, safety, prevention, and maintaining the dignity and respect of students during challenging moments.

Through this training, staff will strengthen their ability to understand behavior as a form of communication, respond to students with empathy and consistency, and implement appropriate intervention strategies when students are experiencing distress. Staff will also gain tools to support safer learning environments, reduce the likelihood of crisis situations, and increase confidence when responding to challenging behaviors.

The benefits of this training extend beyond individual staff members. When staff are trained in a consistent approach, schools are better able to respond as a coordinated team, support student needs more effectively, and promote a positive and safe campus environment. This training also supports staff retention and confidence by ensuring employees feel prepared and supported when working with students who require additional behavioral or emotional support.

Providing this training reflects FCPS's continued commitment to student safety, staff preparedness, and the implementation of proactive, respectful, and effective behavior support practices across the organization.

### [Annual Paraprofessional Bootcamp](#)

As part of Fenton Charter Public Schools' commitment to supporting students with disabilities and investing in the professional growth of our staff, the Special Education Department will host its Annual Paraprofessional Bootcamp on August 5 and 6, 2026. This two-day training will bring together special education paraprofessionals from across the organization, including those working in Resource Specialist Program (RSP) settings, Special Day Classes (SDC) and one-on-one assignments. This year we are also inviting paraprofessionals who work in the Transitional Kindergarten and Kindergarten classrooms that may experience similar challenges with students who exhibit toileting, communication and social/behavioral needs.

Paraprofessionals play a critical role in supporting students' academic, behavioral, social-emotional, communication, and adaptive skill development. The Bootcamp was designed to ensure staff begin the school year equipped with the knowledge, skills, and confidence necessary to effectively support students with diverse learning needs and to strengthen collaboration between paraprofessionals and multidisciplinary teams.

The training will be led by our Registered Behavior Technician (RBT) Lead, Noemi Ramirez, and members of the FCPS RBT team. Additional presentations will be provided by FCPS counselors, school psychologists, SMBCCS speech-language pathologist, and PRN Nursing staff. These presentations will provide participants with a comprehensive understanding of the various services available to students with disabilities and the important role paraprofessionals play in implementing student supports. Please refer to the [agenda](#).

Topics will include behavior intervention strategies, positive behavior supports, de-escalation techniques, communication and collaboration practices, speech and language supports, augmentative and alternative communication (AAC), social-emotional development, mental health resources, and toileting support for students with disabilities. Presenters have been encouraged to utilize interactive training methods such as role-playing, case studies, demonstrations, and problem-solving activities to ensure participants have opportunities to apply concepts to real-world scenarios.

The Bootcamp reflects FCPS's ongoing commitment to providing high-quality professional development and fostering a culture of continuous learning. By investing in paraprofessional training before the start of the school year, the organization is taking a proactive approach to ensuring students receive consistent, informed, and effective support across all school sites.

In addition to enhancing staff knowledge and skills, the Bootcamp strengthens collaboration among school teams, increases staff confidence, and promotes consistency in the implementation of educational and behavioral supports. Ultimately, this training contributes to improved student outcomes and reinforces FCPS's commitment to creating inclusive learning environments where all students can thrive.

The Annual Paraprofessional Bootcamp continues to be a valuable component of the Special Education Department's efforts to support staff, strengthen services, and ensure that students with disabilities receive the highest quality educational experience possible.

### **FCPS Special Education Clerks**

FCPS is proposing the addition of Special Education Clerk support at sites that do not currently have this position in place. This recommendation is intended to strengthen support for special education staff, improve compliance practices, and reduce the administrative workload currently placed on Education Specialists, related service providers, and administrators.

During the 2025–2026 school year, FCPS has continued to focus on retaining qualified special education staff and specialists. However, the growing demands of case management, documentation, scheduling, parent communication, and compliance monitoring have created significant challenges for staff. These responsibilities often take time away from direct student support, assessment, consultation, and instructional planning.

The proposed model would include one clerk shared between Fenton Avenue Charter School and Fenton Primary Center, and one clerk supporting Fenton STEM Academy and Fenton Charter Leadership Academy. This shared model would allow the organization to evaluate the effectiveness of the positions and determine their impact on staff support, efficiency, compliance, and long-term cost savings.

Special Education Clerks would assist with key responsibilities such as scheduling IEP meetings, preparing notices, tracking timelines, organizing records, following up on signatures, coordinating interpreters, processing records requests, and supporting timely IEP activation. Having dedicated clerical support would help reduce the risk of missed deadlines, compliance concerns, and delays in service implementation.

Overall, this proposal is a proactive step toward building stronger systems for the Special Education Department. By providing additional administrative support, FCPS can better support staff retention, improve operational efficiency, protect funding, and ensure that special education teams are able to focus more fully on serving students and families.

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

**June 11, 2026**

*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**

**SUN Bucks (Summer EBT):** SUN Bucks (Summer EBT) is a federally funded summer nutrition program that provides eligible children with food benefits during the summer months when school meals are not available. As students begin summer break, many families lose access to the daily school meals that support their children's nutritional needs during the school year. To help address summer food insecurity, California's SUN Bucks program provides eligible families with \$120 a month, per child, in food benefits during the summer months.

To support SUN Bucks eligibility determinations, Fenton Charter Public Schools is required to collect and process student eligibility information annually. Students who are automatically certified through programs such as CalFresh, CalWORKs, or qualifying Medi-Cal benefits are enrolled automatically. For all other students, eligibility is determined through Universal Benefits Application (UBA) submitted to the school.

FCPS collects and verifies this information at the beginning of each year and submits eligible student records through the California Education Data Collection System (EDCS) to ensure qualifying students receive SUN Bucks benefits. A special thank you to the office staff at each school and William Lander, FCPS Data Manager, who ensure FCPS data is accurate and submitted in a timely manner.

**Infinite Campus Online Enrollment:** Throughout the 2025–2026 school year, staff at each school site actively supported families in accessing and utilizing the Parent Portal. Efforts included providing hands-on assistance during school events and registration activities, sharing step-by-step instructions through newsletters, Dojo communications, letters, and offering individualized support to families experiencing technical difficulties, and consistently promoting the benefits of Parent Portal access. These outreach efforts helped strengthen home-school communication, increase family engagement, and improve parents' ability to stay informed about their child's academic progress and school activities. While the goal of achieving 80% parent access was not met this year, schools remain committed to continuing these efforts during the 2026–2027 school year. As the Parent Portal becomes an increasingly important tool for monitoring student attendance, grades, academic progress, and school communications, ongoing outreach and support will be provided to encourage greater family participation and utilization.

**Pillar 2 – Extended Learning Time & Opportunities (ELO-P)**

**ELO-P Summer Session 1:** ELO-P Coordinators have completed preparations for the summer programming sessions scheduled to begin on June 15, 2026. Each school site will offer two summer sessions designed to provide students with continued academic enrichment and expanded learning opportunities. Enrollment for Session 1 is strong, with approximately 50% of each school's student population registered to participate. Coordinators will continue to monitor enrollment and support family outreach efforts to maximize student participation throughout the summer program.

**ELO-P Summer Session 2:** Enrollment figures for Session 2, overseen by the Think Together program, will not be finalized until June 26, 2026, as registration remains open and participation is considered part of the 2026–2027 school year. Summer Session 2 will run from July 6 through July 24, spanning a total of 15 days. Think Together will oversee the full summer session 2 program. That program will operate from 7:30 a.m. to 4:30 p.m., totaling 9 hours daily.

2026 FCPS Summer Session 1 - All School Sites			2026 FCPS Summer Session 2 - All School Sites
Week 1 - June 15-18, 2026 (No School on 6/19/26 - Holiday)	Week 2 - June 22-26, 2026	Total Day for June 2026	July 6 - 24, 2026
4 Days	5 Days	9 Days Total	15 Day Total

2026 Summer Program Student Participation - By School Site				
	FACS	FPC	Academies	SMBCCS
Summer Enrolled	328	289	160	220
% of school	47%	62%	30%	33%

- **ELO-P Team Meetings:** The most recent ELO-P Coordinator meeting was held on May 15, 2026. During the meeting, coordinators discussed the addition of four ELO-P days to replace four instructional days in 2026–2027 school calendar and reviewed plans for tracking student attendance through ActivityHero. Coordinators also engaged in discussions and updates related to key program implementation areas, includingThe following:.
- **ELO-P Calendar:** The ELO-P calendar of activities is updated monthly and discussed with the ELO-P coordinators. The calendar documents service days and the mandated 30 days of service during non-instructional days. Please find the 2025-2026 calendar [HERE](#). Please find the 2026-2027 draft calendar [HERE](#).
- **ELO-P Budget and Expenditures:** Please find the ongoing ELO-P budget with a draft of the 2026-2027 budget [HERE](#). The 2025-2026 expenditures spreadsheet can be found [HERE](#).

- **FCPS ELO-P Guidebook:** The FCPS ELO-P guidebook, which is reviewed frequently by ELO-P coordinators and updated as needed, can be found [HERE](#).

### **Pillar 3 - Family & Community Engagement**

**2026-2027 School 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, June 2. 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:

<b>2026 Climate Survey Results - Overall Satisfaction (Staff, Families, and Students)</b>					
	<b>FACS</b>	<b>FPC</b>	<b>STEM</b>	<b>FCLA</b>	<b>SMBCCS</b>
<b>Organization</b>	94%	96%	97%	99%	93%
<b>Curriculum</b>	98%	98%	99%	98%	94%
<b>Instruction</b>	94%	98%	95%	93%	94%
<b>Assessment</b>	96%	93%	94%	95%	94%
<b>School Culture</b>	90%	94%	89%	89%	92%

**Community Engagement Initiative (CEI) Network:** Although the final CEI Network convening occurred from April 29 through May 1, the team decided to submit a continuation application. The application would allow our team to serve as mentors and facilitators for new CEI teams in 2026-2027. Unfortunately, the FCPS CEI team was not selected. The team also submitted an application for Street Data & Evidence Community of Practice (CoP) for the 2026–27 school year through the Community Engagement Initiative (CEI). The team has not heard back from that application.

### **Pillar 4 - Collaborative Leadership & Practices**

**Community School Professional Learning for 2026-2027:** Fenton Charter Public Schools will provide a year-long professional learning series for Community School Coordinators and selected administrators, facilitated by Dr. Jacqueline Sanderlin of ImpactLeader Enterprises. The training is based on Dr. Sanderlin's Five C's framework; Community, Collaboration, Capacity, Connection, and Creativity. The professional learning series is designed to strengthen leadership and support the implementation of the California Community Schools Partnership Program (CCSPP). Participants will develop a shared understanding of effective community school practices and gain practical strategies to increase family and community engagement. The training will focus on building organizational capacity, strengthening partnerships, fostering meaningful relationships, and creating sustainable systems that

support student success and a positive school culture. As a result of this professional learning, participants will be better equipped to collaborate with educators, families, and community partners to advance the goals of the Community Schools initiative. The total cost of the professional learning series is \$15,000, which covers five full-day, in-person training sessions for up to 20 participants. This [link](#) contains the documents necessary for the professional learning series.

**Community Schools Budget and Expenditures:** The community schools budget and expenditures report are shared with the board on a monthly basis. Monitoring all expenditures and alignment with the budget will help with compliance reporting at the end of each school year. Please find the CCSPP Budget [here](#) and the FCPS expenditures [here](#).

**Upcoming Events:**

- 6/12 Last Instructional Day of 2025-2026
- 6/15 Summer Session 1 Begins thru 6/26
- 6/19 Juneteenth - No Summer School Holiday
- 6/26 Last Day of Summer Session 1
- 7/6 - 7/24 Summer Session 2 - Think Together
- 8/6 PD Day #1
- 8/10-11 PD Day #2 and #3
- 8/12 First Day of School for the 2026-2027 School Year

**II. F.**

**FCPS Officers' Reports**

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

**June 11, 2026**

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

This report contains information related to [Finance](#).

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

**Facilities Budgets for 2026-27**

The proposed 2026–27 facilities budget of approximately **\$454,900** focuses on maintaining the condition, safety, functionality, and appearance of school facilities across all campuses. Planned projects generally include building repairs, HVAC and air quality improvements, flooring and subfloor replacements, painting and cosmetic upgrades, irrigation and landscaping improvements, lighting enhancements, water intrusion prevention, concrete and structural repairs, and other site-specific maintenance needs. The budget also includes investments intended to preserve existing assets and address aging infrastructure before more significant failures occur. These expenditures help provide students and staff with safe, reliable, and well-maintained learning environments while minimizing the risk of more costly deferred maintenance obligations in the future.

**Technology Budget for 2026-27**

The proposed 2026–27 technology budget of approximately **\$1,020,401** includes software licensing, equipment leases, classroom technology, cybersecurity initiatives, infrastructure improvements, and site-specific technology projects designed to support both instructional and operational needs throughout the organization. Planned projects include physical security and access control enhancements, security camera system upgrades and maintenance, network and communications resiliency improvements, replacement of aging technology equipment, staff computer refresh cycles, audio/visual system maintenance, and repairs to student devices. Equipment lease costs have been annualized to reflect the full anticipated cost for the fiscal year.

The budget also includes capitalized technology projects identified under Object Code 9440, which represent longer-term investments in technology infrastructure and equipment. These expenditures will be capitalized and depreciated over their useful lives and therefore do not impact operating income in their entirety during the year incurred. Additionally, the consumables allocation is based on historical purchasing patterns and includes lower-cost items such as headphones, cables, cases, keyboards, mice, and other technology accessories that require periodic replacement due to normal wear and usage. Collectively, these investments help ensure that students and staff have access to secure, reliable, and effective technology resources that support teaching, learning, communication, safety, and daily operations throughout the organization. While reducing technology expenditures can provide short-term budget relief, underinvestment in technology can increase operational risks, equipment failures,

cybersecurity vulnerabilities, and future replacement costs. The proposed budget reflects an effort to balance fiscal responsibility with the ongoing need to maintain modern, dependable, and secure technology systems across all FCPS schools and departments.

### **OPEB Update**

On June 1, 2015, Fenton established the OPEB (Other Post-Employment Benefits) Trust to manage funds dedicated to retiree benefits. While the OPEB Trust and the employee retiree benefits plan are fundamentally separate entities, actions taken within one inevitably impact the other. On May 14, 2026, the Board approved an increase to the retiree benefit cap for Tier 2 employees, raising it from \$10,000 to \$15,000. The cap had previously been decreased to \$10,000 in 2021. The recent upward revision was proposed in consideration of the initial cap, and the steadily increasing cost of healthcare. The cap adjustment was viable due to the milestone achieved by the organization, with the OPEB trust fully funded at 102.7% based on the most recent actuarial valuation.

To provide long-term clarity following such structural changes, Fenton's leadership has decided to explore establishing a more robust target precedent for the OPEB trust. Defining a long-term funding target poses a distinct challenge, as OPEB actuarial valuations are based on future estimates of significant unknowns. These variables include market fluctuations impacting the portion of the OPEB portfolio invested in equities, as well as the rising future costs of healthcare benefits. It is worth noting that while Fenton's currently established policy fully satisfies all statutory and legal requirements for an OPEB trust, any new additions to the policy would be designed to go a step further. Any additions to the policy would seek to strike a "tight-loose" balance—tight in governance standards and funding principles, yet loose enough to accommodate the inherent uncertainty associated with long-term actuarial projections.

The OPEB Trust establishes the framework for the funding and investment of assets dedicated to retiree benefits. The annual actuarial valuation identifies the Accumulated Postretirement Benefit Obligation (APBO), and additions to the policy could potentially establish both a minimum funding threshold and a long-term goal of maintaining 100% funding of the APBO.

Fenton is currently working with Nossaman LLP, a law firm with a group specializing in pension, employee benefits, and investments to determine whether additional policy language can be developed that appropriately balances these competing objectives and provides a clear framework for the long-term funding of the OPEB Trust.

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

**June 11, 2026**

*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](#); [Financial Update](#); [CalSTRS Guidance Regarding CMOs](#); [CalPERS Guidance Regarding CMOs](#); [Charter Renewals](#); [2026-2027 Budget](#); [Building Consistent Behavioral Expectations](#); [Looking Ahead](#)

The following is a comparison of our current enrollment “Forecast” with what was board approved in the budget in June. As of June 5, 2026, FCPS remains 6% below budgeted projections.

FY2026	FACS		FPC		SMBCCS		STEM		FCLA		FCPS		Diff.
	Budget	Forecast	Budget	Forecast	Budget	Forecast	Budget	Forecast	Budget	Forecast	Budget	Forecast	
TK	34	36	78	70	33	41	18	15	18	16	181	178	-3
K	48	46	147	117	83	63	33	20	48	39	359	285	-74
1st	48	50	138	137	75	75	48	50	24	24	333	336	3
2nd	48	49	136	142	92	96	24	21	48	43	348	351	3
3rd	170	152			117	104	24	26	48	50	359	332	-27
4th	182	188			80	81	48	43	48	41	358	353	-5
5th	196	183			131	123	60	47	48	45	435	398	-37
6th					75	86	48	30	24	17	147	133	-14
<b>TOTAL</b>	726	704	499	466	686	669	303	252	306	275	2,520	2,366	
+/-		(22)		(33)		(17)		(51)		(31)		(154)	
% Diff.		3%		7%		2%		17%		10%		6%	

Enrollment has remained essentially steady since last month. As of June 5, 2026, FCPS has enrolled 2,366 students, which reflects an decrease of 4 students compared to last month. Overall, FCPS continues to track approximately 6% below budget projections, consistent with the prior month. FCPS continues to prioritize fiscal responsibility and balanced budgeting. To maintain consistent oversight across all sites, the CEO meets monthly with Directors to review site level budgets and confirm alignment with organizational expectations and priorities. These meetings provide a structured space to examine spending patterns, identify developing trends, and address potential variances early.

Leadership also continues to rely on NetSuite for real time visibility into financial activity, which strengthens our ability to monitor expenditures closely and make timely adjustments when needed. In collaboration with Vertex, we are further improving how we track revenue, including state, federal, and local sources, as well as interest earnings, to ensure our projections remain accurate and sustainable.

Together, these actions reflect a deliberate and transparent approach to financial management that supports the organization’s ongoing stability and accountability.

**Financial Update** ([Back to Top](#))

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

	<a href="#">FY2019</a> <i>PrePandemic Unaudited Actuals</i>	<a href="#">FY2021</a> <i>August Remote April Hybrid Unaudited Actuals</i>	<a href="#">FY2022</a> <i>1st Year In-Person Unaudited Actuals</i>	<a href="#">FY2024</a> <i>(June Projections)</i>	<a href="#">FY2025</a> <b>(Unaudited Actuals)</b>	<a href="#">FY2026</a> <b>(Budget)</b>
FACS	\$193,187	\$1,469,595	\$658,150	\$916,967	\$157,041	\$1,646,634
FPC	\$285,115	\$2,140,257	\$323,753	\$1,780	\$100,000	\$593,599
SMBCCS	\$1,024,492	\$2,123,799	\$1,621,028	\$1,392,712	\$150,000	\$1,693,425
STEM	\$238,871	\$816,254	\$219	\$78,929	\$75,000	\$316,685
FCLA	\$69,524	\$644,664	\$650	\$307	\$75,000	\$213,559

This month’s forecast revision reflects savings identified across all Fenton schools. Overall revenue has increased from \$4,247,481 in the previous forecast to **\$4,463,902** in the current projection. Revenue sources were identified across multiple services and other operating categories. Please see the [Financial Business Manager’s Report](#) for additional information related to the FCPS Budget.

**CalSTRS Guidance Regarding Charter Management Organizations (CMOs)** ([Back to Top](#))

The Board should be aware that CalSTRS has recently issued updated guidance regarding how charter schools and Charter Management Organizations (CMOs) report and allocate CalSTRS-covered employees and retirement contributions. While there is not a new law prohibiting CMOs from centrally managing payroll or employing shared staff, CalSTRS is increasing its expectation that retirement reporting and contribution allocations be tied to each individual charter school site or reporting entity.

Key points include:

- Employees serving multiple charter schools may need to have their compensation and service allocations reported separately for each school they serve.
- CalSTRS is emphasizing school-specific reporting tied to each charter school’s CDS code and employer reporting unit.
- Shared staff (such as executives, instructional coaches, specialists, psychologists, and centralized support personnel) may require clearer allocation methodologies and documentation across schools.
- CMOs may continue centralized payroll and operational structures; however, CalSTRS is signaling greater scrutiny of pooled or umbrella reporting practices that do not distinguish services provided to individual charter schools.

This guidance appears to be connected to broader governmental plan compliance requirements and CalSTRS’ efforts to ensure that charter school retirement reporting aligns with state and federal retirement system rules. At this time, the practical impact for multi-school charter organizations is primarily operational and compliance-oriented including the following:

- payroll allocation practices,
- employment agreements,
- STRS reporting procedures,
- shared services structures, and

- documentation supporting employee assignments across school sites.
- Employment agreements
- Articles of incorporation (dissolution clause)
- Potential for Material Revisions

The CEO and COO have contacted an attorney (*Kevin Troy - YMC*) to review our protocols as well as LACOE. We will continue monitoring guidance from CalSTRS and legal counsel to ensure ongoing compliance. See the [attached article](#) on February 6, 2026 from CalSTRS.

**Next Steps:**

By 6/30/26: [Schools in CalSTRS submit completed Form](#)

By 1/31/27: Schools comply with publicly available written contractual agreements requirements

On April 23, 2026, AB 2519 (McKinnor), a bill that will provide a critical legislative fix to resolving the unintended consequences to charter school administrator’s CalSTRS eligibility from AB 1997, passed out of the Assembly Public Employment and Retirement Committee. The bill passed 7-0, with no opposition, and is now headed the Assembly Appropriations Committee.

**Alignment of CalPERS and CalSTRS Reporting Expectations** ([Back to Top](#))

The Board may recall that in April, the CEO and COO provided an update regarding challenges associated with all Fenton schools currently being processed under a single CalPERS reporting entity through LACOE. At that time, LACOE advised that moving toward separate CalPERS health benefit structures could ultimately require payroll reporting to be separated by individual school site.

Recent guidance from CalSTRS reflects a similar direction, with increased expectations that payroll, retirement reporting, and employee allocations align with individual charter school reporting entities and CDS codes. While centralized payroll and shared staffing models remain permissible, both CalPERS and CalSTRS appear to be emphasizing greater school-specific reporting and documentation practices for CMOs. This reinforces the importance of the long-term structural work already discussed with the Board as the CEO and COO continue collaborating with LACOE, legal counsel, and benefits consultants to ensure compliance and operational stability.

Charter Renewals ([Back to Top](#))

Fenton STEM Academy (STEM) and Fenton Charter Leadership Academy (FCLA) are scheduled to submit charter renewal petitions to the Los Angeles Unified School District (LAUSD) during the August 2026 submission window for the 2026–27 renewal cycle. FCPS has formally notified LAUSD of its intent to submit both renewal petitions during the August window. LAUSD recently released its renewal template and supporting guidance, and staff have begun preparing draft petitions for Board review.

This renewal cycle is notable because Fenton Charter Leadership Academy (FCLA) has been identified as a state-designated high-performing charter school. Under California Education Code, high-performing charter schools may be eligible for a renewal term of up to seven years, subject to LAUSD's determination during the renewal review process.

The renewal petitions for both STEM and FCLA will be presented to the Board of Directors for consideration and approval at the August 13, 2026 Board meeting prior to submission to LAUSD.

The table below provides a historical overview of each school's original charter approval date, current charter term, authorizer, and prior renewal history. STEM and FCLA, both established in 2013 and

currently authorized through June 30, 2027, are the next FCPS schools scheduled for renewal consideration.

School Name	Charter Date	Renewal Date	Authorizer	Past Renewals
FACS	1993	June 30, 2030	LAUSD	1998, 2003, 2008, 2012, 2017, 2025
SMBCCS	2002	June 30, 2030	LAUSD	2007, 2012, 2017, 2025
FPC	2007	June 30, 2030	LAUSD	2012, 2017, 2025
STEM	2013	June 30, 2027	LAUSD	2018, 2019
FCLA	2013	June 30, 2027	LAUSD	2018, 2019

Please see the [linked folder](#) for information regarding High Performance Status from the CDE and LAUSD.

**2026-2027 Budget** ([Back to Top](#))

The proposed budget for the 2026–27 school year reflects a strategic shift in the use of available resources to strengthen direct services to students while investing in the employees who make those services possible. As part of this effort, the budget incorporates the cost of four (4) additional ELO-P instructional days at each school site, expanding learning opportunities for students and increasing staff participation in program delivery.

To support this investment, expenditures were reviewed and reallocated to prioritize compensation and benefits. Specifically, funding previously budgeted within the 5000 Services and Other Operating Expenses category has been redirected toward certificated salaries, classified salaries, and employee benefits. This adjustment ensures that a greater percentage of ELO-P resources are spent directly on personnel who provide academic enrichment, intervention, supervision, and student support services.

The revised budget demonstrates that the additional instructional days can be funded through existing ELO-P allocations without requiring significant increases in overall expenditures. By reducing reliance on contracted services and other operational costs, the schools are able to enhance compensation, support salary schedule improvements, and fund the staffing necessary to implement the expanded program.

This approach aligns with the organization's commitment to investing in people, strengthening program quality, and maximizing the impact of ELO-P funding on student outcomes. The reallocation of resources reflects a deliberate effort to direct available funds toward employees and students while maintaining fiscal responsibility and ensuring the long-term sustainability of the programs.

The following is the 2025-2026 ELO-P Budget.

Expense Category	FACS	FCLA	FPC	SMBC	STEM
<b>Revenue</b>	<b>\$1,622,991</b>	<b>\$654,676</b>	<b>\$1,163,179</b>	<b>\$1,900,000</b>	<b>\$609,294</b>
1000 - Certificated Salaries	\$440,478	\$190,857	\$374,635	\$439,535	\$122,029
2000 - Classified Salaries	\$168,018	\$124,316	\$135,910	\$93,889	\$123,977
3000 - Employee Benefits	\$53,313	\$23,419	\$46,160	\$60,536	\$20,624
4000 - Books & Supplies	\$39,586	\$2,676	\$56,342	\$25,337	\$2,986
5000 - Other Operating	\$921,597	\$313,409	\$550,133	\$1,280,701	\$339,679
Total Expenditures	\$1,622,991	\$654,676	\$1,163,179	\$1,900,000	\$609,294

The following is the anticipated 2026-2027 ELO-P

Expense Category	FACS	FCLA	FPC	SMBC	STEM
Revenue	\$1,579,905	\$587,759	\$1,065,352	\$1,928,043	\$564,442
<b>Cost of 4 Extra ELO-P Days</b>	<b>\$427,000</b>	<b>\$187,810</b>	<b>\$318,500</b>	<b>\$469,000</b>	<b>\$149,380</b>
1000 - Certificated Salaries	\$718,028	\$312,934	\$581,660	\$744,385	\$275,126
2000 - Classified Salaries	\$253,418	\$161,878	\$199,610	\$187,689	\$153,853
3000 - Employee Benefits	\$117,363	\$51,591	\$93,935	\$130,886	\$43,031
4000 - Books & Supplies	\$39,586	\$2,676	\$56,342	\$25,337	\$2,986
5000 - Services & Other Operating	\$301,147	\$40,759	\$87,358	\$811,701	\$65,000
Total Expenditures	\$1,429,542	\$569,838	\$1,018,905	\$1,900,000	\$539,996
Net Revenue/(Deficit)	\$150,363	\$17,921	\$46,447	\$28,043	\$24,446

### **Building Consistent Behavioral Expectations** ([Back to Top](#))

As we prepare for the upcoming school year, FCPS will engage administrators in a summer initiative to strengthen and standardize behavioral expectations and responses across all schools. This work builds upon several years of collaboration with legal counsel and behavior consultants to develop effective, student-centered, and legally compliant behavior practices.

Using real-world behavioral scenarios, administrators will work together to develop consistent protocols, action plans, and consequences for common incidents. The goal is to ensure equitable,

predictable, and effective responses across all campuses while providing staff with greater clarity and support when addressing behavioral concerns.

The initiative will also include collaboration with general education teachers to strengthen Tier 1 behavioral supports and proactive classroom practices, while special education staff and administrators will refine Tier 2 and Tier 3 intervention strategies. Through this work, FCPS aims to create greater consistency across schools and foster safe, positive, and productive learning environments for all students.

### **Looking Ahead to the 2026 to 2027 School Year** ([Back to Top](#))

As we prepare for the 2026–2027 school year, we do so with optimism, gratitude, and a clear focus on the future. We are excited to continue strengthening teaching and learning across our schools while expanding opportunities for students through enhancements to our Expanded Learning Programs and the continued growth of our Community Schools initiatives. These efforts reflect our commitment to supporting the whole child and creating meaningful partnerships with families and our communities.

We are also proud to recognize the dedication of our employees through the implementation of a significant salary schedule enhancement. This investment reflects our appreciation for the outstanding work of our staff and our commitment to attracting and retaining exceptional educators and professionals who make a difference in the lives of our students every day.

Perhaps most significantly, we look forward to completing the renewal of all Fenton charter schools during a particularly challenging period marked by declining enrollment and increasing pressures facing public education. This accomplishment is a testament to the resilience, collaboration, and unwavering commitment of our staff, families, Board of Directors, and community partners. Together, we remain focused on ensuring that every student is seen, valued, and inspired to thrive.

### 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 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve 2026-2027 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 2026-2027 Homeless Education Policies for FACS, FPC, SMBCCS, STEM and FCLA.

**Attachments: 2026-2027 Homeless Education Policies for FACS, FPC, SMBCCS, STEM and FCLA**



## FENTON CHARTER PUBLIC SCHOOLS

### Fenton Avenue Charter School Homeless Education Policy

Fenton Avenue Charter School has designated Ivan Hernandez, Elementary School Counselor, as the liaison for homeless children and youths. He may be reached at [ihernandez@fentoncharter.net](mailto:ihernandez@fentoncharter.net) or (818) 896-7482.

Fenton Avenue Charter School agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Fenton Avenue Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Fenton Avenue Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at <https://www.fentoncharter.net>.

#### Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Fenton Avenue Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Fenton Avenue Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Fenton Avenue Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Fenton Avenue Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Fenton Avenue Charter School and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Fenton Avenue Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Fenton Avenue Charter School including:

- Transportation

- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Fenton Avenue Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

### **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Fenton Avenue Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Fenton Avenue Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Fenton Avenue Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Fenton Avenue Charter School's decision as provided in Fenton Avenue Charter School's formal dispute resolution process.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Fenton Avenue Charter School.

### **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Fenton Avenue Charter School in implementing this policy.



## FENTON CHARTER PUBLIC SCHOOLS

### Fenton Primary Center Homeless Education Policy

Fenton Primary Center has designated Paola Ramirez Aguilar, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at [pramirez@fentoncharter.net](mailto:pramirez@fentoncharter.net) or (818) 485-5900.

Fenton Primary Center agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Fenton Primary Center will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Fenton Primary Center, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at <https://www.fentoncharter.net>.

### Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll and enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Fenton Primary Center as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Fenton Primary Center will be identified. Data will be collected on the number of children and youth experiencing homelessness in Fenton Primary Center; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Fenton Primary Center identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Fenton Primary Center and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Fenton Primary Center must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Fenton Primary Center including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Fenton Primary Center must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

### **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Fenton Primary Center pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Fenton Primary Center will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Fenton Primary Center and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Fenton Primary Center's decision as provided in Fenton Primary Center's formal dispute resolution process.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Fenton Primary Center.

### **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Fenton Primary Center in implementing this policy.



## FENTON CHARTER PUBLIC SCHOOLS

### Santa Monica Boulevard Community Charter School Homeless Education Policy

Santa Monica Boulevard Community Charter School has designated Xareni Robledo, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at [xrobledo@fentoncharter.net](mailto:xrobledo@fentoncharter.net) or (323) 469-0971.

Santa Monica Boulevard Community Charter School agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Santa Monica Boulevard Community Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Santa Monica Boulevard Community Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at <https://www.fentoncharter.net>.

#### Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Santa Monica Boulevard Community Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Santa Monica Boulevard Community Charter School will be identified.

Data will be collected on the number of children and youth experiencing homelessness in Santa Monica Boulevard Community Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Santa Monica Boulevard Community Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Santa Monica Boulevard Community Charter School and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Santa Monica Boulevard Community Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Santa Monica Boulevard Community Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Santa Monica Boulevard Community Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

### **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Santa Monica Boulevard Community Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Santa Monica Boulevard Community Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Santa Monica Boulevard Community Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Santa Monica Boulevard Community Charter School's decision as provided in Santa Monica Boulevard Community Charter School 's formal dispute resolution process.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Santa Monica Boulevard Community Charter School.

### **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Santa Monica Boulevard Community Charter School in implementing this policy.



## FENTON CHARTER PUBLIC SCHOOLS

### Fenton STEM Academy Homeless Education Policy

Fenton STEM Academy has designated Melissa Allender, Elementary School Counselor, as the liaison for homeless children and youths. She may be reached at [mallender@fentoncharter.net](mailto:mallender@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 [mallender@fentoncharter.net](mailto:mallender@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 11, 2026

**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 2026-2027 from Learningtech.org**

**BACKGROUND**

[Learningtech.org](http://Learningtech.org) has provided exceptional service at an exceptionally low cost to Fenton Charter Public Schools for nearly thirty years. Federal funding has been leveraged to the maximum extent to ensure Fenton students enjoy high-speed internet access on a reliable, state-of-the-art network infrastructure.

**ANALYSIS**

For Funding Year 2026-2027, Learningtech.org projects \$73,170 in E-Rate discounts and an additional \$4,065 in California Teleconnect Fund (CTF) discounts, for a total anticipated funding benefit of \$77,236. Additionally, Category 2 applications requested discounts totaling \$260,339. The proposed consulting agreement is a time-and-materials contract with a recommended purchase order of **\$20,000**. This recommended PO amount is intended neither as target minimum nor a strict maximum for fees during the year; it is intended as a realistic estimate of likely charges, to help both parties in planning. Learningtech.org will notify Client well in advance, if there is a risk of exceeding the PO amount, to allow time to issue a PO amendment, if required, and/or mutually develop a strategy on how to proceed in light of actuals. The hourly rates for services are included in the proposal.

**RECOMMENDATION**

It is recommended that the Board of Directors approve the renewal of the Learningtech.org E-Rate Consulting Proposal for Fiscal Year 2026-2027.

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



FENTON CHARTER PUBLIC SCHOOLS

June 11, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve Delta Dental and VSP plans for benefited employees

BACKGROUND

Benefited employees receive medical, dental, and vision insurance through 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, comprising school districts, charter schools, and other JPAs throughout California, provides access to comprehensive coverage at rates comparable to those available to larger school districts. While Fenton's employee utilization determines the final annual cost, both Delta Dental and VSP have historically provided stable rates with little or no annual increases, while maintaining consistent levels of coverage.

For the 2026–27 plan year, ASCIP has negotiated the continuation of Delta Dental PPO and VSP benefits with competitive renewal rates. In addition, ASCIP will enhance the Delta Dental PPO plan by providing expanded preventive oral health benefits for pregnant and menopausal members, recognizing the increased risk of gum disease, inflammation, and other oral health conditions associated with these life stages. Effective October 1, 2026, eligible members will have access to additional cleanings, examinations, and treatments at no additional cost, further supporting employee wellness and preventive care.

ANALYSIS

Rates for Delta Dental and VSP have been received and are displayed below:

2026-2027 Dental Plans

DELTA DENTAL OF CALIFORNIA (DELTA) (2% decrease)

Table with 2 columns: Type of Plan, Monthly Payment. Row 1: 1 Party (Active or Retiree), \$49.82

2 Party (Active or Retiree)	\$91.84
Family	\$149.58

**DELTA CARE DENTAL** *(no change in rate)*

Type of Plan	Monthly Payment
<b>Actives</b>	
1 Party	\$22.56
2 Party	\$37.32
Family	\$54.95
<b>Retirees</b>	
1 Party	\$31.98
2 Party	\$56.61
Family	\$61.49

**2026-2027 Vision Plan**

**VISION SERVICE PLAN (VSP)** *(1% increase)*

Type of Plan	Monthly Payment
1 Party (Active or Retiree)	\$10.20
2 Party (Active or Retiree)	\$18.32
Family	\$26.46

**RECOMMENDATION**

It is recommended that the Board of Directors approve Delta Dental and VSP plans for benefited employees.

**Attachment:** [\*Renewal Rates for 2026-2027; Delta Dental Next State Women's Health\*](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve continued membership in CharterSAFE for Workers' Compensation Insurance and membership in the Alliance of Schools for Cooperative Insurance Programs (ASCIP) for Property and Liability Insurance**

**BACKGROUND**

As per our charter renewals, all Fenton schools are required to carry Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the organization from claims that may arise from our operations pursuant to the Workers' Compensation Act. Workers' Compensation Insurance coverage must also include Employers Liability coverage.

Additionally the school must carry Property and Liability Insurance which includes coverage for Crime Insurance, Cyber Liability, Professional Educators Errors and Omissions Liability coverage, Sexual Molestation and Abuse coverage, Employment Practices Legal Liability coverage and excess/umbrella insurance. The Fenton schools have been a member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP) Joint Powers Authority (JPA) since FACS first converted to charter. ASCIP was the only JPA that welcomed Fenton and Vaughn as members, upon Joe Lucente's urging, and both organizations have remained with ASCIP ever since.

**ANALYSIS**

The Fenton schools have been members of CharterSAFE for Workers' Compensation Insurance since 2012. Premiums have remained cost effective, and customer assistance and support are consistently excellent. The CharterSafe premium for 2026-2027 is \$384,512.

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 2026-2027 have continued to increase, with the excess layer of insurance from SELF presenting the greatest increase. The premium will increase with a higher increase from SELF due to the current environment. The ASCIP premium for 2026-2027 is \$373,374.

## **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 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve 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, 2025. 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 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve conference attendance for selected FCPS staff during the 2026-2027 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 2026-2027 school year.

FCPS Administrator Reflection  
June 22, 2026 (La Cañada Flintridge, CA)  
*(CEO, COO, Administrators)*

CalPERS Educational Forum  
November 2-4, 2026; Anaheim, CA,  
*(FCPS Office Personnel)*

Charter Schools Development Center (CSDC) Conference  
November 16-18, 2026; Sacramento, CA,  
*(CEO, COO, Executive Advisor, Board Chair, CMO Directors)*

California Principal Support Network (Year) (CAPS) (Solution Tree) (Simi Valley, CA)  
November 3, 2026; January 13, 2026; March 4, 2026  
Local: No Lodging or Meals  
*(CMO Instructional Leaders; Selected Staff)*

CAPS District Systems Leadership Collaborative (PLC) (Sonoma, CA)  
Dates TBD  
*Expenditures for Meals and Travel Only*  
*(CEO, CMO Directors)*

Pahara Institute at Lone Rock  
Dates October 19 - 23, 2026; May 17 - 21, 2027  
*Expenditures for Travel Only*  
*(CEO)*

California Association of School Counselors Convention  
October 7 - 9, 2026; Riverside, CA  
*(School Counselors)*

California Association of School Psychologists Conference  
October 13 - 16, 2026; Universal City, CA  
*(School Psychologists)*

California IT in Education (CITE) Conference  
November 17-20, 2026; Anaheim, CA  
*(IT Personnel)*

California Charter Schools Association (CCSA) Conference  
March 8-11, 2027; Sacramento, CA,  
*(CEO, COO, Executive Advisor, Board Chair, CMO Directors, Site Directors)*

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 2026-2027 school year.



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve Board of Directors for 2026-2027**

**BACKGROUND**

Terms of office for the following board members will expire on June 30, 2026:

- Daniel Laughlin
- Erin Studer
- Jed Wallace
- Caprice Young

**ANALYSIS**

An Ad Hoc Board Selection Committee chaired by the Board Chair, and including all Faculty and Classified Representatives, worked with the Chief Executive Officer and Chief Operating Officer to determine the following recommendation for the Board of Directors for the 2026-2027 school year:

<b>Board Member</b>	<b>Term</b>
Yvette King-Berg	Community Representative Term Expires: 6/30/2027
Daniel Laughlin	Parent Representative Term Expires: 6/30/2028
Joe Lucente	Community Representative Term Expires: 6/30/2027
Erin Studer	Community Representative Term Expires: 6/30/2028
Carrie Wagner	Community Representative Term Expires: 6/30/2027
Jed Wallace	Community Representative Term Expires: 6/30/28
Caprice Young	Community Representative Term Expires: 6/30/2028

## **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 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve 2026-2027 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 2026-2027 Application for Funding for FACS, FPC, SMBCCS, STEM and FCLA.

**Attachments:**

*2026-2027 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*



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**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.

To support effective governance, advocacy, and long-term sustainability, Option 3 relies on technical assistance to help research emerging trends, assess issues affecting member schools, and provide strategic guidance related to policy, compliance, governance, and program development. The Fenton Charter Public Schools (FCPS) partnered with Granada Hills Charter (GHC) on an Impact Grant through Option 3 for a Technical Assistant since the 2021-2022 to support this work on behalf of the entire Option 3 community.

**ANALYSIS**

For the 2026–2027 school year, Allison Magill will continue serving as the Option 3 Technical Assistant through BrightenEd LLC. Allison brings extensive experience supporting charter schools and special education programs and has played a valuable role in advancing the goals and priorities of the Option 3 community. Her expertise and leadership will continue to assist member schools in navigating an evolving educational landscape while supporting the ongoing success of students with disabilities.

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. **This position is fully funded by the Impact Grant and has no additional cost to FCPS.**

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

- **Installment 1:** \$13,750.00 – September 1, 2026
- **Installment 2:** \$13,750.00 – December 1, 2026
- **Installment 3:** \$13,750.00 – March 1, 2027
- **Installment 4:** \$13,750.00 – June 1, 2027

## **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\*](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve a Three-Year Contract with Salesforce for Independent Study Management Services (2026–2029)**

**BACKGROUND**

On July 13, 2023, the Board approved contracts with Salesforce and Elevation Solutions to develop and implement a digital platform supporting Independent Study operations and Expanded Learning Opportunities Program (ELO-P) attendance tracking. The platform was designed to allow teachers to create and manage Independent Study agreements, obtain electronic parent signatures, and streamline documentation requirements. Elevation Solutions provided the initial setup and customization services through a one-time implementation contract.

Since the platform's implementation, Salesforce has continued to be used to support Independent Study processes across FCPS schools. Approximately 60% of teachers currently utilize Salesforce to complete and manage Independent Study agreements and related documentation.

**ANALYSIS**

The continued use of Salesforce has improved the efficiency of Independent Study administration by providing a streamlined digital process for staff and families. The platform has enhanced parent engagement through electronic signatures and simplified the completion and tracking of Independent Study requirements. Staff have found the system to be an effective tool for maintaining compliance while reducing paperwork and administrative burden.

Although Salesforce was initially used to support ELO-P attendance management, FCPS has since adopted alternative attendance-tracking solutions that better meet operational needs. As a result, the scope of services provided through Salesforce has been reduced significantly. This reduction has lowered the annual cost of the agreement from approximately \$100,000 under the original contract to approximately \$50,000 annually.

Approval of this item will authorize a three-year agreement with Salesforce for FY2027 through FY2029, ensuring continued access to a proven Independent Study management platform while realizing substantial cost savings compared to the original implementation.

<b>School Year</b>	<b>Amount</b>
2026-2027	\$52,024.80
2027-2028	\$52,024.80
2028-2029	\$52,024.80

**Attachments:** [\*Salesforce Renewal \(FY2027-FY2029\)\*](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve Standard Membership with the California Charter Schools Association**

**BACKGROUND**

The California Charter Schools Association (CCSA) was established in 2003 as the membership and advocacy organization serving California charter schools.

**ANALYSIS**

The California Charter Schools Association (CCSA) has adopted a new membership structure effective July 1, 2026. FCPS is renewing its participation as a Standard Member, which provides access to a dedicated local advocacy representative, local and statewide convening opportunities, individualized charter renewal support, eligibility for legal defense grants and loans, legal advocacy services, curated communications, and local and statewide public relations support.

Under the new agreement, Standard Membership requires a two-year commitment. Membership dues are based on student enrollment and are established at \$24.00 per student for the 2026-2027 Membership Year and \$25.00 per student for the 2027-2028 Membership Year.

Based on the enrollment reported for the five FCPS schools participating in the agreement (**2,360 students**), **the estimated membership cost is \$56,640 for 2026-2027 and \$59,000 for 2027-2028, representing a two-year commitment totaling approximately \$115,640.** Membership fees are calculated by CCSA using applicable enrollment data and may be adjusted based on the final enrollment figures utilized by CCSA.

Continued membership ensures that FCPS remains connected to statewide charter school advocacy efforts and receives support in legislative, governance, renewal, legal, and public policy matters affecting charter schools.

<b>School</b>	<b>Enrollment (CBEDS FY26)</b>	<b>2026-2027</b>	<b>2027-2028</b>
FPC	455	\$10,920	\$11,375
FACS	703	\$16,872	\$17,575
SMBCCS	669	\$16,056	\$16,725
FCLA	268	\$6,432	\$6,700
STEM	265	\$6,360	\$6,625
<b>Total</b>	<b>2,360</b>	<b>\$56,640</b>	<b>\$59,000</b>

**RECOMMENDATION**

It is recommended that the Board of Directors approve continued membership in the California Charter Schools Association.

**Attachments:** [CCSA Renewal \(FY2027-FY2028\)](#)

**IV. ITEMS SCHEDULED FOR ACTION**



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Approval of Amendments to the FCPS Bylaws and Articles of Incorporation to Ensure Compliance with IRS Notice 2015-07 and Internal Revenue Code Section 414(d)**

**BACKGROUND**

Fenton Charter Public Schools participates in public employee retirement systems that require compliance with federal governmental plan requirements under Section 414(d) of the Internal Revenue Code. Legal counsel recently conducted a review of the organization's governance documents and identified revisions necessary to align the FCPS Bylaws and Articles of Incorporation with current IRS guidance, specifically IRS Notice 2015-07 concerning the participation of charter schools in governmental retirement plans.

Counsel has advised that amendments be made to Article V, Section 1 of the FCPS Bylaws and Article Five of the FCPS Articles of Incorporation to clarify the irrevocable dedication of corporate assets to public benefit purposes and to specify the distribution of assets upon dissolution in a manner consistent with governmental plan eligibility requirements. Counsel further advised that no revisions to the FCPS charter petitions are required.

The proposed amendments have been prepared by legal counsel and include language intended to ensure that, upon dissolution, any remaining assets will be distributed to another qualifying public school, the State of California, or another governmental entity consistent with applicable federal requirements.

The FCPS Bylaws have been amended periodically since their original adoption in 2011, most recently on May 20, 2021. The proposed amendment would update the current governing documents to incorporate language recommended by legal counsel regarding governmental plan requirements under IRS Notice 2015-07.

**ANALYSIS**

The proposed amendments are ministerial in nature and do not alter the mission, educational program, governance structure, or operational authority of Fenton Charter Public Schools. Rather, they strengthen

and clarify existing provisions regarding the dedication and disposition of corporate assets to ensure continued alignment with federal governmental plan requirements.

Approval of the amendments will:

- Align FCPS governance documents with current legal guidance regarding governmental plan participation.
- Reinforce the organization's public benefit purpose and charitable asset restrictions.
- Support ongoing eligibility and compliance considerations associated with public retirement systems.
- Reduce potential legal and regulatory risks related to outdated dissolution and asset distribution language.
- Ensure consistency between the FCPS Bylaws and Articles of Incorporation.

Legal counsel has prepared the revised Bylaws and the Certificate of Amendment to the Articles of Incorporation for Board consideration and approval.

**Attachments:** [\*Revised Bylaws and the Certificate of Amendment to the Articles of Incorporation\*](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** Jason Gonzalez  
Chief Operating Officer

David Riddick  
Chief Executive Officer

Kristine Khachian  
Director of Special Education

**SUBJECT: Recommendation to approve the creation of two shared Special Education Clerk positions, with one position serving Fenton Avenue Charter School and Fenton Primary Center and one position serving Fenton STEM Academy and Fenton Charter Leadership Academy**

**BACKGROUND**

Since the beginning of the 2025-2026 school year, Fenton Charter Public Schools has been actively focused on retaining both current and newly hired special education staff. Despite these efforts, we have experienced challenges in maintaining staffing stability. Most notably, we lost two newly hired Speech-Language Pathologists due, in large part, to the significant workload associated with case management responsibilities and compliance-related tasks.

In response to these challenges, multiple discussions were held between Dr. Riddick, Mr. Gonzalez, and myself regarding strategies to better support our special educators and specialists and improve staff retention. One proposal that emerged from these discussions is the addition of Special Education Clerks at campuses that do not currently have dedicated clerical support. Specifically, we propose one shared Special Education Clerk position between Fenton Avenue Charter School and Fenton Primary Center, and a second Special Education Clerk position serving Fenton STEM Academy and Fenton Charter Leadership Academy.

The addition of Special Education Clerks would provide significant operational, compliance, and financial benefits to the organization. Given the size of our special education program and the increasing case management demands placed upon Education Specialists, Speech-Language Pathologists, School Psychologists, and administrators, dedicated clerical support has become increasingly necessary.

One of the primary benefits of a Special Education Clerk is the support they can provide with compliance-related responsibilities. Timely activation of Individualized Education Programs (IEPs), monitoring annual and triennial review dates, tracking assessment timelines, maintaining records, and ensuring proper documentation are all essential components of a compliant special education program. A clerk can assist in monitoring these requirements and following up on outstanding items, reducing the risk of missed timelines, compliance findings, due process complaints, and potential funding implications.

The position would also significantly improve the efficiency of the special education team. Tasks such as scheduling IEP meetings, coordinating calendars, preparing and distributing meeting notices, organizing student records, tracking parent consents, coordinating interpreters, and processing requests for records consume a considerable amount of staff time. By assigning these responsibilities to a Special Education Clerk, Education Specialists, psychologists, speech-language pathologists, and administrators would be able to devote more time to direct student services, assessments, instructional planning, consultation, and family support.

From a financial perspective, investing in Special Education Clerks has the potential to generate long-term savings by protecting funding sources and reducing compliance risks. Accurate documentation and timely completion of required activities are essential for maintaining eligibility for grants and avoiding costly corrective actions. Additionally, the position allows highly trained certificated staff to focus on duties requiring their professional expertise rather than administrative tasks, maximizing the effectiveness of existing personnel resources.

Ultimately, the addition of Special Education Clerks would strengthen compliance systems, improve operational efficiency, support staff retention efforts, and enhance the quality of services provided to students and families.

**ANALYSIS**

The positions will initially be shared across campuses to evaluate their effectiveness and overall impact on staff retention, compliance, operational efficiency, and the reduction of costs associated with turnover and workload.

**Special Education Clerk**

- 40 Hours per week; 8 Hours per day
- 224-Day Calendar
- Salary Range:

Office Assistant II - Tier 1 (Over 650 students)	27.45	27.95	28.45	28.95	29.45
Office Assistant II - Tier 2 (Over 650 students, demonstrated skills and proficiency as Office Assistant II, Tier 1)	29.95	30.45	30.95	31.45	31.95

**Attachments:** [\*Special Education Job Description\*](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** Jason Gonzalez  
Chief Operating Officer

**SUBJECT: Recommendation to approve the FCPS Technology Budget for the 2026-2027 school year**

**BACKGROUND**

The Chief Executive Officer and Chief Operating Officer have conferred with the IT Manager and School Directors to identify technology needs for the 2026-2027 school year.

**ANALYSIS**

The attached document outlines the technology-related expenditures planned for each school site and the FCPS office for the 2026–27 fiscal year. The budget includes software licensing, infrastructure improvements, equipment leases and replacements, and other technology initiatives necessary to support instructional and operational needs throughout the organization. Equipment lease costs have been annualized to reflect the full anticipated cost for the fiscal year.

Software and subscription-based services continue to represent a significant portion of the technology budget, totaling approximately \$530,546, compared to approximately \$380,800 budgeted for technology projects and infrastructure improvements. The projects identified under Object Code 9440 represent capital expenditures that will be capitalized and depreciated over their useful lives in accordance with accounting standards.

**RECOMMENDATION**

It is recommended that the Board of Directors thoroughly review the list of items attached and approve the technology upgrades. The proposed technology budget for the 2026-2027 school year is **\$1,020,401**.

**Attachments:** [Technology Budget for 2026-27](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** Jason Gonzalez  
Chief Operating Officer

**SUBJECT: Recommendation to approve FCPS Facilities Budget for the 2026-2027 school year**

**BACKGROUND**

The Chief Executive Officer and Chief Operating Officer have conferred with the Facilities Manager and School Directors to assess the maintenance and operational needs of Fenton facilities for the 2026–2027 school year.

**ANALYSIS**

The proposed budget reflects an effort to prioritize critical maintenance needs while preserving the long-term condition and value of the organization’s facilities. Planned expenditures focus on maintaining building systems and infrastructure, addressing aging components, enhancing campus safety and security, preserving campus aesthetics, and ensuring that facilities remain functional and reliable for daily operations. These investments help provide students and staff with safe, well-maintained, and dependable learning environments that support teaching, learning, and the effective operation of our schools. While reducing maintenance expenditures can provide short-term budget relief, deferring necessary repairs often results in higher costs over time as minor issues develop into larger capital projects, emergency repairs, or operational disruptions. By proactively addressing facility needs, the organization can minimize the risk of more costly deferred maintenance obligations in the future while continuing to provide high-quality educational environments for students.

**RECOMMENDATION**

It is recommended that the Board of Directors thoroughly review the list of items attached and approve the facilities upgrades. The proposed facilities budget for the 2026-2027 school year is **\$454,900**.

**Attachments:** [Facilities Budget for 2026-27](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/ President

**SUBJECT: Recommendation to approve 2026-2027 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 14, 2026.

**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, 2026.

## **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:** [2026-2027 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 14, 2026, at 4:30 P.M. in the FCPS Business Office Boardroom and remotely via Zoom meeting:

**May 14, 2026 – 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**

The purpose of the hearing is to present information regarding the proposed 2026-2027 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 2026-2027 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 11, 2026 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 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve 2026-2027 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:

- 5. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
- 6. 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
- 7. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

<b>LCFF Priority #</b>	<b>LCFF Priority Area</b>	<b>Performance Indicator</b>
<b>One</b>	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)
<b>Two</b>	Implementation of State Academic Standards	Choice of narrative summary or self-reflection tool survey
<b>Three</b>	Parent and Family Engagement	Self-reflection tool addressing three areas of parent and family engagement (includes narrative & survey)
<b>Six</b>	School Climate	Narrative Summary of the administration and analysis of student survey
<b>Seven</b>	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:** [2026-2027 Local Indicator Documents for FACS, FPC, SMBCCS, STEM and FCLA](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve 2026-2027 budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy**

**BACKGROUND**

As per the California State Constitution, the legislature, Assembly and Senate, must pass the Budget Bill by June 15 of each year. If the Budget Bill is not passed by this date, the legislators are unpaid until they reach agreement. Once passed, the bill moves on to the Governor for signing. The Governor decides to either sign or veto the Budget Bill.

**ANALYSIS**

As required by law, the legislature is expected to send the final budget to the Governor by June 15, 2026.

**RECOMMENDATION**

It is recommended that the Board of Directors approve the 2026-2027 budgets for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton Charter Leadership Academy and Fenton STEM Academy.

**Attachments: [2026-2027 Budgets for FACS, SMBCCS, FPC, STEM and FCLA](#)**



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**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 2026-2027**

**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, 2026 - June 30, 2027**  
 Education Protection Account (Object Code 8012, Resource Code 1400-0)

	<b>Object Codes</b>	<b>FACS</b>	<b>FPC</b>	<b>SMBC</b>	<b>STEM</b>	<b>FCLA</b>
<b>Amount Available for this Fiscal Year</b>						
Education Protection Account	8012	\$1,746,795	\$1,109,203	\$1,559,393	\$50,780	\$50,588
<b>Expenditures</b>						
Certificated Salaries	1000s					
Teacher Salaries	1100	\$1,746,795	\$1,109,203	\$1,559,393	\$50,780	\$50,588
Administrator Salaries	1300	\$0	\$0	\$0	\$0	\$0
Classified Salaries	2000s	\$0	\$0	\$0	\$0	\$0
Employee Benefits	3000s	\$0	\$0	\$0	\$0	\$0
Books and Supplies	4000s	\$0	\$0	\$0	\$0	\$0
Services and Other Operating Expenses	5000s	\$0	\$0	\$0	\$0	\$0
Capital Outlay	6000s	\$0	\$0	\$0	\$0	\$0
<b>Total Expenditures</b>		<b>\$1,746,795</b>	<b>\$1,109,203</b>	<b>\$1,559,393</b>	<b>\$50,780</b>	<b>\$50,588</b>

\*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

It is proposed that EPA funds be used to cover salary costs of non-administrative certificated staff.

The attached documents list how EPA funds will be expended by the five schools, and will be placed on the FCPS website as required by law after Board approval of the spending plans. The plans also separate the EPA allocation and verifies that the funds are not expended on administrative salaries or costs.

**RECOMMENDATION**

It is recommended that the Board of Directors approve the EPA spending plans and resolutions for 2026-2027.

**Attachments: [EPA spending plans and resolutions for FACS, SMBCCS, FPC, STEM and FCLA](#)**



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to approve staff rosters, stipends for specific positions, and recommendations for regular status, and FCPS employee contracts**

**BACKGROUND**

By May of each school year, the Fenton schools typically have completed interviews, observations and final hiring.

Although each year is uncertain in terms of the fiscal position of the state, the Fenton schools will move forward with the variety of roles that encourage and build leadership within the organization.

**ANALYSIS**

**Leadership Roles**

*Lead Teachers*

The 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, 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 FCPS 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, with 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. SMBCCS has also long supported enrollment in the highly competitive middle schools in the area for their matriculating fifth and sixth grade students. The extensive work necessary to continue this work is completed by an **Independent Community School Admissions Facilitator**.

For FPC, **Communication** was a natural focus area as the development of all areas of the language arts (listening, speaking, reading and writing) is a major area of emphasis for the school.

All Focus Leads receive a stipend of \$5,000 (unless the position is shared) for leading professional development and ensuring continued work in the focus area. They also attend all regular meetings of the FCPS Board 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.

### ***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.

**2026-2027 FCPS Leadership Team**

<b>Position</b>	<b>FCPS</b>				
<b>Chief Executive Officer</b>	David Riddick				
<b>Chief Operating Officer</b>	Jason Gonzalez				
<b>Director of Community Schools</b>	Richard Parra				
<b>Director of Instruction</b>	Jennifer Miller				
<b>Director of Special Education</b>	Kristine Khachian				
<b>Instructional Coaches</b>	Yesenia Fuentes (FCPS), Evelyn Martinez (FACS) and Ana Wolfer (SMBCCS)				
<b>Position</b>	<b>FACS</b>	<b>SMBCCS</b>	<b>FPC</b>	<b>STEM</b>	<b>FCLA</b>
<b>Directors</b>	Monica Castañeda	Walter Gomez	Juan Gomez	Beth Henschel	
<b>Director Nonclassroom-Based Charter</b>	Paige Piper				
<b>Assistant Directors</b>	Nicole Langlois and Alejandra Muñoz	Ariana Gomez, Jazmin Luna, and Carmen Solis		Cecilia Quijano	
<b>Administrative Coordinators</b>			Lorena Sanchez		
<b>Expanded Learning Opportunities (ELO) Coordinators</b>	Kelley Christenson	Zoe Weiss	Adriana Baez	Krystal Rodriguez	
<b>Acceleration Specialists</b>	Wendy Kaufman	Sandra Hernandez and Jocelyn Condo	Elisa Vallejo	Elisa Vallejo	
<b>Community School Coordinators</b>	Tony Peña	Johana Juarez	Laura Vasquez	Virginia Palma	

<p><b>Lead Teachers</b></p> <p><i>\$5,000 per grade level, TK/K-5 and Special Education; \$2,500 if shared</i></p> <p><i>\$2,500 for 6- grade</i></p>	<p><b>TK/K:</b> Lisa Morales <b>1<sup>s</sup>/2<sup>nd</sup> grades:</b> Feather Gentry <b>3<sup>rd</sup> grade:</b> Christopher Torres &amp; Lainey Yanez <b>4<sup>th</sup> grade:</b> Kristin Tzintzun <b>5<sup>th</sup> grade:</b> Gricelda Mares &amp; Katherine Sheppard <b>Special Ed.:</b> Jann Manorothkul</p>	<p><b>TK:</b> Jennifer Flynn <b>K:</b> Diana Ramos <b>1<sup>st</sup> grade:</b> Megan Rol <b>2<sup>nd</sup> grade:</b> Laura Gerow <b>3<sup>rd</sup> grade:</b> Aleeya Culhane <b>4<sup>th</sup> grade:</b> Lizette Adkisson <b>5<sup>th</sup> grade:</b> Jordan Jones <b>6<sup>th</sup> grade:</b> Patience Moore <b>Special Ed.:</b> Christian Hidalgo</p>	<p><b>TK:</b> Sarah Ananta &amp; Bridget Ruiz <b>K:</b> Coco Salazar <b>1<sup>st</sup> grade:</b> Laura Holmes &amp; Caitlin McMabell <b>2<sup>nd</sup> grade:</b> Nitima Angus &amp; Martha May <b>Special Ed.:</b> Gina Garcia</p>	<p><b>TK:</b> Priscilla Gentry <b>K:</b> Kalea Wright <b>1<sup>st</sup> grade:</b> Annie Hai <b>2<sup>nd</sup> grade:</b> Lindsey Western <b>3<sup>rd</sup> grade:</b> Lilia Padilla Zúñiga <b>4<sup>th</sup> grade:</b> Jennifer Hines <b>5<sup>th</sup> grade:</b> Michelle Menjivar &amp; Joanna Tepper <b>6<sup>th</sup> grade:</b> Nikole De La Rosa <b>Special Ed.:</b> Maria Cardenas</p>	
<p><b>Focus Leads</b> <i>\$5,000; \$2,500 if shared</i></p>		<p><b>STEAM:</b> Heather Garnica, Shaniana Hossain, &amp; Jennifer Nishimoto <b>English Language Development:</b> Vanessa Ettleman &amp; Evelia Prado <b>Independent Community School Admissions Facilitator:</b> Gabriela Arroyo</p>	<p><b>Communication:</b> Judy Lee</p>	<p><b>STEM:</b> Bianca Bell-Reed</p>	<p><b>Leadership:</b> Tiffany Walker</p>
<p><b>Faculty Representatives</b></p>	<p>Wendy Kaufman &amp; Rebecca Williamson</p>	<p>Gabriela Arroyo &amp; Xareni Robledo</p>	<p>Nitima Angus &amp; Martha May</p>	<p>Veronica McCaughin</p>	<p>Kate Marrelli</p>
<p><b>Classified Representatives</b></p>	<p>Nereyda Gonzaga</p>	<p>Gemini Guadamuz</p>	<p>Laura Vasquez</p>	<p>Guadalupe Lopez</p>	
<p><b>TA Representatives</b></p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	
<p><b>Council/Committee Co-Chairs</b></p>	<p><b>Budget, Facilities and Safety:</b> Leticia Padilla Parra</p>	<p><b>Finance:</b> Isabella Rodriguez</p>	<p><b>Finance:</b> Jeanete Hernandez &amp; Abigail Jack</p>	<p><b>Finance:</b> Mercedes Meeks</p>	<p><b>Finance:</b> Jennifer Hines</p>
	<p><b>Curriculum and Assessment:</b> Evelyn Martinez</p>	<p><b>Instruction:</b> Sandra Hernandez &amp; Ana Wolfer</p>	<p><b>Instruction:</b> Coco Salazar</p>	<p><b>Instruction:</b> Bianca Bell-Reed</p>	<p><b>Instruction:</b> Kalea Wright</p>
	<p><b>Human Resource and Personnel:</b> Wendy Kaufman</p>	<p><b>Personnel:</b> Gabriela Arroyo</p>	<p><b>Personnel:</b> Angelica Salceda &amp; Laura Vasquez</p>	<p><b>Personnel:</b> Priscilla Gentry</p>	<p><b>Personnel:</b> Kate Marrelli</p>

	<b>School-Community Relations:</b> Tony Peña	<b>Parent Advocacy:</b> Aaron Veals	<b>Parent Advocacy:</b> Bridget Ruiz & Coco Salazar	<b>Parent Advocacy:</b> Robin McNutt	<b>Parent Advocacy:</b> Melissa Sopitkuankan
	<b>SSC and ELAC:</b> TBD	<b>SSC and ELAC:</b> TBD	<b>SSC and ELAC:</b> TBD	<b>SSC and ELAC:</b> TBD	<b>SSC and ELAC:</b> 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
Edith Cervantes	Heather Garnica	Carla Carr	Nicholas Caldera	
Leann Chapman	Victoria Hernandez		Lynne Cuneo	
Makaylah Peterson	Odalys Marin		Sofia Scaglione	
Gurpreet Viridi	Victor Orellana			
	Maria Sanderson			
	Izzaro Telleria			

## Employee Contracts

Employee contracts were written for all current employees and will be distributed during the month of June. The content of the teacher contracts was changed in 2021-2022 by our personnel attorney at Procopio, Cory, Hargeaves and Savitch LLP, Robert Levy, to ensure alignment with new state and federal laws. The format and basic content of the teacher contracts remain the same as the contracts from the 2021-2022 school year. The fully executed contracts will be returned to employees after board approval, which is included in this action item.

## RECOMMENDATION

It is recommended that the Board of Directors approve any changes in titles and schedules, final staff rosters, granting of stipends for specific leadership positions, approval of regular status for identified employees, and contracts for employees. As additional openings exist, or may open during the summer break, the Board is asked to approve giving hiring discretion to the Directors of each site with input from the Chief Executive Officer and Chief Operating Officer. Final updated and/or revised staff rosters will be presented for approval, as necessary, at the August 2026 regular meeting of the Board of Directors.

**Attachments:** [2026-2027 Staff Rosters for FACS, FPC, SMBCCS, FCLA and STEM](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

Jason Gonzalez  
Chief Operating Officer

**SUBJECT: Recommendation to approve salary schedules for all staff**

**BACKGROUND**

On April 16, 2026, Fenton held an Ad Hoc Committee meeting to discuss salaries and benefits for the 2026-2027 school year. Members of the Ad Hoc Committee include: David Riddick (CEO), Jason Gonzalez (COO), Joe Lucente (Board Chairman), Irene Sumida (Executive Advisor), Fenton Directors, Fenton Faculty Representatives, and Fenton Classified Representatives. We discussed shifting four (4) of our instructional days into Expanded Learning (ELOP)-funded days. This would include moving from a 184-day staff calendar to a 180-day instructional calendar, with four additional days designed to provide enrichment, intervention, and targeted student support aligned with ELOP requirements. Based on initial legal guidance, this approach is permissible so long as these days are clearly structured as supplemental learning opportunities rather than core instruction.

This approach would allow us to more strategically leverage ELO-P funds to maximize their impact, creating more engaging and meaningful learning experiences for students. In addition, it provides access to additional funding and resources that can further strengthen and expand our overall program. Our goal is to ensure these resources are used intentionally to enhance student engagement while remaining fiscally responsible and aligned with all program requirements. This information was shared with the Board of Directors on April 16, 2026 and May 14, 2026.

**ANALYSIS**

Shifting four (4) instructional days into Expanded Learning Opportunities Program (ELOP)-funded days would reduce the instructional calendar from 184 to 180 days while maintaining current staff contractual workdays. The model would allow the organization to more strategically leverage ELOP funding to expand enrichment opportunities, provide targeted academic support, strengthen student engagement,

and maximize fiscal resources in a sustainable manner. This shift alone enables us to provide a salary increase of about \$7,000 to each full-time staff member by using ELO-P funds without using one-time funds or additional LCFF funds. The approximate amount would be \$1,680,000 in ELO-P funds.

### **Full Time Staff Salary Increase (\$7,000)**

This recommendation seeks to adjust the current Fenton Salary Schedules to reflect a salary increase of \$7,000 on all certificated and classified full-time salary schedules. This approach recognizes the hard work of the entire staff while ensuring a living wage for all employees. For example, the starting salary for a teacher at the beginning of the salary schedule would be \$75,123 as opposed to \$68,123.00. See the attached [FCPS Salary Schedules](#) for more information.

### **Hourly Staff Rate Increase (7%)**

This recommendation seeks a 7% increase to the classified hourly salary schedule for the 2026-2027 school year. This adjustment reflects the State's statutory Cost-of-Living Adjustment (COLA), additional LCFF funding growth, and the organization's commitment to maintaining competitive compensation for classified employees.

A review of neighboring school districts, charter management organizations, and local labor market conditions indicates that FCPS classified hourly rates are currently competitive and, with the proposed 7% increase, will remain attractive within the Los Angeles educational workforce market. The 7% increase appropriately balances market competitiveness, employee support, and long-term fiscal sustainability. This recommendation ensures that available resources are invested directly in the employees who support student success while maintaining FCPS's commitment to responsible stewardship of public funds.

### **Additional Increase for Certificated Teacher Salary Schedule Above Step 13**

The proposed compensation adjustment includes a flat \$7,000 increase for all certificated employees. A flat-dollar increase provides a proportionally larger percentage increase to employees at the lower end of the salary schedule than to those at the higher end. This approach has been utilized by comparable employers to help ensure that employee compensation supports a living wage and to address salary compression at the lower end of the schedule.

As part of the compensation review process, the Chief Executive Officer and Chief Operating Officer conducted a market and cost analysis of certificated salaries, with particular attention to employees earning above \$100,000 annually. The analysis found that, for the most part, FCPS salaries remain competitive with neighboring districts and charter organizations and are aligned with the organization's goal of maintaining compensation within the top 75th percentile of comparable employers.

However, the analysis also revealed that certificated teacher salaries at Step 13 and above become less competitive relative to neighboring districts when only a flat \$7,000 increase is applied. To address this gap and support the retention of experienced educators, the recommendation seeks an additional 3% salary increase for teachers at Step 13 and above. This targeted adjustment will strengthen the competitiveness of the upper end of the salary schedule while preserving the benefits of the flat-dollar increase for employees at the lower end of the schedule.

**Review of Proposed Changes to Salary Schedule for 2026-2027**

<b>Position</b>	<b>Salary Increase for 2026-2027</b>
All Full Time Staff (Certificated & Classified)	<b>\$7,000</b>
Hourly Staff Rate Increase	<b>7%</b>
Certificated Teacher Salary Schedule (Step 13+)	<b>Additional 3%</b>

**RECOMMENDATION**

It is recommended that the Board of Directors approve salary increases on salary schedules for all employees.

**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 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to Approve a Revised 2026–2027 School Calendar Incorporating Four (4) ELO-P Days and Adopt School Calendars for the 2027–2028 and 2028–2029 School Years**

**BACKGROUND**

On March 12, 2026, the Board of Directors approved the FCPS Instructional Calendar for the 2026–2027 school year. The concept of developing a multi-year instructional calendar for the Fenton Charter Public Schools originated during the 2022–2023 school year as a means of providing greater predictability and long-range planning for students, families, and staff. Subsequently, on April 16, 2026, the CEO informed the Board of Directors of the intent to develop a three-year instructional calendar in collaboration with Faculty and Classified Representatives. The proposed calendars were developed through this collaborative process and are presented to support consistency, organizational planning, and stakeholder alignment across the Fenton Charter Public Schools.

The development process was guided by calendar norms that have historically supported both student learning and staff sustainability, including:

- A mid-August start for students;
- A balanced distribution of instructional days throughout the school year;
- Strategically placed professional development days to support continuous improvement;
- A Fall Break scheduled in early October;
- A three-week Winter Break;
- A Spring Break scheduled between late March and early April;
- A consistent mid-June conclusion to the school year to support summer programming and operational planning.

In conjunction with the development of the three-year calendar, the CEO also discussed a potential calendar structure that would incorporate four student enrichment days funded through the Expanded Learning Opportunities Program (ELO-P). Under this concept, the instructional calendar would be adjusted from 184 instructional days to 180 instructional days, while maintaining the overall work year for employees. The four designated enrichment days would be structured to provide students with additional opportunities for intervention, enrichment, and expanded learning experiences consistent with ELOP program requirements.

The Board of Directors received information regarding this concept on April 16, 2026, and again on May 14, 2026. Initial legal guidance indicated that the proposed structure could be implemented provided the enrichment days remained supplemental in nature and distinct from the school's core instructional program. The concept was presented as an opportunity to align calendar planning with available funding sources while expanding learning opportunities and enhancing services for students.

## **ANALYSIS**

The proposed three-year calendar includes four designated Expanded Learning Opportunities Program (ELO-P) days during the 2026–2027 school year. These dates are identified in collaboration with Faculty Representatives, reviewed with the Administrative Team and Directors, and strategically placed away from major instructional and assessment blocks. The proposed ELO-P days are as follows:

October 29, 2026

October 30, 2026

June 3, 2027

June 4, 2027

These days are designed to provide supplemental enrichment, intervention, and targeted student support while allowing FCPS to align calendar planning with available ELO-P funding. The inclusion of these days reflects an effort to expand learning opportunities for students while maintaining compliance with program requirements and supporting thoughtful long-term planning.

## **Modifications to the Calendars Must be Approved by the Board**

The instructional calendar identifies and includes any days that have been modified to enhance the instructional program (e.g., parent conference weeks which allow time during the school day for parents/families and teachers to meet and discuss students' progress, accomplishments and areas of concern). Any additional days beyond those identified on the approved calendar may not be modified and result in the decrease of the minutes of instruction without the formal approval of the FCPS Board of Directors at least one month prior to the requested modified schedule. Approval of any changes is at the sole discretion of the FCPS Board of Directors. This requirement helps ensure that all schools remain in compliance with state instructional minute requirements and protects the organization from potential audit findings, funding implications, or other compliance concerns.

Approval of the three-year calendar provides consistency and predictability for students, families, and staff while preserving the Board's oversight responsibility for instructional time, calendar modifications, and compliance with applicable requirements.

**Attachments:** [\*FCPS Calendar \(2026-2029\)\*](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**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, the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. Beginning in the 2023-2024 fiscal year, Proposition 28 established an ongoing funding source dedicated to expanding arts education opportunities for students in California public schools.

Under Education Code Section 8820, eligible local educational agencies (LEAs) receive annual AMS allocations based on student enrollment and the number of economically disadvantaged pupils served. For LEAs with 500 or more students, at least 80 percent of AMS expenditures must be used to employ certificated or classified employees who provide arts education instruction. The remaining funds may be used for professional development, instructional materials and supplies, arts education partnerships, and other allowable program expenses. Administrative costs may not exceed one percent of the allocation.

Arts education programs supported by Proposition 28 may include instruction in dance, media arts, music, theatre, visual arts, graphic arts and design, animation, photography, film, and other related disciplines. School administrators, in collaboration with staff, students, and families, determine the arts programs that best meet the needs of their school communities.

The California Department of Education (CDE) allocates AMS funding directly to LEAs, which are responsible for distributing funds to eligible school sites. LEAs are required to submit annual reports detailing how AMS funds were expended, the types of arts programs provided, and the number of students served. These reports must be approved by the governing board and posted publicly to ensure transparency and accountability.

Fenton Charter Public Schools receives Proposition 28 funding for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy, and Fenton Charter Leadership Academy. The annual reports presented to the Board summarize the use of AMS funds during the 2025-2026 school year and document compliance with all applicable statutory and reporting requirements.

**ANALYSIS**

During the 2025-2026 school year, Fenton Charter Public Schools continued implementation of Proposition 28 Arts & Music in Schools (AMS) programs at Fenton Avenue Charter School (FACS), Santa Monica Boulevard Community Charter School (SMBCCS), Fenton Primary Center (FPC), Fenton STEM Academy (STEM), and Fenton Charter Leadership Academy (FCLA). Consistent with Education Code Section 8820, AMS funds were utilized to expand student access to standards-aligned arts education opportunities and to increase instructional services in visual and performing arts.

Each school implemented arts programming based on the needs and interests of its students and community. Programs included visual arts and music instruction designed to promote creativity, artistic expression, critical thinking, collaboration, and student engagement. In accordance with Proposition 28 requirements, the majority of AMS expenditures were dedicated to certificated and classified personnel providing direct arts instruction to students.

The following arts education programs were implemented during the 2025-2026 school year:

	<b>Type of Arts Program</b>	<b>Fenton Staff</b>
<b>FPC</b>	Visual Arts	Certificated (1 FTE)
<b>FACS</b>	Visual Arts	Classified (1 FTE)
<b>SMBCCS</b>	Visual Arts	Certificated (1 FTE)
<b>FCLA</b>	Music	Certificated (0.5 FTE)
<b>STEM</b>	Music	Certificated (0.5 FTE)

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 the allocation of Prop 28 art funds from FY24-FY26.

	<b>FACS</b>	<b>FPC</b>	<b>SMBCCS</b>	<b>STEM</b>	<b>FCLA</b>
2023-2024	\$113,428	\$94,471	\$145,090	\$51,563	\$53,862
2024-2025	\$119,581	\$89,618	\$135,088	\$54,831	\$55,159
2025-2026	\$144,600	\$93,486	\$143,223	\$55,471	\$60,092

## **RECOMMENDATION**

It is recommended that the Board of Directors approve Proposition 28 Arts & Music in Schools (AMS) Annual Reports for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy.

**Attachments:** [\*Proposition 28 Arts & Music in Schools \(AMS\) Annual Reports\*](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to receive and file 2025-2026 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:

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

<b>Santa Monica Boulevard Community Charter School</b>	4	3	4	3
<b>Fenton Primary Center</b>	4	3	4	3
<b>Fenton STEM Academy</b>	4	3	4	3
<b>Fenton Charter Leadership Academy</b>	4	4	4	3

The summary pages and scores are attached.

**RECOMMENDATION**

It is recommended that the Board of Directors receive and file the 2025-2026 Annual Performance-Based Oversight Visit Reports for the Fenton schools.

**Separate Attachments:** [2025-2026 Annual Performance-Based Oversight Visit Reports for FACS, SMBCCS, FPC, STEM and FCLA](#)



**FENTON CHARTER PUBLIC SCHOOLS**

June 11, 2026

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** David Riddick  
Chief Executive Officer/President

**SUBJECT: Recommendation to receive and file the revised June 30, 2025 Consolidated Audit Report for Fenton Charter Public Schools**

**BACKGROUND**

On March 12, 2026, the Board of Directors received and filed the June 30, 2025 Consolidated Audit Report for Fenton Charter Public Schools. Subsequent to that action, the independent auditing firm, Christie White, Inc., completed additional review procedures related to an audit adjustment identified during the audit process.

**ANALYSIS**

Following the Board's receipt of the June 30, 2025 Consolidated Audit Report, Christie White, Inc. completed additional review procedures related to an accounting adjustment identified during the audit process. Based on its review, the independent auditor issued a revised June 30, 2025 Consolidated Audit Report reflecting its final conclusions. The revised report continues to provide an unmodified opinion on the financial statements of Fenton Charter Public Schools. The revised report to the California Department of Education, the Los Angeles County Office of Education, LAUSD, and other required agencies.

**RECOMMENDATION**

It is recommended that the Board of Directors review and receive the revised June 30, 2025 consolidated audit for FCPS.

**Separate Attachment:** [Consolidated June 30, 2025 Audit for FCPS \(Revised\)](#)

**V. ITEMS SCHEDULED FOR INFORMATION**

*There are no items scheduled for Information this month.*

## **VI. CLOSED SESSION**

Chair Lucente 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.”

**VII. RETURN TO OPEN SESSION**

Chair Lucente will announce any action taken in Closed Session.