



FENTON CHARTER PUBLIC SCHOOLS

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

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

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

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

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

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

REGULAR MEETING - BOARD OF DIRECTORS

July 17, 2025 - 4:30 P.M.
FCPS Business Office Boardroom
8928 B Sunland Blvd.
Sun Valley, CA 91352
and
via Zoom: <https://us02web.zoom.us/j/8747966875>
Meeting ID: 874 796 6875

AGENDA

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

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

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

Instructions for Presentations to the Board by Parents and Citizens

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

1. The public may attend in person or may join via Zoom. If joining in person, the public may complete a "Request to Address the Board" (on an agenda item or non-agenda item) card which will be available at the door. If joining via Zoom, the following procedures should be followed:
2. Speakers may attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
3. A Google survey "sign-up" will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the "speaker cards" available at meetings. <https://bit.ly/2wDdxrM>
4. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.
5. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker's microphone will be activated.
6. Speakers should rename their Zoom profile with their real name to expedite this process.
7. After the comment has been given, the microphone for the speaker's Zoom profile will be muted.

I. PRELIMINARY

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

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

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

Minutes of the June 12, 2025 Regular Meeting of the Board of Directors will be presented for approval.

II. COMMUNICATIONS

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

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

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

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

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

- B. **Public Hearing** – Chair Lucente

Independent Study – *California Education Code (EC) Section 51747:* The Board will encourage participation from parents, teachers and community members prior to the adoption of written policies related to independent study to be implemented at the Fenton schools for the 2025-2026 school year.

- C. **Committee/Council Reports**

Committee and Council reports will resume in September. Committee and Council chairs for the 2025-2026 school year for each site are listed below:

- 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:** TBD
b. **English Learner Advisory Committee:** TBD

D. 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 at the September 18, 2025 meeting.

E. Site Directors' Reports

Site Directors' reports will resume in August. The Directors and their respective schools are listed below:

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

Santa Monica Boulevard Community Charter School (SMBCCS) - Mr. Walter Gomez

Fenton Primary Center (FPC) - Mrs. Sirui Thomassian

Fenton STEM Academy (STEM) - Dr. Beth Henschel

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

FCPS Directors will present their reports.

- F. Director of Instruction's Report** - Mrs. Jennifer Miller

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

- H. Director of Community Schools' Report** Mr. Richard Parra

- I. Chief Operating Officer's Report** - Mr. Jason Gonzalez

- J. 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 the 2025-2026 Board Resolution regarding council and committee responsibilities and membership](#)

IV. ITEMS SCHEDULED FOR ACTION

- A. [Recommendation to approve slate of FCPS Board Officers for the 2025-2026 school year](#)
- B. [Recommendation to approve Independent Study Agreement for 2025-2026 school year](#)
- C. [Recommendation to approve Updated Scope of Work with the Deveau Burr Group to Support Our Family & Community Engagement](#)
- D. [Recommendation to approve the employment of Carmen Hernandez on a Provisional Internship Permit at Fenton Avenue Charter School](#)

V. ITEMS SCHEDULED FOR INFORMATION

There are no items scheduled for Information this month.

VI. ANNOUNCEMENTS

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, August 14, 2025 at 4:30 pm in the boardroom of the FCPS Business Office and via Zoom.

VII. FUTURE MEETINGS

August 14, 2025
September 18, 2025
October 23, 2025
December 11, 2025
January 22, 2026
March 12, 2026
April 16, 2026
May 14, 2026
June 11, 2026

VIII. ADJOURNMENT

Americans with Disabilities Act

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

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

June 12, 2025

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, June 12, 2025, at 4:30 p.m. in the FCPS Business Office Boardroom and via Zoom (<https://us02web.zoom.us/j/87479668758>).

I. PRELIMINARY

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

The Board of Directors meeting was called to order at 4:30 p.m. by the Board Chair, Joe Lucente.

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

Board Members Present

Yvette King-Berg, *Community Representative*

Daniel Laughlin, *Parent Representative*

Joe Lucente, *Community*

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

Erin Studer, *Community Representative*

C. Flag Salute

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

D. Approval of the Agenda – Chair Lucente

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the Agenda (Item I.D.) was approved as presented.

Aye: (4) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Carrie Wagner

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Daniel Laughlin, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the minutes of the May 22, 2025 Regular Meeting (Item I.E.) were approved as presented.

Aye: (4) Yvette King-Berg, Daniel Laughlin, Joe Lucente, Carrie Wagner
Nay: (0)
Abstentions: (0)

II. COMMUNICATIONS

A. Presentations from the Public – Chair Lucente

There were no presentations from the public.

B. 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.

C. Financial Business Manager’s Report

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

2024-2025 Forecast Update

Ending fund balances remain strong as an organization:

- FACS - operating income \$366,139
 - Operating income decrease by \$305K since previous update
 - Expected to exceed 4-month cash on hand goal by \$4.3M at year-end
- FPC - operating income \$100,000
 - Operating income remained stable since previous update
 - Expected to exceed 4-month cash on hand goal by \$2.0M at year-end
- SMBCCS - \$150,000
 - Operating income remained stable since previous update
 - Expected to exceed 4-month cash on hand goal by \$7.9M at year-end
- STEM - \$75,000
 - Operating income remained strong since previous update
 - Expected to remain around 4-month cash on hand goal
- FCLA - \$75,000
 - Operating income remained stable since previous update
 - Expected to remain below 4-month cash on hand goal

Bond covenants for obligated group are expected to be met:

- Liquidity: Minimum of 45 days cash on hand required; current forecast is 122 days for obligated group
- Debt Service: 1.10 is minimum debt service coverage ratio; 1.89 is current forecast for obligated group

2025-2026 Proposed Budget

2025-2026 proposed budgets by site:

- FACS - projected operating income of \$513,057; projected enrollment of 726
- FPC - projected operating income of \$100,000; projected enrollment of 499
- SMBCCS - projected operating income of \$150,000; projected enrollment of 686
- STEM - projected operating income of \$272,051; projected enrollment of 303
- FCLA - projected operating income of \$187,611; projected enrollment of 306

Revenue assumptions:

- Enrollment - 2,520 (difference of 24 from 2024-2025 enrollment of 2,496)
- ADA - 2,502.05 (difference of 28.93 from 2024-2025 ADA of 2,473.12)
- LCFF COLA - 2.30% (difference of 1.23% from 2024-2025)

Opportunities and Uncertainties:

- Enrollment and attendance percentage
- Unrealized gains and losses on investments
- OPEB valuation
- Existing expenses applied to one-time funds

D. Site Directors' Reports

Site Directors' Reports were distributed to Board members 72 hours prior to the regular meeting. There were no questions and Directors' reports were received as published.

Chairman Lucente recognized Director Cary Rabinowitz for his over 10 years of service to the Fenton Charter Public Schools. First as an administrator at Santa Monica Boulevard Community Charter School in January 2015, then accepting the role of Director at Fenton Charter Leadership Academy, and finally returning to SMBCCS when Dr. Riddick moved into the role of Chief Academic Officer – Mr. Rabinowitz has readily accepted each request by the Board and ensured the success of the sites he has led. As he moves on to the John Thomas Dye School, he is wished much success and happiness.

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

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

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

Fenton STEM Academy (STEM) – Dr. Beth Henschel, Director

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

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

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

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

FCPS Directors' Reports were distributed to Board members 72 hours prior to the regular meeting. There were no questions and Directors' reports were received as published.

H. Chief Operating Officer's Report

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

I. Chief Executive Officer's Report

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

III. CONSENT AGENDA ITEMS

Board members Jed Wallace and Caprice Young joined the meeting at 4:35 p.m.

Chairman Lucente called the Board's attention to Item III.G. and thanked the entire Board for agreeing to return for the new school year. He then recognized Board member Yvette King-Berg for her continued commitment to Fenton and her many years of service to Fenton and the charter movement overall. Although she will no longer serve as the Vice Chair, she will continue to serve on the FCPS Board of Directors and contribute her extensive experience and knowledge to supporting the efforts of FCPS.

- A. Recommendation to approve 2025-2026 Homeless Education Policies for FACS, FPC, SMBCCS, FCLA and STEM**
- B. Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2025-2026 from Learningtech.org**
- C. Recommendation to approve Delta Dental and VSP plans for benefited employees**
- D. Recommendation to approve continued membership in CharterSAFE for Workers' Compensation Insurance and membership in the Alliance of Schools for Cooperative Insurance Programs (ASCIP) for Property and Liability Insurance**
- E. Recommendation to approve vendor schedule of agreements**
- F. Recommendation to approve conference attendance for selected FCPS staff during the 2025-2026 school year**
- G. Recommendation to approve Board of Directors for 2025-2026**
- H. Recommendation to approve revised Professional Development with Solution Tree for 2025-2026**
- I. Recommendation to approve 2025-2026 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy, and Fenton Charter Leadership Academy**

J. Recommendation to approve contract with BrightenEd LLC funded through LAUSD Charter Operated Programs Impact Grant

On **MOTION** of Yvette King-Berg, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the Consent Agenda (Items III.A., B., C., D., E., F., G., H., I., and J.) was approved as presented.

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

IV. ITEMS SCHEDULED FOR ACTION

A. Recommendation to approve 2025-2026 Local Control and Accountability Plans (LCAPs) for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy

On **MOTION** of Carrie Wagner, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the 2025-2026 Local Control and Accountability Plans (LCAPs) for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy (Item IV.A.) was approved as presented.

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

B. Recommendation to approve 2025-2026 Local Indicators for the California School Dashboard for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy

On **MOTION** of Daniel Laughlin, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the 2025-2026 Local Indicators for the California School Dashboard for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy (Item IV.B.) was approved as presented.

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

C. Recommendation to approve 2025-2026 budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy

On **MOTION** of Carrie Wagner, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve 2025-2026 budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy (Item IV.C.) was approved as presented.

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

D. Recommendation to approve Education Protection Act spending resolutions for 2025-2026 school year

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Education Protection Act spending resolutions for 2025-2026 school year (Item IV.D.) was approved as presented.

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

E. Recommendation to approve 2025-2026 staff rosters, stipends for specific positions, recommendations for regular status, and FCPS employee contracts

On **MOTION** of Caprice Young, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve 2025-2026 staff rosters, stipends for specific positions, recommendations for regular status, and FCPS employee contracts (Item IV.E.) was approved as presented.

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

F. Recommendation to approve 2025-2026 salary schedules for all staff

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve 2025-2026 salary schedules for all staff (Item IV.F.) was approved as presented.

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

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

On **MOTION** of Daniel Laughlin, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve expenditures for items above spending authority of the Chief Executive Officer (Item IV.G.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

Specific items approved:

AB 218 School Excess Liability Funding Plan Invoice (SELF) (\$90,608.53) (FCPS) - AB 218, or the California Child Victims Act, has multiple implications for CA educational agencies including the following:

- Opened a three-year revival period, during which a claim for childhood sexual assault could be filed from any point in the past. This window closed 12/31/22 for persons over the age of 40.
- Extends the general statute of limitations in which to file a claim going forward from age 26 to age 40 (once the revival period closed).
- Deleted the requirement of filing a government tort claim.

JPA's such as SELF hold school district funds in reserve based on actuarial science. Actuaries only forecast liabilities based on current state law, so we would not hold funds belonging to school districts or forecast losses that do not legally exist at the time. This retroactive unfunded mandate on schools has necessitated, in turn, a retroactive funding solution based on this law. SELF developed per-year funding amounts calculated as a pro-rata share of our original contributions in the affected years.

New Pocket Tables for Fenton Primary Center from Sierra School Equipment Co. (\$135,513.00) - Five triple depth wall pockets each with three 30" W X 29" H X 14" L folding tables per pocket unit; six each 12" W X 17" H X 14" L folding benches per pocket unit; removal and disposal of existing pocket tables and benches.

Funding for the pocket tables will come from AB 181. On June 30, 2022, Governor Gavin Newsom signed Assembly Bill (AB) 181 into law. This law appropriated \$600 million from the State of California's General Fund to the California Department of Education (CDE) to fund kitchen infrastructure upgrades and food service staff training. Funds must be encumbered by June 30, 2025.

H. Recommendation to approve presenting notice to authorizing district, LAUSD, to reserve the right of Fenton schools to leave LAUSD SELPA at the end of the 2025-2026 school year

On **MOTION** of Yvette King-Berg, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 6 (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 2025-2026 school year (Item IV.H.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

I. Recommendation to approve hiring of Jennifer Pimentel as Community Schools Instructional Liaison

On **MOTION** of Yvette King-Berg, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the hiring of Jennifer Pimentel as the Community Schools Instructional Liaison (Item IV.I.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

J. Recommendation to receive and file 2024-2025 Annual Performance-Based Oversight Visit Reports for the Fenton schools

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to receive and file 2024-2025 Annual Performance-Based Oversight Visit Reports for the Fenton schools (Item IV.J.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

K. Recommendation to approve new Master Services Agreement with EdTec, Inc.

On **MOTION** of Carrie Wagner, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve new Master Services Agreement with EdTec, Inc. (Item IV.K.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

L. Recommendation to approve certification of professional experience in a classroom setting with preschool-age children comparable to 24 units of education in early childhood education and/or childhood development

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve certification of

professional experience in a classroom setting with preschool-age children comparable to 24 units of education in early childhood education and/or childhood development (Item IV.L.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

M. Recommendation to approve Proposition 28 Arts & Music in Schools (AMS) Annual Reports for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy, and Fenton Charter Leadership Academy

On **MOTION** of Carrie Wagner, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the 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 (Item IV.M.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

V. ITEMS SCHEDULED FOR INFORMATION

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

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

VI. ANNOUNCEMENTS

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

VII. FUTURE MEETINGS

July 17, 2025

August 14, 2025

September 18, 2025

October 23, 2025

December 11, 2025

January 22, 2026

March 12, 2026

April 16, 2026

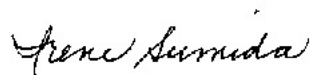
May 14, 2026

June 11, 2026

VIII. ADJOURNMENT

The meeting was adjourned at 5:46 p.m.

Respectfully submitted:

A handwritten signature in cursive script that reads "Irene Sumida".

Irene Sumida
Secretary of the Board

II.B. Public Hearing

Independent Study – *California Education Code (EC)* Section 51747:

The Board will encourage participation from parents, teachers and community members prior to the adoption of written policies related to independent study to be implemented at the Fenton schools for the 2025-2026 school year.



FENTON CHARTER PUBLIC SCHOOLS

Notice of Public Hearing

The Fenton Charter Public Schools will conduct a Public Hearing on Thursday, July 17, 2025, at 4:30 P.M. in the FCPS Business Office Boardroom and remotely via Zoom meeting:

July 17, 2025 – 4:30 P.M.
FCPS Business Office Boardroom
8928 B Sunland Blvd.
Sun Valley, CA 91352
and
Via Zoom: <https://us02web.zoom.us/j/87479668758>
Meeting ID: 874 7966 8758

The purpose of the hearing is to present information related to the Independent Study Agreement to be utilized at the Fenton schools for the 2025-2026 school year. Encouraging input from parents, teachers and community members prior to Board approval is required by Education Code Section 51747.

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.

II. C.

Committee and Council Reports

Committee and Council Reports will resume in September.

II. D.

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 at the September 18, 2025 meeting.

II. E.

Site Directors' Reports

Site Directors' reports will resume in August.

II. F.

Director of Instruction's Report

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

July 17, 2025

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

**INSTRUCTIONAL PLAN
2025-2026**

As we look ahead to the 2025–2026 school year, our organization remains focused on two key priorities: **improving alignment across all Fenton school sites** and **building capacity to sustain continuous improvement**. These priorities are essential to ensuring that every student has access to high-quality instruction and that staff are supported as reflective practitioners and instructional leaders. The following provides an analysis of 2024-2025 instructional focus areas and the 2025-2026 vision to improve upon each item. The Director of Instruction will provide ongoing support with all instructional goals for the coming school year. A monthly update will be provided to all FCPS stakeholders with progress towards instructional goals.

Feedback from FCPS Lead Teacher surveys, discussion from summer FCPS administrative meetings, end of year student achievement data, and alignment to the Local Control Accountability Plan provided insight for the following six instructional goals.

1. Full Implementation of a Professional Learning Community

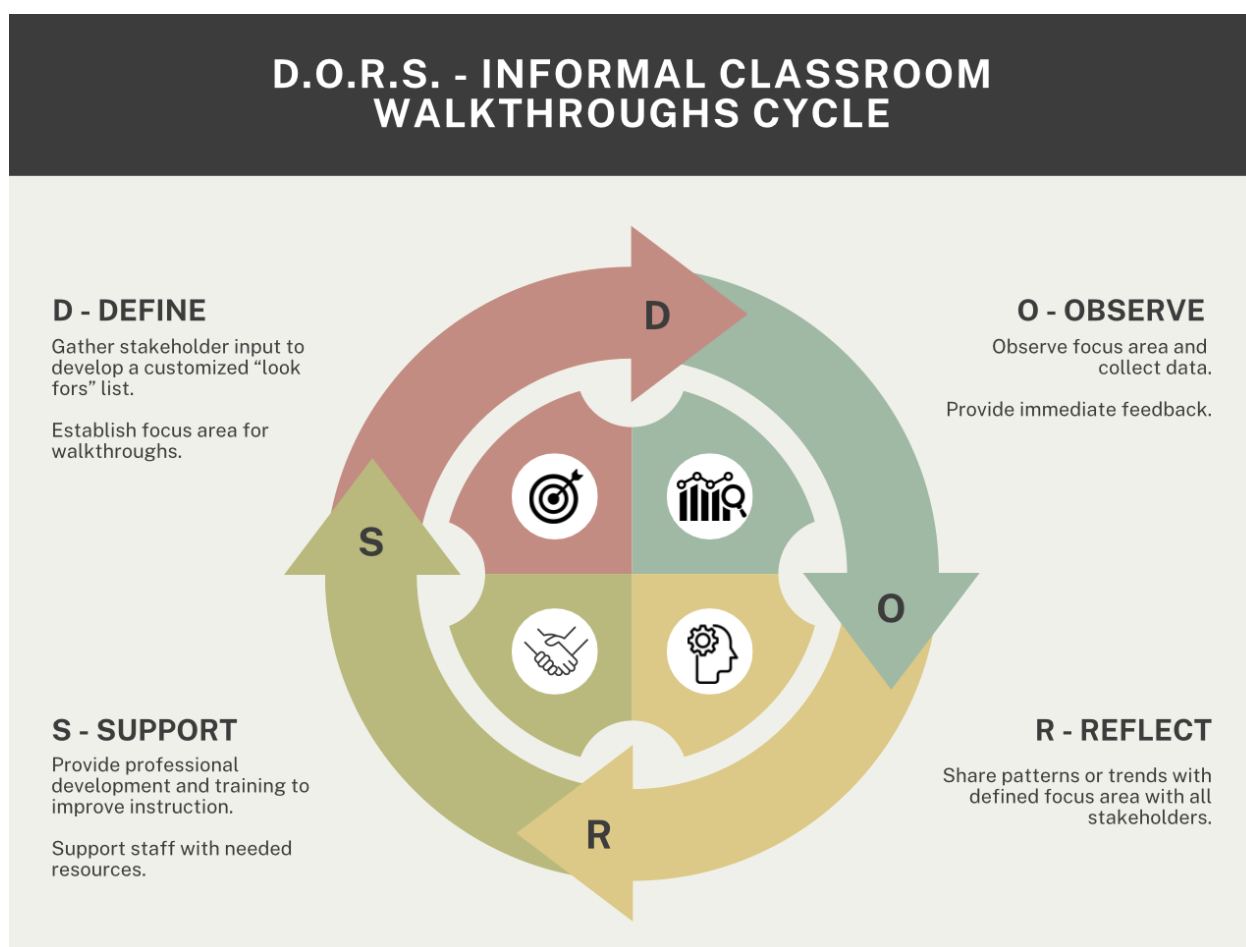
2024-2025 Reflection:

The 2024-2025 school year celebrated several milestones that reflect the dedication and collaborative spirit of our school community. The implementation of the Professional Learning Community (PLC) framework continued to grow stronger. Grade-level and content teams made meaningful progress in identifying ELA essential standards, engaging in unit planning, and holding data-driven conversations during Professional Learning Team (PLT) meetings. This work is directly aligned with our goal of increasing instructional coherence and improving student outcomes. Every Fenton site participated in PLT collaboration days, the CAPS cohort, received coaching support on site and through Solution Tree coaches, and applied to receive the PLC Promising Practices Recognition.

2025-2026 Response:

FCPS sites plan to continue to implement the following items to improve full implementation of a Professional Learning Community. The following actions are outlined below.

- Implement an Instructional Master Schedule with protected blocks for Tier 1, 2, and 3 instruction. (*FACS: [25-26 Master Schedule](#), FPC: [25-26 Master Block Schedule](#), SMBCCS: [25-26 Master Block Schedule](#), FCLA/STEM: [25-26 Master Block Schedule](#)*)
- Utilize at least 3 full PLT days and several minimum days for all K-6 educators to collaborate around ELA and Math unit planning.
- Participate within the [California Principal Support \(CAPS\) cohort](#).
- Receive on site and external coaching support within the PLC framework.
- Improve Tier 2 programming to include homogenous groupings.
- Improve Tier 3 ([Acceleration Program Memo](#)) to align across sites.
- Implement Informal Classroom Walkthroughs to design targeted professional development (*cycle icon displayed below*)



2. Primary Phonics Literacy Emphasis (K-2) & Mathematics Focus (K-6)

2024-2025 Reflection:

[24-25 CAASPP data](#) reflects positive gains, signaling that our collective focus on instruction is having a meaningful impact. For the first time, every Fenton school experienced positive gains in English Language Arts according to CAASPP results. Mathematics results were mixed with several sites experiencing an increase and several maintaining or showing a slight decline. Overall, both ELA and

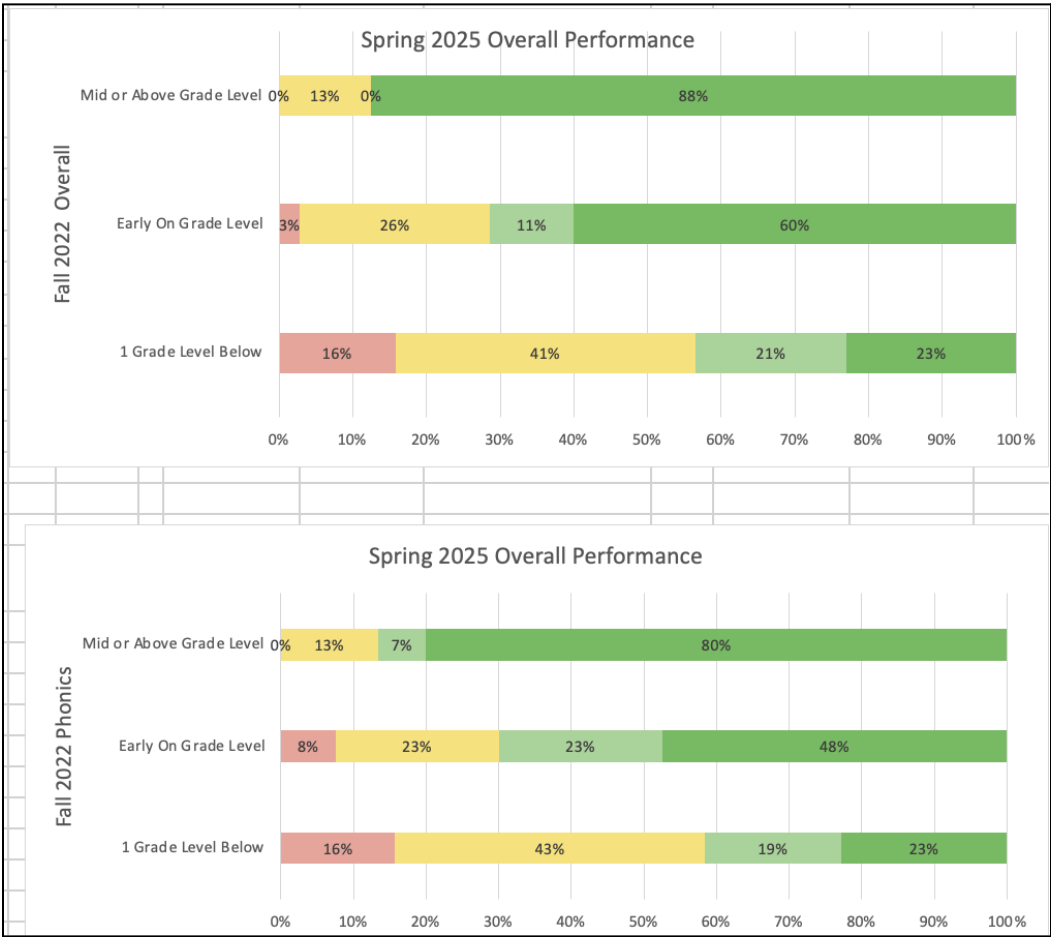
Math results are projected to be at or above the district and state average. Official results should be released in the fall.

[End of Year i-Ready data](#) shows mixed results. Although 3rd-6th grades demonstrated overall status gains, K-2 demonstrated mixed results in proficiency, most notably with English Language Arts. End of Year i-Ready growth results maintained with the district required benchmark of 50% growth annually.

The administrative team participated in an End of Year Data Review meeting with i-Ready data experts. Analysis provided insight for areas of focus. One critical conclusion was the strong connection between kindergarten phonics proficiency and second grade reading achievement.

The following graph highlights the relationship between phonics and overall reading achievement. Kindergarten students who performed at the mid or above grade level range in phonics proficiency during the Fall 2022 i-Ready Reading Diagnostic Assessment maintained the highest reading achievement level (87%) as second graders during the Spring 2025 i-Ready Reading Diagnostic Assessment (88%). The correlation between early phonics proficiency had a much higher rate when compared against phonological awareness, high frequency words, vocabulary, literature comprehension, and informational text comprehension.

Correlation between Kindergarten Phonics Student Performance from Fall 2022 to Second Grade Reading Achievement Performance Spring 2025



2025-2026 Response:

Over the past year, we have identified the need to deepen instructional consistency and rigor in early literacy practices across classrooms. To address this, we are implementing a multi-pronged approach that emphasizes research-based practices. Teachers in transitional kindergarten through second grade will receive ongoing professional development in explicit phonics instruction, including strategies for teaching phonemic awareness, sound-symbol correspondence, and blending/segmenting skills. Additionally, all FCPS sites will focus on the items listed below.

- Increase small group instruction during literacy time to give students targeted support based on their individual needs.
- Classrooms will have more decodable texts that align with phonics instruction, giving students meaningful practice with reading skills.
- Utilize FCPS Math Essential Standards for unit planning, assessment, and intervention.
- Provide professional development to improve mathematics instruction.
- Provide support to strengthen mathematics strategies.
- Establish structures to enable sharing tools and resources such as site symposiums to provide platforms to examine and replicate effective practices.

3. Professional & Purpose-Driven Stakeholder Meetings

2024-2025 Reflection:

During 2024-2025, all Fenton schools worked to improve their meeting consistency and purposeful content. Frequent and consistent stakeholder meetings ensure clear and cohesive communication. These ongoing check-ins allowed leaders to address any misunderstandings, reteach essential practices, and refine behaviors. Frequent meetings enabled teams to adapt quickly to changes or challenges. Regular meetings contributed to the ongoing development of the team as a cohesive unit. Agendas and minutes served as historical documentation and became a reference point for all staff.

Schools were recommended to meet with their critical teams according to the [FCPS Meeting Schedule](#). Progress towards the meeting recommendation for Lead Teachers and All Staff was shared with the FCPS Board of Directors throughout the year. A final recap of progress towards the yearly goal was shared during the June 12, 2025 board meeting and can be referenced [here](#).

2025-2026 Response:

FCPS sites will continue to implement the following items to ensure professional and purpose-driven stakeholder meetings.

- Calendar all stakeholder meetings per the recommended consistency: [FCPS Meeting Schedule](#).
- Utilize the [FCPS Recommended Meeting Topics \(Staff and Lead Teachers\)](#) as a guide for professional development opportunities.
- Develop meeting content with feedback from site educators and administrators.

- Ensure all professional development is collaborative, meaningful, interactive, and supported with follow up as needed.

4. Consistent Usage of i-Ready Personalized Instruction

2024-2025 Reflection:

Throughout the 2024-2025 school year, 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. Progress towards the meeting recommendation for Lead Teachers and All Staff was shared with the FCPS Board of Directors throughout the year. A final recap of progress towards the yearly goal was shared during the June 12, 2025 board meeting and is summarized below.

Sites with higher rates on task resulted in stronger student achievement as measured by CAASPP and the i-Ready Diagnostic Assessment.

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

2025-2026 Response:

FCPS sites plan to continue to implement the following items to ensure consistent usage of i-Ready Personalized Instruction. All FCPS sites will focus on the items listed below.

- All K-6 students will strive to reach a usage rate of 30-49 minutes per subject (ELA and Math) per week with a pass rate of at least 70%.
- All K-6 educators will establish a weekly schedule to support a successful usage rate.
- Review and share schoolwide progress towards usage rate.
- Provide professional development to increase awareness of the correlation between consistent usage and student achievement.

5. Build Instructional Capacity Across Fenton Charter Public Schools

2024-2025 Reflection:

During the 2024-2025 school year, teacher, lead teacher, and administrative retention rates strengthened, reflecting a supportive professional culture and growing leadership pipeline. Events like the Summer Lead Teacher Retreat, FCPS Lead Teacher Meetings, and the Administrative Subcommittees (ELD and Behavior) played an important role in developing leadership capacity and setting a unified vision for the upcoming year.

Stakeholder engagement remained a top priority. FCPS increased the frequency and transparency of our progress updates through stakeholder minutes. These structures ensured that all voices were heard and that our strategies remained responsive to the needs of our community.

2025-2026 Response:

FCPS sites plan to continue to implement the following items to build instructional capacity across Fenton Charter Public Schools.

- Targeted Professional Development scheduled for all FCPS Minimum and Full PD Days.
- Emphasis on [Effective Tier 1](#) Instructional Strategies.
- Director of Instruction Updates to Staff via Google Slides (Monthly).
- Director of Instruction/Site Director Meetings (Monthly).
- Director of Instruction On Site Presence (Ongoing)
- FCPS Lead Teacher Meetings (3x per year).
- English Language Development Administrator Meetings (6x per year).
- Behavior Administrator Meetings (6x per year).
- Special Education Administrator Meetings (6x per year).
- Instructional Coach & Acceleration Specialist Meetings (9x per year).
- FCPS All Admin Meetings (5x per year).
- FCPS Directors Meetings (10x per year).

6. Seek Innovative Instructional Opportunities

2024-2025 Reflection:

Throughout the 2024-2025 school year, FCPS explored several innovative instructional opportunities. Examples include the development of the [FCPS Instructional Hub Website](#) and [FCPS PLC Instructional Guides Memo](#). Additionally, sites explored interest in the areas of Artificial Intelligence (AI) as well as STEAM/STEM focused projects. Through partnerships with Expanded Learning Clubs, educators incorporated the arts as part of the Fenton student experience.

2025-2026 Response:

Building upon the previous year, Fenton schools will continue to seek innovative instructional opportunities. Listed below are several key focus areas. Further discussion with FCPS educators and site leaders will drive additional areas of interest.

- Create dynamic partnerships between special education and general education, fostering inclusive practices that support diverse learners through co-teaching, differentiated instruction, and shared expertise.
- Implement a Collaborative Coaching model to improve performance of a team vs. focusing on the individual.
- Explore artificial intelligence in school to enhance teaching and learning, from personalizing instruction to fostering critical thinking and digital literacy skills for the future.
- Work towards applying to be a PLC Model School to highlight collaborative practices, data-driven decision-making, and a relentless focus on improving student learning through the Professional Learning Community process.
- Seek out and visit innovative schools to gain valuable insight and inspiration, allowing educators to observe cutting-edge practices in action and bring fresh ideas back to enhance their own practices.
- Ensure sustainability by developing systems and structures that support the effective replication, strategic expansion, and continuous growth of Fenton Charter Public Schools.

As we move forward, we remain steadfast in our commitment to alignment, innovation, and shared leadership. By fostering a strong professional culture and staying focused on what matters most for students, we are well-positioned to make the 2025–2026 school year one of continued growth and achievement.

II. G.

Director of Special Education's Report

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

July 17, 2025

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

This report contains information related to Compliance, Professional Development and Research and Knowledge

*****Data on special education for the month of July is not available due to the summer break. Updated data will be included in the August Director of Special Education Board Report.***

COMPLIANCE

Enrollment of students with disabilities within Fenton Charter Public Schools.

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

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

School	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence
	September 2024	October 2024	November 2024	January 2025	March 2025	April 2025	May 2025	June 2025
FACS	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH, MDO)	< 1% (HOH)
FPC	0%	0%	0%	0%	0%	0%	0%	0%

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

The following is the percentage of students out of the total number of students enrolled that are identified as having a High Incidence disability.

	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence
School	September 2024	October 2024	December 2024	January 2025	March 2025	April 2025	May 2025	June 2025
FACS	17	17	18	18	18	18	19	19
FPC	13	13	14	14	15	15	15	14
SMBCCS	18	19	20	19	19	19	19	20
STEM	16	17	17	17	19	19	19	19
FCLA	14	13	14	15	15	17	18	18

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

September 2024

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

October 2024

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

December 2024

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31	-	-	-	1	1	1	-	32	55	16	-	-
FPC	31	-	-	-	-	6	-	-	7	4	23	-	-
SMBCCS	34	-	-	-	1	2	-	1	18	46	37	-	-
STEM	14	-	-	-	-	1	1	-	14	15	6	-	-
FCLA	12	-	-	1	1	-	-	-	14	9	10	-	1

January 2025

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

March 2025

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

April 2025

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

May 2025

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

June 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31	-	-	-	1	2	-	-	31	59	13	-	-

FPC	31	-	-	-	-	5	-	-	11	2	22	-	-
SMBCCS	35	-	-	-	1	2	-	1	22	49	29	-	-
STEM	17	-	-	-	-	1	1	-	19	14	5	-	-
FCLA	15	-	-	1	1	-	-	-	17	12	10	-	1

AUT - Autism
 DEA - Deafness
 DBL - Deaf Blindness
 ED - Emotional Disturbance
 HOH - Hard of Hearing
 ID - Intellectual Disability
 MD - Multiple Disabilities

OI - Orthopedic Impairment
 OHI - Other Health Impairment
 SLD - Specific Learning Disability
 SLI - Speech or Language Impairment
 TBI - Traumatic Brain Injury
 VI - Visual Impairment

OUTSIDE VENDORS

The following is information on services provided to Fenton Charter Public Schools by third party vendors.

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

Behavior Services-Outside Vendors

Vendor	Services
STAR (Stepping Stones Group)	Behavioral Services (BII-Behavior Implementation Intervention, BID-Behavior Intervention Development services)
New Growth	Behavioral Services; Consultations with RBTs-Registered Behavior Technicians; BCBA-Board Certified Behavior Analyst supervision for RBTs; NCI-Nonviolent Crisis Intervention training for staff; SPED

	paraprofessional training
Scoot	Providing adult assistants to work with students with significant behaviors

SPECIAL EDUCATION PARAPROFESSIONALS

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

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

Special Education Administrator Meetings for 2025-2026

As part of the organization’s commitment to strengthening special education services and ensuring compliance with state and federal mandates, the Director of Special Education is facilitating a series of meetings with school site administrative teams throughout the 2025–2026 school year. These meetings are strategically scheduled to build capacity among administrators and enhance collaboration between general education and special education systems.

The primary purpose of these meetings is to ensure site leaders are well informed and aligned with current special education policies, procedures, and legal requirements. They also serve to provide ongoing professional development tailored to administrators’ roles in overseeing special education at their respective sites. Additionally, the meetings address specific needs and challenges related to service delivery, compliance and inclusive practices. They offer a consistent forum for collaboration, questions, and resource sharing between the special education teams and school leadership.

Each meeting is structured to include timely and relevant topics that support the continuous improvement of special education programs. Areas of focus include IEP compliance and best practices, such as timelines, documentation, meaningful parent participation, and appropriate team composition. Meetings will also address progress monitoring and the use of data to guide decision-making and interventions. Inclusive education strategies will be discussed to promote access to general education settings.

The scheduled dates for the 2025-2026 school year are [July 21, 2025](#); September 16, 2025; October 21, 2025; February 17, 2026; and March 17, 2026. Through these meetings, the plan is to improve the consistency and quality of special education services across school sites, empower administrators with tools and knowledge to support students with disabilities effectively, and strengthen compliance with IDEA and state regulations.

Professional Development for New Hired Education Specialists

On Friday, August 1, 2025, Fenton Charter Public Schools will be hosting a full-day professional development session at the Business Office, specifically designed to support and build capacity among newly hired Education Specialists. This training will provide a comprehensive introduction to special education practices within the organization, preparing staff with the foundational knowledge and tools necessary to serve students with exceptional needs. The session will focus on helping staff understand both legal requirements and organizational expectations related to their roles and responsibilities.

The agenda will include critical topics such as an overview of special education policies and procedures, how to interpret and implement Individualized Education Programs (IEPs), and the development of robust and effective Behavior Intervention Plans (BIPs). Participants will engage in hands-on activities, real-life case studies, and collaborative planning opportunities to reinforce their learning and deepen their understanding of compliance and best practices in the field.

In addition to newly hired staff, the professional development is open to current Education Specialists and Instructional Coaches across the organization.

Director of Special Education Reflections on 2024-2025 school year

As we conclude the 2024-2025 school year, I would like to take this opportunity to reflect on the steps taken to make progress in strengthening our special education program and to express my gratitude for the collective efforts that made it all possible.

Implementation of Behavior Solutions

One of the most notable areas of growth this year has been the successful implementation and expansion of Behavior Solutions. Through this collaboration, we've been able to provide more targeted, data-driven behavioral support to students. Looking ahead to the 2025-2026 school year, we plan to continue developing this work with the goal of further building internal capacity. By equipping our site teams with the tools and training to address behavioral challenges proactively, we aim to reduce our reliance on outside vendors and ensure more sustainable, embedded practices across all school sites.

Collaboration-CMO Team

I also want to extend my sincere appreciation to the CMO team for their support and collaborative spirit throughout the year. Their partnership was instrumental in navigating the many situations that arose, and I'm grateful for the consistency, professionalism, and responsiveness demonstrated each time we came together to address challenges and celebrate wins.

Consistent and Collaborative Team Meetings

A key driver of our progress this year has been the consistency in communication and collaboration across all special education related professional groups. Regularly held meetings with psychologists, counselors, SDC teachers, speech and language pathologists, and SPED leads allowed us to align practices, share insights, and maintain clarity of expectations and responsibilities. These collaborative

spaces have strengthened our collective capacity and ensured that our students receive cohesive and comprehensive support.

Meaningful Academic Growth

Most importantly, I want to highlight the academic growth our students have demonstrated this year. While there is always more work to be done, we are encouraged by the progress seen in both state assessments and iReady testing particularly in English Language Arts. These gains reflect the hard work of our educators, the resilience of our students, and the alignment of our instructional practices across the organization.

As we look toward the 2025-2026 school year, I am excited to build on this momentum, deepen our collaborative efforts, and continue advancing the quality of special education services for all students.

Director of Special Education Vision for the 2025-2026 school year

As the Director of Special Education, my vision for the 2025-2026 school year centers on building capacity across all levels of our special education teams and providing site administrators with the knowledge and tools necessary to adequately support special education programs at their respective campuses. The goal is to foster a unified, collaborative and well-informed approach to special education services that ensures compliance, consistency and most importantly meaningful outcomes for our students.

General Professional Development

A key priority for the 2025-2026 school year will be investing in the professional development of our Education Specialists, many of whom are early in their careers. We will provide structured training and mentorship to support their growth and mastery of essential special education processes, including IEP development, data-driven instruction and effective collaboration with general education teachers and families. By strengthening both their confidence and competence, our goal is to build strong, self-sufficient site teams capable of meeting student needs with fidelity, care, and instructional excellence.

New hire Professional Development

This initiative will launch with the August 1st professional development session designed for all newly hired Education Specialists, as well as current team members. Additionally, Instructional Coaches from across the organization have been invited to participate. Their involvement is a strategic step toward bridging the gap between general and special education. By gaining deeper insight into the responsibilities and planning required of Education Specialists, Coaches will be able to support inclusive practices and instructional alignment across all classrooms. Ultimately, this collaboration is intended to help ensure that all students, regardless of need, are learning at high levels and reaching their full potential.

SPED Administrator Meetings

In parallel, we will focus on strengthening the role of school administrators in supporting special education. This includes providing ongoing training on legal requirements, program monitoring and proactive problem solving strategies. When administrators are informed and actively involved, they are better positioned to guide their teams, address challenges early and cultivate inclusive school environments.

Through clear communication, consistent expectations, and targeted support, we will continue to elevate the quality of special education services across the organization. Our ultimate goal is to ensure that every student with an IEP is given the opportunity to succeed academically, socially, and emotionally and that every team member feels prepared, supported, and empowered to make that happen.

II.H.

Director of Community Schools' Report

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

July 17, 2025

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

Pillar 1 - Integrated Student Supports

Reflection of 2024-2025

This year, the focus under the California Community Schools Partnership Program (CCSPP) Pillar 1 was to provide holistic, student-centered support through a robust Multi-Tiered System of Supports (MTSS). FCPS leveraged community partnerships and school-based initiatives to address the academic, behavioral, physical, and socio-emotional needs of students. Below are some highlights of this past year:

- **Behavioral and ABA Services:** Various collaborations with agencies such as Agape ABA, ABA-Cadabra, and Positive Behavior Steps, were established to support student behavior and individualized needs.
- **Health & Wellness:** FCPS school sites partnered with various agencies to provide services, including vision - Power of Sight, dental - Big Smiles Dental, and health and wellness - Saban Clinic and Providence Health.
- **Basic Needs & Equity Support:** All Fenton schools distributed bus passes, school uniforms, and partnered with food banks to coordinate access for our homeless population and remove barriers to learning for all our students.
- **Family & Community Engagement:** Events such as a turkey giveaway, backpack giveaway, and the 5K Fitness Club were established to promote healthy living, as well as school and community connections.
- **Social-Emotional Support:** A partnership with Paws to Share provided therapeutic animal visits at all Fenton schools.
- **Academic Enrichment:** Programs including Literacy Lifts (in collaboration with Families in Schools), New Growth, and Push Play PE enriched academic and physical development. The CCSPP grants also supported the implementation of Professional Learning Communities and the success of the Behavior Solutions.

Vision for 2025-2026

Looking ahead, the CCSPP grant will continue to deepen the impact of these integrated supports. FCPS will continue strengthening data-driven multi-tiered systems of support (MTSS) practices and building sustainable partnerships that align with student needs. The 2025-2026 school year will include the following:

- **Expand Health and Wellness Support:** Continue collaborations with health agencies (vision, dental, physical) to support all students in need of basic care needs. Collect data to establish appropriate outreach and target support. Review and evaluate mental health support in place at each school and create a needs assessment based on findings. Continue to find additional agencies to support mental health and provide on-site clinics.
- **Expand Behavioral Support:** Continue collaborations with applied behavior analysis (ABA) agencies to help guide and support in the classroom for all schools with guidance of each school's behavior support teams. This is a highlighted need from teachers and students in the climate and culture survey.
- **Family Empowerment and Communication:** In response to growing concerns about immigration threats affecting our communities, FCPS will:
 - Ensure clear, compassionate, and consistent communication about available services.
 - Host community webinars featuring trusted advocates and leaders.
 - Reinforce messaging that our schools are safe, inclusive spaces that are free and accessible to all students, regardless of background.
- **Strengthen MTSS:** Ongoing work will support data-informed MTSS practices and integrate culturally responsive and sustainable professional development. The work the schools are doing around PLC and Behavior Solutions will ensure long-term support for student academic success and social emotional growth.

Pillar 2 – Extended Learning Time & Opportunities

Reflection of 2024-2025

The ELO-P coordinators at each site have developed dynamic, student-centered afterschool programs that support academic growth, enrichment, and whole-child development. These programs have been both impactful and inspiring. Key highlights include:

- **Teacher-Led Enrichment:** Staff-led clubs in science, math, and reading, along with engaging courses in robotics, art, and music, provided students with meaningful academic and creative experiences beyond the school day.
- **Transformational Field Trips:** Students participated in educational and cultural outings to theme parks, sports stadiums, and local community attractions, expanding their horizons and building real-world connections.
- **Specialized Third-Party Programming:** Through partnerships with external agencies, students enjoyed hands-on experiences in areas such as: animal education, volleyball, jazz band, math enrichment (Mathnasium), photography, and cooking.

Vision for 2025-2026

Continue to implement a comprehensive ELO-P program with the coordinator team. The following items will be maintained to successfully meet the requirements of the ELO-P program and for auditing purposes:

- **ELO-P Calendar:** The ELO-P calendar of activities is updated monthly and discussed with the ELO-P coordinators. Please find the 2025-2026 calendar [HERE](#).
- **ELO-P Budget and Expenditures:** Please find the budget for the 2025-2026 ELO-P programs [HERE](#). The 2025-2026 expenditures spreadsheet can be found [HERE](#). These are currently in the process, as expenses don't begin until the end of July, in preparations for the new year.
- **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](#).

21st Century Community Learning Center Grant Possible Elimination Effects: The White House's pause on federal funding and proposed elimination of the 21st Century Community Learning Centers program poses a significant threat to after-school and summer programming nationwide, including in charter districts. The \$1.3 billion federal program supports academic enrichment, family engagement, and essential services such as meals for approximately 1.4 million students, particularly those from under-resourced communities. For the Fenton Schools, that would eliminate about \$1.2 million annually in grant funding provided by Think Together. If the proposal to consolidate and cut these funds passes, Fenton will use ELO-P funds to provide some of the lost services.

Pillar 3 - Family & Community Engagement

Reflection of 2024–2025

In 2024–2025, our focus on Pillar 3 strengthened school-home connections and expanded opportunities for meaningful participation. Through the CCSPP, we made strides in cultivating inclusive environments that uplift all voices. Key accomplishments include:

- **Family Classes:** Schools offered accessible classes and workshops for families, while also increasing volunteer engagement to support campus and community events.
- **Volunteerism:** Increased volunteer engagement to support campus and community events.
- **Community Agency Expansion:** FCPS deepened relationships with local partners, bringing new services and support directly to families on campus.
- **Listening & Feedback Tools:**
 - **Possip Pulse Checks:** Provided real-time feedback from families, students and staff. These were sent to families about once every three weeks starting in January.

- **Climate & Culture Surveys:** Insights from these annual surveys informed the schools of things that went well and areas in need of improvement.
- **CEI Team (Community Engagement & Involvement):** The CEI team was created and worked on a plan to align events, resources, and supporting responsive, inclusive engagement across campuses.

Vision for 2025-2026

In the year ahead, FCPS will continue building on a strong foundation with a focus on:

- **Culturally Responsive Engagement:** Designing engagement strategies that reflect and respect the diverse identities of our school communities. All stakeholders should be aware of this in order to engage in positive conversations in the communities the schools serve.
- **Family Leadership Development:** Creating more leadership opportunities for parents and family members through advisory councils, workshops, advocacy training, and volunteerism.
- **Strengthened Communication:** Improving outreach through multilingual messaging, in-person forums, and continued use of Possip to amplify family voices. A monthly newsletter will be created and additional social media support will be provided by the recently added community liaison position filled by Jennifer Pimentel.
- **Expanded Agency Partnerships:** Bringing more direct services and resources to campuses in collaboration with trusted community organizations. Building stronger relationships in the community to support the community school effort.
- **Community School Coordinators will continue to provide:**
 - **Parent Classes:** Parent classes and schedules visible to the entire school community. With a focus on ESL, technology, and parenting.
 - **Prepare Information Sessions:** Partnerships with community agencies to provide families with information and support such as immigration information, social services, and mental health.
 - **Community Events:** Coordinators will attend community events to support the community and build partnerships. They will seek out events posted on local social media and by community representatives and by city council offices.

Pillar 4 - Collaborative Leadership & Practices

Reflection of 2024-2025

Over the past year, FCPS has made meaningful strides in fostering collaborative leadership practices that emphasize shared responsibility among educators, administrators, families, students, and community members. The following are some successes:

- **FCPS Community Schools Advisory Committee:** The [advisory committee](#) conducted seven committee meetings. The committee discussed the various requirements of the CCSPP funds and discussed updates and community events at each of the Fenton schools.
- **FCPS Foundation Board:** This year, the FCPS Foundation Board recognized the necessary collaboration of CCSPP grant and the FCPS Foundation team to create an avenue for financial growth for sustainability. A major step was to create an account specifically for community schools and begin fundraising. The partnership with Zeffy for no-cost transaction fees for donations was very helpful and will assist with future fundraising.
- **Community Events:** The FCPS Gala was a successful event and will continue annually. The date for the 2025-2026 school year has been set for March 14, 2026. The community 5K event was also a success with over 150 participants. Each of the schools hosted community events such as a multi-cultural fair, spring and fall community fairs. The partnership with Hamer Toyota and the distribution of 300 free turkeys and pies to local families was also a success.
- **Partnering with Local Representatives:** Partnerships with local representatives, such as city council members, state assembly members, and senators were established this year. This is an area FCPS will continue to explore in the coming year.
- **Community Engagement Initiative (CEI):** FCPS received a CEI grant for \$62,000 this past year to improve the engagement of the school community. An FCPS team composed of parents, community coordinators, and the Director of Community Schools was created. The team attended three in-person workshops beginning with San Jose in the fall, Ontario in the winter, and Anaheim in the Spring.

Vision for 2025-2026

Building on the success of last year, FCPS will expand its community-centered leadership approach and focus on strengthening partnerships with local organizations, elected officials, and underrepresented families. The following are some additional details:

- **Community Liaison position:** This new role will support district-wide coordination and strengthen collaboration.
- **Professional Development for Staff:** The need for professional development, specifically to deepen understanding of trauma-informed care, restorative practices, culturally responsive teaching, and inclusive family engagement strategies—equipping them to better serve and uplift all students will be addressed.
- **The FCPS Community Schools Advisory Committee:** [Continue meeting](#) regularly to guide implementation and ensure community voice remains central. The committee plans on adding members from the community, such as parents and community vendors.
- **Grow Fundraising and Partnership Infrastructure:** With the support of the FCPS Foundation, the expansion of annual events, such as the Gala and 5K, will reach higher levels

of funding from local businesses and non-profits to continue to support more underserved families.

- **Social Emotional Learning (SEL):** FCPS will continue to use California’s SEL guiding principles; supporting the whole child, commitment to equity, building capacity, learning environments and relationships, and community partnerships to support students. The work will reflect a commitment to align this model with MTSS, PLC, and Behavior Solutions without adding the stress of “adding one more thing.”

Upcoming Events:

8/22-24	MTSS Conference - Anaheim
8/25	Summer Sessions End for Students
8/28-30	FCPS Leadership Team Seminar Retreat
8/7	FCPS PD Day #1
8/8	FCPS PD Day #1
8/11	FCPS First Day of School

II. I.

Chief Operating Officer's Report

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

July 17, 2025

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

This report contains information related to [State](#), [Personnel](#)

State [Back to Top](#)

U.S. Department of Education Delays FY 2025 Funds

*From School Services of California
Posted July 3, 2025*

On Monday, June 30, 2025, the United States Department of Education (ED) communicated to the California Department of Education that it would not be issuing grant award notifications obligating more than \$810 million in federal funds per the standard process on July 1. The notification states the ED is “reviewing the FY [fiscal year] 2025 funding for the [Title I-C, II-A, III-A, IV-A, IV-B] grant program(s), and decisions have not yet been made concerning submissions and awards for this upcoming academic year.”

The programs under review are as follows:

- Title I-Part C—Education of Migratory Children
- Title II-Part A—Supporting Effective Instruction
- Title III-Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-Part A—Student Support and Academic Enrichment Grants
- Title IV-Part B—21st Century Community Learning Centers

These funds have regularly been approved by Congress, as recently as March 2025 in the federal continuing resolution, leading local educational agencies (LEAs) to include them in their budgets. Federal funds are a relatively smaller, but still critically important, component of most LEAs’ budgets. This announcement does not close the door to these funds *eventually* flowing after the Trump Administration’s review, as a result of congressional action and/or litigation, but puts many LEAs into a budgeting scenario where these funds *never* materialize to support students and programs as we enter the 2025-26 school year.

Budget Considerations

Although LEAs will have an opportunity to update their 2025-26 budget during the 45-day budget revision process, it is unlikely that we will have enough definitive information (see various remedy processes noted above) to make any decisions until the First Interim reporting period. In the meantime,

it is recommended that cash flow documents are updated to reflect the delayed receipt of the federal funds. LEAs are encouraged to develop and communicate alternative multiyear projections that model scenarios involving reduced or eliminated federal revenue streams for impacted programs. Having contingency plans in place will enable LEAs to respond swiftly to any future funding shifts without jeopardizing student services.

Staffing Considerations

As LEAs are developing contingency plans for staffing, it is emphasized that there are limited options in the restrictive statutory layoff processes for probationary and permanent employees. Simply put, the layoff procedures prescribed in Education Code Section (EC §) 44955 for certificated employees and EC § 45117(a) for classified employees do not accommodate circumstances which require LEAs to contemplate making staffing reductions after the March 15 timelines. With the “summer layoff window” codified in EC § 44955.5 definitively closed for 2025-26, the options to implement layoffs in programs impacted by the stoppage of federal funding are not available to LEAs at this time.

There are operational considerations and temporary staffing allowances that can assist in managing staffing during this time of uncertainty. The temporary employment options for certificated employment (EC § 44954 and EC § 44909) and short-term employment provisions for classified employees (EC § 45103) could be appropriate for positions which are specially funded or fulfilling a short-term need. Remember, there are strict rules for temporary employment and the employee must be hired in the temporary classification prior to the first day of work, as the classification cannot be changed during employment due to changes in funding sources. Additionally, consideration of implementing a hiring freeze or placing a hold on recruitment for certain positions and reallocating staff assists in containing personnel expenditures. Finally, we encourage consultation with your attorney for advice and guidance when considering utilizing the statutory provisions for staffing reductions.

Personnel [Back to Top](#)

Continued Training for Administrators

As part of Fenton’s ongoing commitment to leadership development, the administration has maintained a strong focus on continued training and support for school administrators. This initiative has been consistently exercised over the past several years and is more critical than ever this year, given the strategic reconfiguration of leadership teams at the Valley schools.

To support this work, five specific training dates have been identified for the 2025–2026 school year. On June 24 and 25, administrators participated in a reflective session designed to examine past practices and align leadership goals moving forward.

The first day focused on reviewing the “portrait of a graduate” and the organization's strategic plan currently being developed in partnership with Thrive. Administrators discussed celebrations and areas for growth in key focus areas: cultivating talent pipelines, establishing meaningful community connections, creating clear frameworks with non-negotiables, and strengthening social-emotional learning principles. These areas are directly tied to Fenton’s organizational priorities: designing the future, ensuring student success, defining the next decade, and elevating our communities.

On the second day, held at Descanso Gardens in La Cañada Flintridge, administrators explored the organization through the lens of four major categories: operations, instruction, special education, and

community. This reflective approach allowed leaders to recognize areas of success across the schools as well as identify opportunities for future growth.

The next major session, scheduled for July 28–30, will be an Administrator Seminar held offsite in Orange County. This seminar will focus on ownership, accountability, and growth. The group will be joined by Fenton Charter Public Schools co-founders Joe Lucente and Irene Sumida. Day one will feature vision setting by Fenton senior leadership, along with insights on the organization's future shared through the experiences of Joe and Irene.

Days two and three will be led by Dr. Naidoo, an industrial and organizational psychologist and business professor from California State University, Northridge. During these sessions, administrators will participate in leadership case studies, learn about theories and best practices for leadership and teamwork, and engage in nominal group technique activities designed to strengthen collaboration and decision-making.

Payroll Frequency Changes Tentatively Scheduled for July 2026

As part of ongoing discussions with the Los Angeles County Office of Education (LACOE), the organization recently received guidance regarding a potential future change to the payroll cycle for certificated staff. Currently, Fenton utilizes a semi-monthly pay cycle that incorporates an Earned Salary Advance (ESA), a structure that has been in place since the 1990s.

Due to system transitions to Human Capital Management (HCM), LACOE has indicated that the ESA structure is no longer supported under true semi-monthly cycles. While a change to a once-a-month (no ESA) pay cycle is recommended to avoid future penalties and charges, LACOE advised against making this adjustment during the current parallel payroll conversion. Instead, they recommended considering any payroll cycle changes at the start of the fiscal year following the district's official go-live with HCM. Fenton's HCM go-live is slated for April 2026, which means the organization has a tentative transition date of July 2026 for moving to a once-a-month pay schedule.

Additionally, the administration requested clarification on the potential transition period and pay timing impacts. LACOE shared a recent example from their own classified management staff transition, noting that while there were minor adjustments in pay dates, the overall process was smooth and manageable.

The COO will continue to brief staff on updates related to this anticipated change before implementation. We will also continue to engage with LACOE and provide updates to the Board as further information becomes available.

II. J.

Chief Executive Officer's Report

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

July 17, 2025

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

This report contains information related to [State Budget Highlights](#); [Federal Funding Delays and Potential Next Steps](#); [2024-2025 Reflections](#); [2025-2026 Theme and Goals - Strategic Plan](#)

State Budget Highlights [\(Back to Top\)](#)

The recently adopted California State Budget includes several key updates that will benefit our schools. The state has fully funded the statutory cost of living adjustment at 2.30%. Transitional Kindergarten will receive increased funding with a reduced adult-to-student ratio of 10:1. Additional discretionary block grants for student support and professional development are available, along with new allocations for learning recovery, expanded learning programs, and universal meals. There are also important one-time grants on the horizon to support teacher development, literacy, and career technical education.

The following is detailed information regarding the State Budget from EdTec:

State Budget

- COLA – Fully funded 2.30% statutory COLA
- TK – Adult to pupil ratio reduced to 10:1 with increased TK add-on funding of \$5,545 per TK ADA
- Student Support and Professional Development Discretionary Block Grant (SSPDDBG) – estimated to be \$306 per FY25 P2 ADA. Spending is discretionary with spending deadline of 6/30/2029
- Learning Recovery Emergency Block Grant (LREBG) – Additional funding that is estimated to be \$114 per FY22 UP ADA. Allowable uses remain the same as previous LREBG funding and will also require needs assessment and inclusion into the LCAP for the mid-year update.
- ELOP – Minimum grant increased to \$100K with eligibility threshold lowered to 55% UPP to receive the higher funding rate of \$2,750 per prior year TK-6 UP ADA
- LCAP – 20% penalty of P2 LCFF Entitlement if you fail to adopt the LCAP by 7/1 with additional penalties for each additional business day not in compliance
- Universal Meals – Fully funded for FY26
- Deferral – June 2026 payment deferred to July 2026
- One-Time Grants – Smaller pots of funding for teacher pipeline, professional development, literacy instruction, literacy coaches, kitchen infrastructure, and CTE. More information to come on these in trailer bill language over the next few months

Federal Funding Delays and Potential Next Steps [\(Back to Top\)](#)

Several federal education funding programs are currently paused and under review. These include critical sources such as Title I, Title II, Title III, and after school programs. While the state budget does not yet reflect these potential changes, federal dollars make up a large portion of California's overall

budget. Any major disruption at the federal level could eventually impact state funding for education, particularly cash flow for core programs.

The following is detailed information regarding potential Federal Funding Delays from EdTec:

Federal Funding Delays

- Several federal funding programs are currently paused and under review by the US Department of Education that could result in potential delays or loss of funding if cut
 - Title I Part C - Education of migratory children
 - Title II Part A - Professional development
 - Title III Part A - English language support
 - Title IV Part A - Student support and academic enrichment
 - Title IV Part B - 21st Century before/after/summer school programs
 - Workforce Innovation and Opportunity Act (WIOA) Title II

	FACS	FPC	SMB	STEM	FCLA
State Budget Funding					
TK Add-On (included in LCFF)	\$ 187,476	\$ 428,906	\$ 182,264	\$ 98,535	\$ 99,089
SSPDDG	\$ 221,991	\$ 141,038	\$ 209,913	\$ 88,878	\$ 94,955
LREBG Increase	\$ 52,632	\$ 57,797	\$ 80,752	\$ 29,594	\$ 28,313
ELOP	\$ 1,622,991	\$ 1,022,457	\$ 1,726,253	\$ 609,294	\$ 654,676
Federal Funding Under Review					
Title I Part C	\$ -	\$ -	\$ -	\$ -	\$ -
Title II Part A - PD	\$ 30,021	\$ 12,860	\$ 30,065	\$ 10,983	\$ 11,968
Title III Part A - EL	\$ 29,049	\$ 23,058	\$ 53,695	\$ -	\$ -
Title IV Part A - Low Income	\$ 19,857	\$ 13,114	\$ 22,672	\$ 10,000	\$ 10,000
Title IV Part B	\$ -	\$ -	\$ -	\$ -	\$ -
WIOA Title II	\$ -	\$ -	\$ -	\$ -	\$ -

It is important to note that the adopted State Budget summarized above did not account for any delays or cuts to federal funding. The delay in federal funds could be indicative of the potential for larger issues. Federal dollars make up about 1/3 of CA's annual budget and the federal revenue is greater than the amount the state receives from personal income taxes. Additionally, about 80% of the federal money is Medi-Cal, the state's Medicaid program, so while it is not directly related to TK-12 education you can imagine the state having to cover the cash shortfall will eventually trickle down and perhaps cause deferrals to LCFF.

With this information, there are a few things we should consider:

- Adjust cash flow projections for federal funding programs that are currently under review
- Prepare multi-year budget scenarios for potential reduction/loss of federal funding
- Review current use of federal funds (staffing vs. contracted services)
- If needed, intercompany loans between schools or request a line of credit before any other changes occur to federal funding

We are reviewing our use of federal funds, adjusting our cash flow projections, and preparing multi-year budget scenarios to ensure we are ready for any shifts in funding. We may also explore precautionary steps such as intercompany loans or lines of credit to protect our financial stability should delays occur.

2024-2025 Reflections [\(Back to Top\)](#)

As we begin the 2025-2026 school year, I want to take a moment to celebrate the collective work of our entire Fenton community. The new year holds great promise for our students, our families, and our schools. Our school leaders remain deeply engaged in reflecting on the year, celebrating our progress, and thoughtfully preparing for the journey ahead.

These reflections come from recent meetings with CMO Leadership and our Site Administrators where leaders shared gratitude, insight, and deep appreciation for the journey we are on together. They highlight both the progress we have made and the opportunities ahead as we continue to strengthen our work together.

1) BUDGET: RESPONSIBLE STEWARDSHIP AND LONG-TERM PLANNING

Throughout the year, we have remained fiscally responsible while making strategic decisions to support student learning, staff development, and organizational sustainability. All Fenton schools are trending positive for the current fiscal year. Budget adjustments were made to reflect actual trends, updated needs, and thoughtful planning across the organization. In particular, we recorded a significant increase in local revenue through improved tracking of interest earnings. We reduced projected expenditures in several areas, including Other Post-Employment Benefits, professional development, contracted services, and equipment purchases. These adjustments ensure that our resources remain aligned to student needs.

In preparation for next year's health benefit renewals, we are evaluating the possibility of transitioning to a Health Reimbursement Arrangement (HRA) paired with a Medical Expense Reimbursement Plan (MERP). This model could provide meaningful cost savings for the organization while maintaining high-quality healthcare access for employees. Early projections suggest potential organizational savings of 5 to 15 percent while offering greater flexibility and long-term sustainability.

Special education finances remain stable and well-managed. Our partnerships with outside agencies, including The Cruz Center, Pride Learning, Speech Improvement Center, STAR, New Growth, and others, have allowed us to meet student needs while maintaining long-term financial balance.

Our success in securing the Community Schools grant helped open up new opportunities and roles, expanding the spectrum of services we offer to students and families. He noted that our organization is moving in the right direction. We are better positioned than many other organizations. Our positive School Climate survey results signal strong engagement. This year signals a solid foundation for what comes next.

2) STUDENT ACHIEVEMENT: STEADY GAINS AND STRONG FOUNDATIONS

We continue to see encouraging academic growth across the network. Nearly 1,300 students in grades three through six participated in this year's CAASPP assessments, with 99 percent of data now available. Preliminary results show up to a nine percent increase in ELA and up to a five percent increase in Math across our schools. These gains suggest that Fenton schools may once again outperform both district and state averages when final results are released in the fall.

Year-over-year growth remains a positive trend. Fenton Charter Leadership Academy saw ELA proficiency rise from 44 percent in 2018 to 57 percent in 2025, while Math increased from 36 percent to 45 percent. Fenton STEM Academy maintained strong performance in ELA, while Fenton Avenue Charter School rebounded with a five percent ELA gain this year. Santa Monica Boulevard Community Charter School also demonstrated renewed momentum in both subject areas.

Our internal data sources, including i-Ready, affirm these gains. Most schools are meeting or exceeding growth benchmarks in ELA, and while early math achievement remains an area for growth, our Lead Teachers identified essential standards to guide summer planning and instructional alignment. The steady progress in student achievement, improved retention, and the important milestone of charter renewal this year.

3) ENGAGEMENT: BUILDING TRUST, PARTNERSHIP, AND BELONGING

Family, staff, and student surveys conducted this spring continue to provide valuable insights into school culture, engagement, and overall satisfaction. Staff feedback remains strong, with 94 to 97 percent satisfaction across most categories, including high marks for curriculum, instruction, and school leadership. Parent surveys reflect similarly high satisfaction, particularly at FCLA. While family participation rates remain a challenge, we remain committed to creating more opportunities for input and connection.

Our Community Schools work has grown meaningfully. The launch of the Community Schools Instructional Liaison position allows an experienced educator to lead site-specific strategies in communication, family engagement, and student support. This liaison, funded through the CCSPP grant, will play an even greater role next year in deepening partnerships and coordinating services. The systems we have put in place are working. The oversight scores reflect that success. This year has also reminded her that we truly understand the challenges our staff and families experience.

Expanded Learning continues to be a vital part of our model, with more than 30 percent of students enrolled in summer programming. These offerings, in partnership with Think Together, continue to provide rich opportunities for learning and enrichment year-round.

4) STAFF RETENTION: BUILDING AND STRENGTHENING OUR TEAM

Staff retention remains a central focus. This year, we welcomed new leaders while retaining many long-serving staff. Approximately 50 percent of Lead Teachers are new, and 30 percent of certificated staff are in probationary status, bringing fresh ideas and energy to our schools.

The academic gains made this year showcase the collaborative spirit that continues to strengthen our leadership across schools. The support provided throughout the organization allows staff to grow, learn, and apply shared learning in ways that build individual capacity and strengthen our collective work. As we look ahead, there is a strong sense of clarity and purpose guiding the work for the coming year.

Special education staff support continues to expand. All paraprofessionals will participate in a two-day August Bootcamp to strengthen their instructional and behavioral support skills. These steps will help create consistency, confidence, and continuity across every site.

Our Leadership Seminar Series continued to serve as a valuable forum for reflection and professional growth. As I shared during our leadership meeting, there is great strength in the depth of expertise across our organization. We have highly skilled individuals at every level, including teachers, specialists, directors, and support staff, who bring their best to this work each day. This collective commitment is what sustains the strength of our schools.

2024-2025 Theme and Goals [\(Back to Top\)](#)

As we begin the 2025–2026 school year, Fenton Charter Public Schools remain focused on the goals outlined in our Strategic Plan. Guided by this year’s theme, *“Every Minute is a Moment to Grow,”* we

recognize that every decision, every interaction, and every learning opportunity can lead to growth. Whether that growth is personal, professional, academic, or organizational, we are committed to using every minute with purpose. This includes growing our impact on student achievement, expanding our support systems, strengthening our workforce, and preparing for future opportunities to serve more families and possibly open new schools.

The following are elements of our [Strategic Plan](#) along with our strategy for 2025-2026.

Designing the Future

Weave the Portrait of a Graduate into the fabric of the student experience.

This year, we are taking intentional steps to ensure our Portrait of a Graduate is fully integrated into classroom instruction, student goal setting, and school culture. Students will be supported in developing the skills and dispositions needed to think critically, act compassionately, communicate clearly, and lead with purpose. These attributes will be visible in how students learn, reflect, and engage with their school communities.

Ensuring Student Success

Prioritize holistic student development by embedding social emotional learning principles into every aspect of the educational journey.

We are committed to nurturing the whole child. This year, we are embedding social emotional learning into daily classroom routines, student supports, and staff training. Our goal is to build safe and supportive environments where students feel a sense of belonging and are empowered to grow both emotionally and academically.

Defining the Next Decade

Build a strong talent pipeline through recruitment, professional growth, and competitive compensation.

The strength of our schools depends on the quality of our educators and staff. This year, we are deepening partnerships with teacher preparation programs, improving onboarding and mentoring systems, and creating clear pathways for leadership and instructional growth. We will also continue to examine compensation to attract and retain high quality professionals.

Establish a unified framework that identifies essential practices while allowing space for innovation based on school context.

We are working to define core practices that must be upheld across all schools in alignment with our mission, instructional priorities, and operational goals. At the same time, we recognize the importance of honoring local context and will empower schools to adapt and innovate in ways that strengthen their unique learning communities.

Elevating the Community

Create opportunities for community members to connect, share perspectives, and contribute to shared goals.

Strong communities grow through shared purpose and relationships. This year, we will continue to provide meaningful opportunities for families, staff, and partners to come together in ways that build trust, strengthen communication, and celebrate the rich diversity of the communities we serve.

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

July 17, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the 2025-2026 Board Resolution regarding council and committee responsibilities and membership

BACKGROUND

Since charter conversion in 1993, all full-time Fenton Avenue Charter School staff members have participated in the governance structure consisting of originally seven, and now four, councils. This system has ensured a well-informed staff that has a vested interest in and knowledge of all aspects of the school's organization and operations.

This same structure has been implemented at each of the Fenton schools with committees, rather than councils, at Fenton Primary Center, Santa Monica Boulevard, Fenton STEM Academy and Fenton Charter Leadership Academy, with the committees serving in the same capacity as the councils.

ANALYSIS

Membership and active and regular participation on one of the four councils (FACS) or committees (FPC, SMBCCS, FCLA and STEM) are conditions of employment for all full-time, exempt staff. With the incorporation of the Fenton schools, the Board of Directors has final decision-making authority relating to all aspects of the operations of the Fenton Charter Public Schools. Each year, the Board is asked to approve a resolution establishing the advisory councils and committees and their role in providing input and recommendations to the Board.

RECOMMENDATION

It is recommended that the Board of Directors approve the attached resolution calling for the continued implementation of the advisory councils for FACS and committees for FPC, SMBCCS, FCLA and STEM, and receive the attached list of council and committees.

Attachments: *Board Resolution regarding council and committee responsibilities; roster of council (FACS) and committee (FPC, SMBCCS, FCLA, STEM) members*



By resolution of the Board of Directors of the Fenton Charter Public Schools, the following structure for staff, parent and community participation will be implemented.

This resolution will be reviewed and approved yearly as appropriate and documented within the minutes of the first yearly meeting of the Board of Directors.

Council/Committee Responsibilities

All councils and committees are advisory and report to the Board of Directors, the final decision-making body of Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy. All councils/committees will post their agendas at least seventy-two hours prior to the scheduled time of the meeting to allow for maximum inclusion and participation.

Budget, Facilities and Safety Council/Finance Committee:

- Review yearly budget with oversight provided by the Chief Executive Officer;
- Review expenditures and cash flow;
- Review budget adjustments as needed;
- Review interim and year-end fiscal reports;
- Review the monitoring of ADA (student enrollment) and revenues;
- Review fund reserves utilization;
- Apply for grants and funds;
- Solicit private and corporate donations;
- Review Mandated Cost Reimbursement Program;
- Review E-Rate Program with oversight provided by the IT Manager;
- Review contracts with outside vendors and agencies;
- Review medical, dental and vision plan rates and any necessary changes to how the program is funded;

- Working with the Facilities Manager, review facilities utilization and insure a safe campus;
- Working with the Facilities Manager, review long-range facilities plan;
- Coordinate and oversee school emergency plans;
- Working with the Plant Manager, review maintenance needs.

Curriculum and Assessment Council/Instruction Committee:

- Review the implementation of State Board of Education-approved standards with oversight provided by the Director of Instruction;
- Working with the site Director, ensure ongoing articulation among teachers and across grade levels:
 - Monitor scheduling of grade level meetings;
 - Monitor EL progress documentation;
 - Ensure the use of adopted materials, assessments, and any online tools as designated by the council/committee;
- Working with the Director of Instruction and site Director, review student outcomes annually and design action plans centered around the following assessment tools:
 - SBAC results;
 - i-Ready data;
 - EL assessments; and
 - Online tools purchased by FCPS
- Recommend instructional materials, including all state adoptions;
- Recommend a yearly plan and schedule for staff development activities;
- Coordinate parent education activities related to instructional program with the Family Center with oversight provided by the Director of Community Schools;
- Review ongoing implementation of the FCPS Technology Plans with the IT Manager and Chief Operating Officer;
- Review the Special Education program with oversight provided by the Director of Special Education:
 - Recommend a plan and schedule for staff development related to serving students with disabilities;
 - Review compliance with federal and state regulations;
 - Review student assessment, placement, and mainstreaming of special education students;
 - Review expenditures and ongoing costs

- Working with the Director of Instruction and Director of Special Education, review the continuous implementation of a differentiated instructional program for English Language Learners, Title I, Special Education and GATE students.

Human Resource and Personnel Council/Personnel Committee:

- Working with the Chief Executive Officer and Chief Operating Officer, design and review the recruitment and selection process for personnel;
- Review employee job descriptions and contracts with oversight provided by the Chief Operating Officer;
- Working with the site Director, design the development of schedules and organization of classes;
- Review and recommend grade assignments (with Curriculum and Assessment Council/Instruction Committee);
- Recommend policies related to leaves of absence, staff attendance, illness and vacation days with oversight provided by the Chief Executive Officer and Chief Operating Officer;
- Review and recommend all decisions related to hiring with oversight provided by the Chief Executive Officer and Chief Operating Officer;
- Review and recommend annual school-wide salary adjustments and benefits (with Budget, Facilities and Safety Council/Finance Committee) with oversight provided by the Chief Executive Officer and Chief Operating Officer;
- Review staff evaluation process with oversight provided by the Chief Executive Officer and Chief Operating Officer;
- Working with the Chief Operating Officer, review all personnel policies to determine they are in compliance with existing law.

School-Community Relations Council/Parent Community Advocacy Committee:

- With oversight provided by the Director of Community Schools, encourage community activities and recruitment of volunteers;
- Coordinate the activities of the School Site Council, English Learner Advisory Council and function as the Parent/Teacher/Student Association;
- Monitor school-wide incentive programs;
- Working with the Director of Community Schools, monitor and review policies for student and parent activities;
- Advise the Family Center on parent education and related activities with oversight provided by the Director of Community Schools;

- Review and revise the Home-School Agreement and Volunteer Handbook as needed.

Composition of Councils/Committees

1. Staff, parents and community members may participate in any council or committee, but may only serve as a voting member on one council or committee.
2. Staff, parents and community members will apply for a council/committee of their choice on an annual basis. Placement of staff members will be made by the prior year's representatives based on the employee's/parent's preference and the additional responsibilities of each individual. Every attempt will be made to proportionally distribute the membership of each council.
3. Each full-time exempt employee must be a participating member of a council or committee. All other employees will be encouraged to participate.

Election of Council Chairpersons/Committee Chairpersons

1. At the end of each school year, and after council/committee assignments are finalized for returning employees, ballots will be distributed with the names of those who meet the qualifications and are willing to accept the responsibilities of council/committee chair. All returning full-time staff members will vote for their choice of council/committee chairpersons for all four councils or committees (school affiliation will determine if staff/parents will vote for council or committee chairs).
2. Minimum requirements for Council/Committee Chairpersons:
 - Two years of active participation at a Fenton school;
 - One year of active participation on the council/committee for which the individual is nominated;
 - Employee members must have regular status;
 - The individual must be willing to be attend all meetings of the Board of Directors and report on behalf of their respective council or committee as needed.
3. In the event of the resignation of a chairperson during the school year, the respective council/committee will nominate and elect a new chair. This process will be conducted solely within the respective council/committee.

Election of Representatives

Representatives will be elected yearly. At least one faculty member will be assigned to the Human Resource and Personnel Council from Fenton Avenue Charter School and one faculty representative will be assigned to the Personnel Committee of Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy respectively; one

Classified Representative will be assigned to the Human Resource and Personnel Council and Personnel Committees respectively, if possible.

Faculty Representatives represent all certificated employees.

1. Qualifications
 - a. Certificated employee with regular status
 - b. Employed at the Fenton Charter Public Schools for a minimum of two years
 - c. Has had satisfactory performance evaluations for the last two years
2. One representative for each 250 students from each school will be elected by a vote of all returning certificated employees from each school prior to the beginning of the new school year. (e.g., 250 students = 1 representative; 500 students = 2 representatives, etc.)
3. Faculty representatives will attend meetings of the Board of Directors, and represent the interests of certificated staff.

Classified Representatives represent all classified employees.

1. Qualifications
 - a. Classified employee with regular status
 - b. Employed at the Fenton Charter Public Schools for a minimum of two years
 - c. Has had satisfactory performance evaluations for the last two years
2. One representative per school will be elected by a vote of all returning classified staff prior to the beginning of the new school year.
3. Classified representatives will attend meetings of the Board of Directors and represent the interests of classified staff.

T.A. Representatives represent all paraprofessionals.

1. Qualifications
 - a. Employed at the Fenton Charter Public Schools for a minimum of one year
 - b. Has had satisfactory performance evaluations
2. One representative per school will be elected by a vote of all returning paraprofessional staff prior to the beginning of the new school year.
3. Paraprofessional representatives are encouraged to attend meetings of the Board of Directors and represent the interests of the paraprofessional staff.

Duties of the Council/Committee Chairs and Representatives:

- Facilitate the communication among the four councils/committees.
- Council/committee chairs will report on the activities of their council/committee at each meeting of the Board of Directors through the published minutes of their respective councils/committees, and publicly at the regular board meeting as requested by the Board of Directors. Minutes of council/committee meetings will be sent to the Chief Executive Officer and Board Secretary within 72 hours of the conclusion of council/committee meetings to ensure efficient and ongoing communication with the Board of Directors.
- Elected chairs and representatives will attend each meeting of the Board of Directors as advisors to the Board.
- Advise the Directors of the Fenton schools.

Process for Recommending Policies and Practices

1. Council/committee chairpersons will present any recommendations proposed by their respective councils/committees to the Chief Executive Officer for presentation to the Board of Directors.
2. The Chief Executive Officer will review the request and either recommend or not recommend the item to the Board of Directors.
3. The Board of Directors will review the Chief Executive Officer's recommendation and take action as determined by thorough analysis of data related to the recommendation.
4. Chairpersons will report back to their respective councils/committees to share results from the Board of Directors meetings. All minutes from meetings of the Board of Directors are sent via email to all FCPS employees and board members.
5. Any council/committee member may petition in writing through his/her council/committee chair that a particular decision/policy be revisited by the Board of Directors. The Board of Directors will notify the individual when the item will be placed on the Board agenda, and the individual will be invited to present his/her position to the Board of Directors.

IV. ITEMS SCHEDULED FOR ACTION



FENTON CHARTER PUBLIC SCHOOLS

July 17, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve slate of FCPS Board Officers for 2025-2026 school year

BACKGROUND

The officers of the Fenton Charter Public Schools consist of a President, Vice Presidents, Secretaries, and Chief Financial Officer, or Treasurer. The Chief Executive Officer serves as the President and the elected Faculty and Classified Representatives serve as the Vice Presidents, and Secretaries as needed. The Financial Business Manager is the Treasurer.

Board meetings are run by the Board Chair, or Vice Chair as necessary, and both are elected by the Board of Directors.

ANALYSIS

The by-laws of the Fenton Charter Public Schools, revised and approved at the May 20, 2021 regular meeting of the FCPS Board of Directors, specify the officers of the corporation and their duties:

**ARTICLE VIII
OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer, who shall be known as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

The Board and Ad Hoc Board Selection Committee were asked to nominate a Chair and Vice Chair to serve for the 2025-2026 school year. Joe Lucente was nominated to continue as Chairman of the Board and Carrie Wagner was nominated to serve as Vice Chair.

RECOMMENDATION

It is recommended that the Board of Directors approve the recommended slate of officers of the Fenton Charter Public Schools for the 2025-2026 school year.



FENTON CHARTER PUBLIC SCHOOLS

July 17, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve Independent Study Agreement for 2025-2026 school year

BACKGROUND

The legislation authorizing independent study was enacted in 1976, and originally was designed to serve child actors, aspiring Olympic athletes, and other students whose schedules precluded regular classroom attendance. Over the years, independent study has evolved to serve a wide range of students.

Independent study (California *Education Code [EC]* sections 51745–51749.3) is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement and under the general supervision of a credentialed teacher or teachers.

Independent study can be used on a short-term or long-term basis.

ANALYSIS

In 2017, our auditors recommended yearly Board approval of the Independent Study Agreement. There is nothing legally required to be added to the Independent Study Agreement for the 2025-2026 school year. Our attorney, Janelle Ruley, did add a proactive section related to emergency school closures. This addition addresses the possibility of temporary campus closures due to emergencies such as fire, smoke, or severe weather. Although not mandated by law, including this language helps streamline administrative procedures should such events occur, particularly in meeting documentation requirements under independent study regulations. By taking this step, Fenton Charter Public Schools aims to reduce the burden on staff and ensure continuity of learning and compliance in the event of unforeseen disruptions.

RECOMMENDATION

It is recommended that the Board of Directors approve the Independent Study Agreement for 2025-2026.

Attachment: [Sample Revised Independent Study Agreement and Log; Notice of Public Hearing \(posted on July 1, 2025\)](#)



FENTON CHARTER PUBLIC SCHOOLS Notice of Public Hearing

The Fenton Charter Public Schools will conduct a Public Hearing on Thursday, July 17, 2025, at 4:30 P.M. in the FCPS Business Office Boardroom and remotely via Zoom meeting:

July 17, 2025 – 4:30 P.M.
FCPS Business Office Boardroom
8928 B Sunland Blvd.
Sun Valley, CA 91352
and
Via Zoom: <https://us02web.zoom.us/j/87479668758>
Meeting ID: 874 7966 8758

The purpose of the hearing is to present information related to the Independent Study Agreement to be utilized at the Fenton schools for the 2025-2026 school year. Encouraging input from parents, teachers and community members prior to Board approval is required by Education Code Section 51747.

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

July 17, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/ President

SUBJECT: Recommendation to approve Updated Scope of Work with the Deveau Burr Group to Support Family & Community Engagement

BACKGROUND

In an effort to both safeguard and expand opportunities for the families we serve, Fenton Charter Public Schools seeks to adopt a more integrated approach to government relations and strategic communications. The proposed Scope of Work from the Deveau Burr Group (DBG) combines targeted legislative advocacy with a strengthened communications strategy designed to elevate Fenton's public narrative and showcase our schools as a model of public innovation, accountability, and compassion in service of family and community engagement.

This comprehensive approach includes:

- A Community Champions Campaign
- A Championing Outcomes Platform
- Ongoing Content and Creative Development
- Media Outreach and Amplification
- Strategic integration of Government Relations to broaden our community impact

ACTION

To support this work, we are seeking approval of the updated Scope of Work with DBG to support this integrated effort. DBG's Senior Advisor, Gina Plate, brings deep expertise in California's charter school landscape, having served as Vice President of Regulatory Affairs and Special Education at the California Charter Schools Association (CCSA). Appointed by Governor Jerry Brown, she also chaired the Advisory Commission on Special Education (ACSE) from 2011–2019.

In addition to her work with Fenton, Gina Plate and the DBG team are currently supporting the Charter Operated Programs (Option 3 SELPA) to expand their digital outreach and engagement, further aligning with public education goals and visibility efforts.

The attached Scope of Work outlines the full set of deliverables. The updated agreement reflects the addition of the government relations component. Last year, services with DBG averaged \$7,500 per month. With the expanded scope, the updated monthly rate is \$9,000. This contract will be funded with Community School funds.

Attachment: [Updated Scope of Work with the Deveau Burr Group](#)



FENTON CHARTER PUBLIC SCHOOLS

July 17, 2025

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the employment of Carmen Hernandez on a Provisional Internship Permit at Fenton Avenue Charter School

BACKGROUND

Fenton Avenue Charter School would like to employ **Carmen Hernandez** as a Classroom Teacher for 4th grade. **Miss Hernandez** will be on a Provisional Internship Permit. **Miss Hernandez** is in the process of completing the requirements for attaining her Multiple-Subject Teaching credential.

ANALYSIS

The approval of the Provisional Internship Permit (PIP) by the Commission on Teaching Credentialing (CTC) is dependent upon the following.

- Public notice was presented as an action item on the governing board agenda and acted upon favorably;
- Include a copy the agenda item;
- The agenda item will include:
 - Applicant's name: **Carmen Hernandez**
 - Assignment: **General Education Classroom**
 - Grade Level: **4th**
 - School Site: **Fenton Avenue Charter School**

The applicant will be employed on the basis of the Provisional Internship Permit.

RECOMMENDATION

It is recommended that the Board of Directors approve the employment of **Carmen Hernandez** on a Provisional Internship Permit.

V. ITEMS SCHEDULED FOR INFORMATION

There are no items scheduled for the Consent Agenda.