



FENTON CHARTER PUBLIC SCHOOLS

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

REGULAR MEETING - BOARD OF DIRECTORS

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

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

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

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

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

Videoconference Locations: [See Page 6](#)

August 13, 2026– 4:30 P.M.

FCPS Business Office Boardroom

8928 B Sunland Blvd.

Sun Valley, CA 91352

and

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

Meeting ID: 874 7966 8758

AGENDA

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

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

Governor Newsom announced that the COVID-19 state of emergency ended on February 28, 2023. With the end of the state of emergency, agencies are no longer able to utilize pandemic-era virtual meeting procedures. However, board members may continue to participate remotely by telephone and/or videoconference under traditional Ralph M. Brown Act teleconference rules. Effective January 1, 2023, Assembly Bill 2449 (AB 2449) allows individual board members to participate in meetings remotely during “emergency circumstances” or for “just cause.” Specific requirements may be found in the full text of AB2449 (posted on the FCPS website: www.fentoncharter.net). *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 11, 2026 Regular Meeting of the Board of Directors will be presented for approval.

II. COMMUNICATIONS

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

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

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

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

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

- B. **Public Hearings** – 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 2026-2027 school year.

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

Comprehensive School Safety Plan- *Education Code (EC) Section 46393:* The Board will encourage participation from parents, teachers and community members regarding the Comprehensive School Safety Plan, which complies with EC § 32282, including the required instructional continuity provisions.

- C. [Committee/Council Reports](#)

Committee and Council reports will resume in September. Committee and Council chairs for the 2026-2027 school year for each site are listed below:

1. **Finance Committee:** Isabella Rodriguez (SMBCCS), Jeanette Hernandez & Abigail Jack (FPC), Jennifer Hines (FCLA), Mercedes Meeks (STEM)
Budget, Facilities and Safety Council: Leticia Padilla Parra (FACS)
2. **Instruction Committee:** Sandra Hernandez & Bunny Wolfer (SMBCCS), Coco Salazar (FPC), Kalea Wright (FCLA), Bianca Bell-Reed (STEM)
Curriculum and Assessment Council: Evelyn Martinez (FACS)
3. **Personnel Committee:** Gabriela Arroyo (SMBCCS), Angelica Salceda & Laura Vasquez (FPC), Kate Marrelli (FCLA), Priscilla Gentry (STEM)
Human Resource and Personnel Council: Wendy Kaufman (FACS)
4. **Parent/Community Advocacy Committee:** Aaron Veals (SMBCCS), Bridget Ruiz & Coco Salazar (FPC), Melissa Sopitkuankan (FCLA), Robin McNutt (STEM)
School-Community Relations Council: Tony Peña (FACS)
 - a. **School Site Council:** TBD
 - b. **English Learner Advisory Committee:** TBD

D. Financial Business Manager's Report:

An update of the most current financial statements, cash flow position, and any variations in revenues and expenditures from the approved 2026-2027 budgets for all sites will be presented at the September meeting.

E. Site Directors' Reports

With the exception of the Nonclassroom-Based Director, Site Directors' Reports will begin in September, when administrators, Lead Teachers, and other Leadership Team members from each site will be introduced.

1. **Fenton Avenue Charter School (FACS)** - Ms. Monica Castañeda
2. **Santa Monica Boulevard Community Charter School (SMBCCS)** - Mr. Walter Gomez
3. **Fenton Primary Center (FPC)** - Mr. Juan Gomez
4. **Fenton STEM Academy (STEM)** - Dr. Beth Henschel
5. **Fenton Charter Leadership Academy (FCLA)** - Dr. Beth Henschel
6. **Nonclassroom-Based Director (NCB)** - Ms. Paige Piper

F. FCPS Directors' Reports

FCPS Directors' Reports will be distributed to Board members 72 hours prior to the regular meeting. All Board members are asked to submit any questions or requests for clarification to Board Chair Lucente prior to the beginning of the meeting. The Chair will call on one of the Directors to present their respective report to the Board.

1. [Director of Instruction's Report](#) - Mrs. Jennifer Miller
2. [Director of Special Education's Report](#) - Mrs. Kristine Khachian
3. [Director of Community Schools' Report](#) - Mr. Richard Parra

G. [FCPS Officers' Reports](#)

1. [Chief Operating Officer's Report](#) - Mr. Jason Gonzalez
2. [Chief Executive Officer's Report](#) - Dr. David Riddick

III. [CONSENT AGENDA ITEMS](#)

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

- A. [Recommendation to approve the 2026-2027 Board Resolution regarding council and committee responsibilities and membership](#)
- B. [Recommendation to approve final staff rosters and employee contracts for FACS, SMBCCS, FPC, STEM and FCLA for the 2026-2027 school year](#)
- C. [Recommendation to approve 2026-2027 Parent Involvement Policies for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy and the FCPS Student Handbook](#)
- D. [Recommendation to approve the FCPS Independent Study Agreement for 2026-2027 school year](#)
- E. [Recommendation to approve the FCPS Certificated Staff Supervision and Evaluation Handbook](#)
- F. [Recommendation to approve Services Agreement with JOAN Collaborative for Enrollment and Community Engagement Campaign](#)

IV. [ITEMS SCHEDULED FOR ACTION](#)

- A. [Recommendation to approve slate of FCPS Board Officers for the 2026-2027 school year](#)

- B. [Recommendation to approve Resolution #61: Sufficiency of Instructional Materials](#)
- C. [Recommendation to approve FCPS Comprehensive School Safety Plan](#)
- D. [Recommendation to approve the Expanded Learning Opportunities Program budget for the Fenton Charter Public Schools](#)
- E. [Recommendation to approve expenditures for items above the spending authority of the Chief Executive Officer](#)
- F. [Recommendation to approve the Experience Waiver for Preliminary Administrative Services Credential – Adriana Baez](#)
- G. [Recommendation to approve the Revised Fenton Charter Public Schools Student Smartphone Policy Pursuant to the Phone-Free School Act \(AB 3216\)](#)
- H. [Recommendation to approve the Professional Boundaries and Safe Learning Environments Policy Pursuant to Senate Bill 848](#)
- I. [Recommendation to approve Resolution #62: Submission of Charter Renewal for Fenton STEM Academy](#)
- J. [Recommendation to approve Resolution #63: Submission of Charter Renewal for Fenton Charter Leadership Academy](#)
- K. [Recommendation to approve FCPS Professional Learning Advisor role](#)
- L. [Recommendation to approve the revised FCPS General Accounting Policies and Procedures Manual](#)
- M. [Recommendation to approve Revised Procurement and Purchasing Procedures Handbook](#)

V. [ITEMS SCHEDULED FOR INFORMATION](#)

- A. [Update on ADA Incentive for 2026-2027](#)
- B. [Update on OPEB](#)

VI. [CLOSED SESSION](#)

Chair Lucente will make the following announcement:

“The Board of Directors will now be moving into closed session to discuss matters described in Item VI. Matters to be discussed are those permitted by Government Code Section § 54956.9 - Anticipated Litigation (Initiation of Litigation).”

VII. [RETURN TO OPEN SESSION](#)

Chair Lucente will announce any action taken in closed session.

VI. ANNOUNCEMENTS

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, September 17, 2026 at 4:30 pm in the boardroom of the FCPS Business Office and via Zoom.

VII. FUTURE MEETINGS

September 17, 2026

October 22, 2026

December 10, 2026

January 21, 2027

March 11, 2027

April 15, 2027

May 13, 2027

June 10, 2027

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.

Videoconference Locations:

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

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

June 11, 2026

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, June 11, 2026, at 4:30 p.m. in the FCPS Business Office Boardroom and via Zoom (<https://us02web.zoom.us/j/8747966875>).

I. PRELIMINARY

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

The Board of Directors meeting was called to order at 4:35 p.m. by the Board Chair, Joe Lucente.

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

Board Members Present

Daniel Laughlin, *Parent Representative*

Joe Lucente, *Community Representative*

Carrie Wagner, *Community Representative*

Via Zoom: 540 N. Rossmore Avenue, Unit 107, Los Angeles, CA 90004

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

Yvette King-Berg, *Community Representative*

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 Daniel Laughlin, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the Agenda (Item I.D.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

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 5 (YES) and 0 (NO), the minutes of the May 14, 2026 Regular Meeting (Item I.E.) were approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

II. COMMUNICATIONS

A. Presentations from the Public – Chair Lucente

There were three requests to speak:

- 1) Nina Ferman, kindergarten teacher at Fenton Primary Center, shared her concerns regarding student behavior and the lack of consequences for extreme behaviors.
- 2) Coco Salazar, kindergarten Lead Teacher at Fenton Primary Center could not attend the meeting due to kindergarten culmination activities, and asked the FPC Faculty Representative, Nitima Angus, to read her concerns regarding student behavior and suggestions for improvement.
- 3) Mia Martinez, kindergarten teacher at Fenton Primary Center, spoke in support of the concerns raised by Mrs. Ferman and Ms. Salazar, and added her concern for the lack of a speech therapist employed by Fenton (the current speech therapist is employed by an independent agency).

Chair Lucente responded to the presenters expressing his concern regarding the situation and his support for a resolution. He stated the Board will intervene as needed, and asked the Director of Instruction, Mrs. Miller, and the Director of Special Education, Mrs. Khachian, to review the situation to determine what corrective actions were needed. He asked both Directors to report back to the Board when the 2026-2027 board meetings resume.

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:

2025-2026 Forecast Update

Ending fund balances remain strong as an organization:

Operating income by site –

FACS - \$1,646,634

FPC - \$593,599
SMBCCS - \$1,693,425
STEM - \$316,685
FCLA - \$213,559

Operating income without one-time finds and ERC –

FACS - \$108,617
FPC - <\$630,623>
SMBCCS - <\$393,947>
STEM - <\$221,264>
FCLA - <\$354,813>

Revenue changes since previous forecast:

STEM awarded funds from Extraordinary Cost Assistance Pool - \$25,000

Expense changes since previous forecast:

Identified cost savings in multiple Services and Other Operating categories

Cash Balance Forecast:

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

Bond Covenants:

The Obligated Group is expected to meet both bond covenants –

- Liquidity – 45 days is the minimum days of cash on hand required; the forecast is for 122 days of cash on hand for the obligated group
- Debt Service – 1.10 is the debt service coverage ratio required; the obligated group is forecast to reach 2.15

State Budget Update

COLA –

- LCFF “Super COLA” = 4.31%
- 2.87% Statutory COLA (up from 2.41%)
- Statutory COLA of 2.87% applies to most state funding streams

State Sp. Ed. Funding –

- \$2.4B statewide additional allocation
- \$1,340/ADA, up from current year of ~\$966/ADA
- Intent is to remain ongoing into outer-years

One-time Funding –

- Student Support and PD Block Grant
- Approximately \$936/FY26 ADA
- Spend by June 2030

Other-

- Community Schools \$1B
- \$429M for Literacy/Reading Specialists
- Up to 14 weeks family leave with pay

2026-2027 Proposed Budget

2026-2027 proposed budget by site:

Operating income by site –

FACS - \$332,396

FPC - \$100,000

SMBCCS - \$150,000

STEM - \$75,000

FCLA - \$75,000

Revenue and staffing assumptions:

Total enrollment – 2,209

ADA – 2,181.17

COLA – 4.31%

Staffing assumptions – 366.61 total

D. Site Directors' Reports

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

Chair Lucente recognized Mrs. Sirui Thomassian, who is retiring at the end of this school year, for her many years of dedicated service and commended for her commitment to the well-being of all students. She was then recognized by the CMO Officers and Directors.

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

E. FCPS Directors' Reports

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

4. **Director of Instruction's Report** - Mrs. Jennifer Miller's report was received as published.
5. **Director of Special Education's Report** – Mrs. Kristine Khachian's report was received as published.
6. **Director of Community Schools' Report** – Mr. Richard Parra's report was received as published.

F. FCPS Officers' Reports

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

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

III. CONSENT AGENDA ITEMS

- A. **Recommendation to approve 2026-2027 Homeless Education Policies for FACS, FPC, SMBCCS, FCLA and STEM**
- B. **Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2026-2027 from Learningtech.org**
- C. **Recommendation to approve Delta Dental and VSP plans for benefited employees**
- D. **Recommendation to approve continued membership in CharterSAFE for Workers' Compensation Insurance and membership in the Alliance of Schools for Cooperative Insurance Programs (ASCIP) for Property and Liability Insurance**
- E. **Recommendation to ratify vendor schedule of agreements**
- F. **Recommendation to approve conference attendance for selected FCPS staff during the 2026-2027 school year**
- G. **Recommendation to approve Board of Directors for 2026-2027**
- H. **Recommendation to approve 2026-2027 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy, and Fenton Charter Leadership Academy**
- I. **Recommendation to approve contract with BrightenEd LLC funded through the LAUSD Charter Operated Programs Impact Grant**

J. Recommendation to approve a three-year contract with Salesforce for Independent Study Management Services (2026-2029)

K. Recommendation to approve Standard Membership with the California Charter Schools Association

On **MOTION** of Daniel Laughlin, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve the Consent Agenda (Items III.A., B., C., D., E., F., G., H., I., J., and K.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

IV. ITEMS SCHEDULED FOR ACTION

A. Recommendation to approve amendments to the FCPS Bylaws and Articles of Incorporation to ensure compliance with IRS Notice 2015-07 and Internal Revenue Code Section 414(D)

On **MOTION** of Daniel Laughlin, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve amendments to the FCPS Bylaws and Articles of Incorporation to ensure compliance with IRS Notice 2015-07 and Internal Revenue Code Section 414(d) (Item IV.A.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

B. Recommendation to approve creation of two shared Special Education Clerk positions, with one position serving Fenton Avenue Charter School and Fenton Primary Center, and one position serving Fenton STEM Academy and Fenton Charter Leadership Academy

On **MOTION** of Daniel Laughlin, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve the creation of two shared Special Education Clerk positions, with one position serving Fenton Avenue Charter School and Fenton Primary Center, and one position serving Fenton STEM Academy and Fenton Charter Leadership Academy (Item IV.B.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

C. Recommendation to approve the FCPS Technology Budget for the 2026-2027 school year

On **MOTION** of Caprice Young, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve the FCPS Technology Budget for the 2026-2027 school year (Item IV.C.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

D. Recommendation to approve Facilities Budget for the 2026-2027 school year

On **MOTION** of Caprice Young, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve the Facilities Budget for the 2026-2027 school year (Item IV.D.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

E. Recommendation to approve 2026-2027 Local Control and Accountability Plans (LCAPs) for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy

On **MOTION** of Carrie Wagner, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve 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.E.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

F. Recommendation to approve 2026-2027 Local Indicators for the California School Dashboard for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy

On **MOTION** of Daniel Laughlin, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve 2026-2027 Local Indicators for the California School Dashboard for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy (Item IV.F.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

G. Recommendation to approve 2026-2027 budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy

On **MOTION** of Caprice Young, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve 2026-2027 budgets for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy (Item IV.G.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

H. Recommendation to approve Education Protection Act spending resolutions for 2026-2027 school year

On **MOTION** of Caprice Young, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve Education Protection Act spending resolutions for 2026-2027 school year (Item IV.H.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

I. Recommendation to approve 2026-2027 staff rosters, stipends for specific positions, recommendations for regular status, and FCPS employee contracts

On **MOTION** of Caprice Young, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve 2026-2027 staff rosters, stipends for specific positions, recommendations for regular status, and FCPS employee contracts (Item IV.I.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

J. Recommendation to approve 2026-2027 salary schedules for all staff

On **MOTION** of Caprice Young, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve 2026-2027 salary schedules for all staff (Item IV.J.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

K. Recommendation to approve a revised 2026-2027 School Calendar incorporating four (4) ELO-P days and adopt school calendars for the 2027-2028 and 2028-2029 School Years

On **MOTION** of Daniel Laughlin, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to approve a revised 2026-2027 School Calendar incorporating four (4) ELO-P days and adopt school calendars for the 2027-2028 and 2028-2029 School Years (Item IV.K.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Daniel Laughlin, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (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.L.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

M. Recommendation to receive and file 2025-2026 Annual Performance-Based Oversight Visit Reports for Fenton Schools

On **MOTION** of Daniel Laughlin, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to receive and file 2025-2026 Annual Performance-Based Oversight Visit Reports for Fenton Schools (Item IV.N.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

N. Recommendation to receive and file the revised June 30, 2025 Consolidated Audit Report for Fenton Charter Public Schools

On **MOTION** of Carrie Wagner, **SECONDED** by Daniel Laughlin, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the recommendation to receive and file the revised June 30, 2025 Consolidated Audit Report for Fenton Charter Public Schools (Item IV.N.) was approved as presented.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young

Nay: (0)

Abstentions: (0)

V. ITEMS SCHEDULED FOR INFORMATION

There were no items scheduled for Information this month.

VI. CLOSED SESSION

Chair Lucente made the following announcement:

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

The Board convened to closed session at 5:56 pm.

VII. RETURN TO OPEN SESSION

The Board returned to Open Session at 6:34 pm.

Chair Lucente stated the following actions had been taken in Closed Session:

A. Government Code 54957 - PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of CEO

On **MOTION** of Daniel Laughlin, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the Board evaluated the performance of Dr. David Riddick, the Chief Executive Officer, for the 2025-2026 school year.

The Board expressed its recognition of the outstanding work of the CEO, and his focus and diligence in continuing to build the capacity and excellent reputation of the Fenton Charter Public Schools while also modeling and fostering a climate of continuous improvement, growth and innovation.

The Board established Dr. Riddick’s annual salary for the 2026-2027 school year of \$250,000 while also expressing their commitment to reaching above the median salary recommended by the Edgility Consulting compensation study which compared salaries for comparable executive leadership positions in CMOs and entities of similar size to FCPS.

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

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young
Nay: (0)
Abstentions: (0)

**B. Government Code 54957 - PUBLIC EMPLOYEE PERFORMANCE
EVALUATION - Evaluation of COO**

On **MOTION** of Daniel Laughlin, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the Board evaluated the performance of Mr. Jason Gonzalez, the Chief Operating Officer, for the 2025-2026 school year.

The Board recognized Mr. Gonzalez for his excellent work in fulfilling all aspects of his position, while also embracing additional responsibilities as they arise. His ability to delve deeply and thoroughly into all aspects of charter school operations are readily apparent and appreciated as his diligence has ensured the continued success of the Fenton Charter Public Schools.

The Board set Mr. Gonzalez's annual salary for the 2026-2027 school year of \$230,000 while also expressing their commitment to reaching above the median salary recommended by the Edgility Consulting compensation study which compared salaries for comparable executive leadership positions in CMOs and entities of similar size to FCPS.

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

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young
Nay: (0)
Abstentions: (0)

**C. Government Code 54957 - PUBLIC EMPLOYEE PERFORMANCE
EVALUATION - Evaluation of Executive Advisor**

On **MOTION** of Daniel Laughlin, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the Board evaluated the performance of Mrs. Irene Sumida who serves as the Executive Advisor to Dr. Riddick, Mr. Gonzalez, and the Board of Directors. The Board wishes to commend Mrs. Sumida for the outstanding support she offers to both Dr. Riddick and Mr. Gonzalez and for her willingness to share her extensive FCPS historical knowledge base whenever needed by the organization. Mrs. Sumida will continue in the position for the 2026-2027 school year, and then as needed and determined by the Board and Executive Leadership. Mrs. Sumida's annual salary will be the approved limitation established by CalSTRS for the 2026-2027 school year, which is \$59,565. She is not eligible for any stipends or other compensation.

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young
Nay: (0)
Abstentions: (0)

**D. Government Code 54957 - PUBLIC EMPLOYEE PERFORMANCE
EVALUATIONS - Evaluations of Director of Instruction, Director of Special
Education, and Director of Community Schools**

On **MOTION** of Daniel Laughlin, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the Board received the evaluations of the Director of Instruction, Jennifer Miller; Director of Special Education, Kristine Khachian; and Director of Community Schools, Richard Parra, as completed by the CEO, Dr. David Riddick, and COO, Mr. Jason Gonzalez. All FCPS Directors have fulfilled their responsibilities with excellence and will continue in their respective roles for the 2026-2027 school year. Salary advancement will be as per the schedule established at the time of their hiring and as revised by the Board.

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

Aye: (5) Daniel Laughlin, Joe Lucente, Carrie Wagner, Jed Wallace,
Caprice Young
Nay: (0)
Abstentions: (0)

VIII. ANNOUNCEMENTS

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

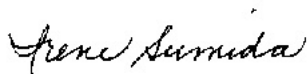
IX. FUTURE MEETINGS

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

X. ADJOURNMENT

The meeting was adjourned at 6:40 p.m.

Respectfully submitted:



Irene Sumida
Secretary of the Board

II.B. Public Hearings

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 2026-2027 school year.

Sufficiency of Instructional Materials - *Education Code Section 60119:*

The Board will encourage participation from parents, teachers and community members regarding the sufficiency of textbooks and instructional materials for each student.

Comprehensive School Safety Plan- *Education Code Section 46393:*

The Board will encourage participation from parents, teachers and community members regarding the Comprehensive School Safety Plan, which complies with EC § 32282, including the required instructional continuity provisions.



FENTON CHARTER PUBLIC SCHOOLS

Notice of Public Hearing

The Fenton Charter Public Schools will conduct a Public Hearing on Thursday, August 13, 2026, at 4:30 P.M. in the FCPS Business Office Boardroom and remotely via Zoom meeting:

August 13, 2026 – 4:30 P.M.
FCPS Business Office Boardroom
8928 B Sunland Blvd.
Sun Valley, CA 91352

and
Via Zoom: <https://us02web.zoom.us/j/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 2026-2027 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.



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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 in support of the approval of Board Resolution #61, which attests to the sufficiency of textbooks and instructional materials at the Fenton schools as required by Education Code Section 60119. The yearly review and approval of such a resolution is required by all California public school governing boards.

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:
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FENTON CHARTER PUBLIC SCHOOLS

Notice of Public Hearing

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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 in support of the approval of the FCPS Comprehensive School Safety Plan that complies with EC § 32282, including the required instructional continuity provisions.

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:
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II. C.

Committee and Council Reports

Committee and Council Reports will resume in September.

II. D.

Financial Business Manager's Report

The Financial Business Manager's Report will resume in September.

II. E.

Site Directors' Reports

With the exception of the Nonclassroom-Based Director, Site Directors' Reports will begin in September, when administrators, Lead Teachers, and other Leadership Team members from each site will be introduced.

FENTON CHARTER PUBLIC SCHOOLS NON-CLASSROOM BASED DIRECTOR'S REPORT

August 13, 2026

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

Marketing:

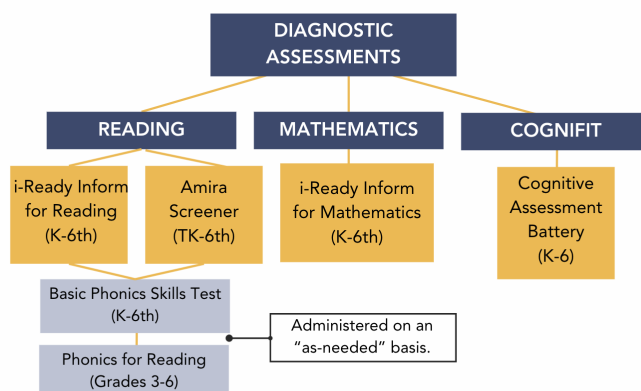
Interest in Fenton Launchpad Academy, Fenton Charter Public Schools non-classroom based instructional program has been increasing steadily from mid-July to present! Digital marketing began on July 17, 2026. This campaign featured static ads focused on the idea of Fenton Launchpad Academy being a “School that fits your life.” Targeting strategies were developed in collaboration with JOAN Collaborative. Key metrics of the advertising campaigns on Meta and Google are monitored weekly to ensure that adjustments can be made in a timely manner based on real-time feedback.

CURRICULUM AND INSTRUCTION

Individualized Learning Plans (ILPs)

A distinguishing feature of Fenton Launchpad Academy's instructional model is the development of an [Individualized Learning Plan \(ILP\)](#) for every student. The ILP is a personalized roadmap that guides each student's academic progress and personal development based on their individual learning profile, interests, goals, strengths, and areas of need. Developed collaboratively by the teacher, student, and family, each ILP incorporates diagnostic assessment data to establish measurable academic goals, identify appropriate learning supports, and define progress-monitoring metrics. ILPs will be reviewed and updated every 12 to 16 weeks to ensure instruction remains responsive to student growth and needs.

In addition to traditional academic diagnostic data, such as i-Ready testing, Basic Phonic Skills Testing, and the Amira Risk of Reading Difficulties Screener, currently utilized by the Fenton Schools, Launchpad students will also complete the CogniFit Assessment Assessment Battery (CAB) designed for students grades Kindergarten-Twelfth grade. This data will be critical in helping teachers, students, and parents develop a cursory understanding of each scholar's unique cognitive and social emotional strengths and areas for further development. Incorporation of this novel assessment data will allow Fenton Launchpad staff to implement tailored learning strategies to support optimal student growth. More in-depth screening assessments, such as the Phonics for Reading inventory, will be administered as



needed to ensure each learner's profile accurately reflects their current abilities.

The ILP framework is designed to accelerate student achievement through targeted instruction aligned to each learner's Zone of Proximal Development and focused on mastery of essential standards. Using diagnostic data to inform instructional planning, teachers provide differentiated support and personalized learning experiences intended to maximize academic growth during each 12 to 16-week cycle. Student progress is measured through established SMART goals, ongoing formative assessments, and summative assessment data. In addition, teachers use each student's ILP to guide the selection of asynchronous learning activities that reinforce instructional priorities and support continued progress toward individualized learning goals.

Sample Student Scheduling

Fenton Launchpad Academy (FLA) is designed to provide students and families with a flexible, hybrid instructional program that responds to individual academic needs, learning preferences, and family circumstances. Each student will have a personalized learning plan and instructional schedule developed collaboratively with the student's family. This approach provides flexibility while maintaining Fenton Charter Public Schools' high standards for academic rigor, direct instruction, student engagement, and accountability.

For some students, a schedule that closely mirrors a traditional school day may provide the structure and consistency needed for academic success. This model may be particularly beneficial for students participating in on-campus instruction multiple days per week, as it establishes a predictable routine regardless of whether instruction occurs in person or virtually.

Sample Schedule A: Traditional Morning Learner

- Homeroom Check-In and Goal Setting – 30 minutes
- Live and Independent English Language Arts Instruction – 75 minutes
- Break
- Live and Independent Mathematics Instruction – 60 minutes
- Lunch – 30 minutes
- Live and Independent Science or Social Studies – 45 minutes
- Independent Work with Teacher Support – 45 minutes
- Physical Education and Fine Arts – 35 minutes (combination of live and recorded instruction)
- Independent Work Time – 60 minutes

Other students may benefit from a schedule that combines virtual and in-person learning experiences within the same instructional day. This model provides students with opportunities to complete independent academic work remotely before transitioning to campus for direct instruction, intervention, enrichment, and collaborative learning. It may also benefit students and families who wish to participate in Expanded Learning Opportunities Program (ELO-P) offerings, including Think Together programming.

Sample Schedule B: Hybrid Afternoon Learner

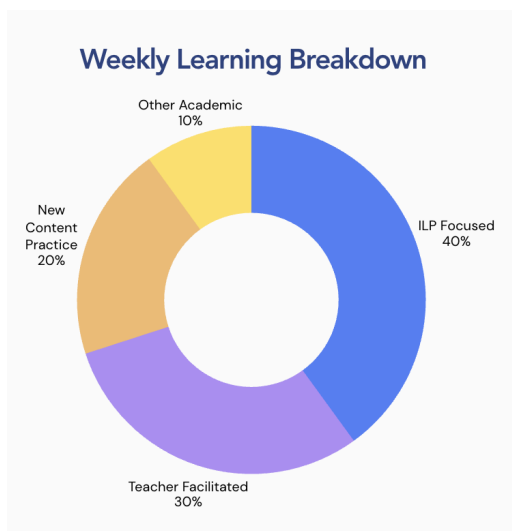
- Homeroom Check-In – 30 minutes
- Independent English Language Arts Practice – 45 minutes
- Independent Mathematics Practice – 45 minutes
- Independent Reading – 30 minutes
- Travel to School

- Lunch on Campus
- Live Science and Social Studies Instruction
- Mathematics and English Language Arts Tutoring
- Physical Education and Fine Arts
- Think Together/ELO-P Clubs and Enrichment

Students performing above grade-level expectations may benefit from an instructional schedule that incorporates extended opportunities for project-based and interdisciplinary learning. Integrated projects completed both independently and collaboratively provide students with opportunities to deepen their conceptual understanding, apply grade-level standards in authentic contexts, and strengthen communication, problem-solving, and collaborative learning skills. Direct instruction remains an essential component of the program and is appropriately paced to meet each student's academic needs.

Sample Schedule C: Project-Based Learner

- Independent Work Time – 20 minutes
- Homeroom and Goal Setting – 30 minutes
- Live Core Academic Block 1 – 60 minutes
- Break – 15 minutes
- Live Core Academic Block 2 – 60 minutes
- Break
- Live Integrated Project Work – 60 minutes
- Lunch – 30 minutes
- Extended Independent Project Work with Teacher Consultation
- Independent Physical Education and Fine Arts Activities



Regardless of the schedule selected, all students enrolled in Fenton Launchpad Academy will receive direct instruction from highly qualified educators and have access to intervention, enrichment, and individualized teacher support throughout the instructional program. Individualized Learning Plans will be developed collaboratively with students, families, and educators and will inform both instructional priorities and the structure of each student's learning schedule.

Students and families should anticipate approximately 30% of learning to be directly facilitated by the teacher. This will take place either in person or via Zoom, and will feature the delivery of Tier 1 grade-level content and Tier 2-3 intervention on essential standards. Students will engage in reinforcement of this new learning in a variety of modalities during approximately 20% of their weekly learning assignments.

Instruction and activities as outlined by the ILP will be completed mostly independently, and account for 40% of the learner's time weekly. Other academic learning, such as Science, Social Studies, Art, and PE will constitute the remaining 10% of each scholar's instructional week.

Through this personalized approach, FLA seeks to provide families with meaningful flexibility without compromising instructional quality or academic expectations. Student schedules will be designed to meet individual learning needs while adhering to Fenton Charter Public Schools' instructional standards and meeting or exceeding applicable state instructional requirements.

Student Re-engagement Plan

The Tiered Re-engagement Plan provides a structured framework for identifying and supporting students based on both attendance and academic/behavioral engagement. Rather than viewing attendance alone as the measure of student participation, the plan recognizes four levels of engagement: Regular Attendance, Present but Disengaged, Inconsistently Engaged, and Chronically Disengaged. Each level includes observable student indicators, potential interventions, and the staff members responsible for providing support.

The plan may be necessary when a student begins showing signs of disengagement, even if they are still attending regularly. Indicators may include declining participation, missing or overdue assignments, limited use of learning platforms, falling behind on learning goals, or worsening attendance. Identifying these patterns early allows staff to respond before disengagement becomes more significant. As attendance and engagement concerns increase, the plan provides progressively more intensive supports, ranging from student conferences, goal setting, mentoring, and increased family communication to attendance interventions, counseling, Student Support Team meetings, community resources, and potentially a return to in-person learning.

The plan will be used as a shared guide for staff to identify a student's current level of engagement, select appropriate supports, clarify staff responsibilities, and monitor whether those supports are helping the student reconnect with learning. Because students' needs may change over time, the tiered structure shown on page 1 also provides a common framework for recognizing when additional intervention is warranted and coordinating a more intensive response.

SCHOOL-COMMUNITY RELATIONS

Student Recruitment

To increase student enrollment and expand community awareness of Fenton Launchpad Academy (FLA), the school has been actively developing strategic partnerships with community organizations in targeted service areas. Guided by market research conducted by Mr. Jason Gonzalez, FLA has identified neighborhoods with demographic characteristics that align with families most likely to benefit from a non-classroom-based instructional program. This targeted outreach complements FCPS's existing recruitment efforts by focusing on engaging new families and expanding awareness of educational opportunities within the Fenton community.

As part of these outreach efforts, Fenton Launchpad Academy will participate in the Jade Marlin Foundation's Backpack Giveaway and the Los Angeles Police Department (LAPD) Foothill Fitness Run this weekend. These community events will provide valuable opportunities to share information about Fenton's newest instructional program, strengthen relationships with local families and organizations, and increase visibility throughout the broader community.

Family Handbook for Virtual Learning

To enhance families' understanding of the level of commitment required on behalf of the student and family for student success within Fenton Launchpad Academy, the [Family Handbook for Virtual Learning](#) was created. This handbook is to be used and reviewed by current and prospective families in addition to the FCPS Student Agreement.

The Family Handbook provides a brief overview of topics unique to non-classroom based instruction,

such as: expectations for virtual learning, essential behavior standards for virtual learning, student and family supports, student attendance requirements, indicators of appropriate student participation and engagement, student commitments, parent commitments, a handbook addendum, virtual integrity, digital citizenship, and best practices for online learning. While not intended to be an exhaustive resource, the Family Handbook provides families with a comprehensive and realistic overview of Fenton Launchpad Academy's multifaceted approach to virtual and hybrid learning, including program expectations, instructional practices, student and family responsibilities, and available supports. All families will receive a copy of the Family Handbook for Virtual Learning as part of their onboarding process.

II. F.

FCPS Directors' Reports

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

August 13, 2026

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

**INSTRUCTIONAL PLAN
2026-2027**

Building Momentum: From Learning to Leading

As we look ahead to the 2026–2027 school year, Fenton Charter Public Schools (FCPS) remain focused on improving instructional alignment across all school sites, strengthening internal leadership capacity, and sustaining continuous improvement. These priorities are essential to ensuring that every student has access to high-quality instruction and that educators are supported as reflective practitioners, collaborative learners, and instructional leaders.

The theme of *momentum* will guide our work throughout the 2026–2027 school year. Over the past three years, FCPS educators and leaders have learned from recognized experts, professional organizations, external coaches, and educational partners in the areas of professional learning communities, curriculum and instruction, mathematics, literacy, intervention, behavior, and leadership development. The next phase of the work requires FCPS to move from primarily *receiving* professional learning to *applying, refining, and leading* the practices that have been developed.

Building momentum does not mean introducing numerous new initiatives. Instead, it means maintaining a clear direction, strengthening implementation, learning from one another, and using the expertise that already exists across the organization. The Director of Instruction, working alongside Fenton administrators, will provide ongoing support for all instructional goals, and regular updates will be shared with FCPS stakeholders regarding progress toward implementation and student outcomes.

Feedback from FCPS Lead Teacher surveys, administrative planning meetings, Instructional Coaches, End of Year student achievement data, family input, and alignment with the Local Control and Accountability Plan informed the following six (6) instructional goals. This updated plan follows the structure of the prior [FCPS Instructional Plan \(2025-2026\)](#), which emphasized alignment, capacity building, reflective practice, and monthly progress monitoring. The following six goals have been identified with refined focus for the 2026-2027 school year.

FCLA and STEM Charter Renewal Update

Both Fenton STEM Academy and Fenton Charter Leadership Academy will participate in charter renewal during the 2026-2027 school year. The schools are in excellent positions in terms of academic

performance and fiscal operations. Fenton STEM Academy is considered “Middle Performing” with eligibility for a five year renewal term. Fenton Charter Leadership Academy is considered “High Performing” with eligibility for a six or seven year renewal term. The following timeline highlights renewal tasks and an overview of the renewal process.

May 2026 - Review Updated Renewal Guides & Resources

During May 2026, both Jennifer Miller and Dr. Beth Henschel participated in a Charter Renewal workshop hosted by the Los Angeles Unified School District Charter Schools Division. During this workshop, the LAUSD team shared details in terms of the update renewal process and guide. Resources can be found below:

[LAUSD - 2026 Renewal Orientation Presentation \(May 20, 2026\).pdf](#)
[2026-2027 LAUSD Charter Renewal Guide](#)

June 2026 - Drafting Charter Petitions

During June 2026, both Jennifer Miller and Dr. Beth Henschel finished drafting the updated charter petitions. Highlighted updates include Element 1 in terms of the instructional programming, Professional Learning Community (PLC) components, and schoolwide data, including CAASPP, CAST, ELPAC, i-Ready, and California Dashboard performance indicators.

Additionally, Element 10 in terms of Suspension and Expulsion has been updated to reflect the district’s approach to supporting student behavior. The petitions have been shared amongst the CMO team and distributed to legal for additional oversight.

August 2026 - Preparing for the Renewal Intake Meeting

On August 6, 2026, the Fenton CMO team, along with Dr. Beth Henschel and Mrs. Cecilia Quijano attending an intake meeting with the LAUSD Charter Schools Division specialist. During this meeting, the team reviewed the updated LAUSD Intake Checklist and needed information.

The FCLA STEM intake Meeting has been scheduled for August 19, 2026. During this meeting, the team will submit the final petitions, along with all needed supporting documentation.

September 15, 2026 - Public Hearing

On September 15, 2026, both FCLA and STEM will go before the LAUSD Board for their public hearings. More information will be shared with stakeholders ahead of this date. The Academies are currently working with Mr. Parra to engage staff and families to attend the hearing for advocacy.

November 17, 2026 - LAUSD Board Vote

On November 17, 2026, both FCLA and STEM will go before the LAUSD Board for their official vote. More information will be shared with stakeholders ahead of this date. The Academies are currently working with Mr. Parra to engage staff and families to attend the hearing for advocacy.

Goal 1: Successful Implementation of a Professional Learning Community (PLC)

2025–2026 Reflection:

During the 2025–2026 school year, FCPS continued to strengthen implementation of the Professional Learning Community (PLC) process across all schools. Grade-level teams collaborated on unit planning, essential standards, common assessments, and student data to identify needs for intervention and enrichment.

Protected collaboration time, Professional Learning Team days, Lead Teacher meetings, administrative collaboration, and instructional coaching strengthened teams' understanding of the four critical PLC questions. Schools also enhanced Tier 1, Tier 2, and Tier 3 systems through instructional master schedules and site-based intervention structures.

All five FCPS schools earned PLC Promising Practices recognition in September 2025 and submitted applications for PLC Model School recognition in May 2026, with decisions expected by September 2026. These milestones reflect the organization's commitment to collaboration, collective responsibility, and high levels of learning for all students.

While implementation has advanced, consistency and the impact of collaboration continue to vary across schools and grade levels. The next phase of this work will focus on improving the quality of collaborative practices and ensuring stronger outcomes for all students, particularly those receiving special education services and behavioral support.

Internal and external data show that students with disabilities continue to perform well below grade-level standards, while the number of students qualifying for special education continues to increase. Strengthening collaboration between general education and special education teams will be essential to providing an effective, tiered system of academic and behavioral support.

Student behavior also remains an area for continued growth. During the 2026–2027 school year, the Director of Instruction and Director of Special Education will partner and work alongside Fenton educators to strengthen behavior systems, build staff capacity, and improve support for students across all FCPS schools.

2026-2027 Response:

FCPS sites will build momentum by strengthening the consistent implementation of the PLC process and using collaboration to improve classroom instruction and student outcomes. The following actions will guide this work:

- Protect and design effective instructional blocks for Tier 1, Tier 2, and Tier 3 instruction.

- Provide dedicated PLT time for TK–6, Special Education unit planning, data analysis, intervention planning, and instructional reflection.
- Implement FCPS essential standards and common unit expectations to ensure a guaranteed and viable curriculum.
- Strengthen the use of common formative assessments to identify students needing intervention or enrichment.
- Implement Focused Interim Assessment Block (FIAB) tests for 3rd-6th grade in an effort to expose students to CAASPP structures.
- Expand Tier 2 support through flexible, data-driven, homogenous student groupings.
- Align Tier 3 Acceleration Program structures, expectations, progress monitoring, and instructional practices across all schools.
- Focus PLT discussions on student work, assessment data, and evidence of learning.
- Build the capacity of Lead Teachers, Coaches, and Administrators to facilitate effective PLTs.
- Differentiate support for teams based on their PLC implementation needs.
- Share and celebrate effective PLC practices across FCPS.
- Strengthen collaboration between General Education and Special Education teams.
- Increase consistency in student behavior systems and protocols across schools.

Goal 2: Renewed Focus on Multilingual Learners

2025–2026 Reflection

During the 2025–2026 school year, FCPS continued to strengthen support for multilingual learners through designated and integrated English Language Development, instructional coaching, collaborative planning, and ongoing professional learning. Schools implemented a variety of strategies to support English language acquisition while maintaining access to rigorous grade-level instruction.

Analysis of districtwide student achievement data, including ELPAC results, English Learner Progress Indicator data, reclassification rates, classroom assessments, and i-Ready Diagnostic performance, identified multilingual learners as a continued area of organizational focus. While many students demonstrated growth in English language proficiency, opportunities remain to accelerate language acquisition, increase reclassification rates, strengthen academic achievement, and improve long-term outcomes for multilingual learners.

These findings reinforced the need for a renewed organizational commitment that extends beyond designated ELD instruction. Supporting multilingual learners is the responsibility of every educator. As FCPS continues to build momentum, the organization will strengthen the instructional capacity of all teachers to intentionally develop language while delivering high quality Tier 1 instruction across every classroom.

2026–2027 Response

Building upon the foundation established over the past three years, FCPS will implement a comprehensive [Multilingual Learner Action Plan \(2026-2027\)](#) designed to improve English language

development, academic achievement, and equitable access to rigorous instruction. The following actions will guide this renewed organizational focus:

- Fully implement the FCPS Multilingual Learner Action Plan across all schools.
- Strengthen Designated and Integrated ELD throughout the instructional day.
- Reinforce that every educator is responsible for the success of multilingual learners through high-quality Tier 1 instruction.
- Use Beginning, Middle, and End-of-Year ELPAC practice assessments to monitor progress and adjust instruction.
- Analyze ELPAC, i-Ready, common assessments, classroom evidence, and reclassification data during PLT meetings.
- Increase academic discourse, cooperative learning, vocabulary, language objectives, and writing across all content areas.
- Provide ongoing professional learning led by FCPS coaches and teacher leaders focused on ELD, SDAIE, academic language, and instructional scaffolds.
- Conduct learning walks and lesson studies to identify and share effective multilingual learner instructional practices.
- Monitor multilingual learner progress monthly through site leadership teams, the ELD Administrator Subcommittee, and PLTs.
- Strengthen family partnerships through regular communication about student progress, ELPAC, reclassification, and at-home supports.
- Monitor implementation through classroom observations, coaching, student work, and data reviews to improve English proficiency, reclassification, and academic achievement.

Goal 3: Professional & Purpose-Driven Stakeholder Meetings

2025–2026 Reflection:

Throughout the 2025–2026 school year, FCPS schools continued to strengthen the consistency and purpose of stakeholder meetings. Staff meetings, Lead Teacher meetings, administrative subcommittees, instructional coach meetings, and districtwide administrator meetings created regular opportunities to communicate priorities, review progress, address challenges, and build shared understanding.

Meeting agendas, minutes, presentations, and follow-up materials provided documentation of the work and promoted greater transparency across the organization. Professional learning was increasingly connected to district priorities, student achievement data, and feedback from educators and school leaders.

Continued growth is needed to ensure that meetings consistently result in implementation, follow-up, shared accountability, and measurable improvements in professional practice.

2026-2027 Response:

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

- Follow the [FCPS Recommended Stakeholder Meeting Schedule](#).
- Follow the [FCPS Recommended Meeting Topics \(Staff and Lead Teachers\)](#) while remaining responsive to site needs.
- Develop agendas with input from teachers, Lead Teachers, coaches, administrators, and other stakeholders.
- Ensure every meeting has a clear purpose, outcomes, and next steps.
- Design professional learning that is collaborative, engaging, and connected to classroom practice.
- Include time to analyze student data, student work, implementation evidence, and progress toward goals.
- Limit informational updates that can be shared by email, maximizing meeting time for learning and collaboration.
- Leverage FCPS teachers, coaches, Lead Teachers, and administrators to facilitate professional learning and share best practices.
- Reinforce and build on prior professional learning instead of introducing unrelated initiatives.
- Monitor the impact of meetings on instructional practice and student outcomes.

Goal 4: Purposeful Use of i-Ready Personalized Instruction and Assessment Data

2025-2026 Reflection:

Throughout the 2025–2026 school year, FCPS students continued to participate in i-Ready Personalized Instruction in reading and mathematics. Schools monitored weekly usage, lesson completion, and lesson pass rates while supporting teachers in incorporating Personalized Instruction into instructional schedules.

FCPS also emphasized the importance of using i-Ready Diagnostic data to identify student strengths, instructional needs, growth patterns, and areas requiring intervention. Student usage and pass rates remained important implementation indicators; however, the organization increasingly recognized that time on task alone does not ensure academic growth.

The strongest results occurred when Personalized Instruction was connected to teacher-led instruction, student goal setting, data analysis, small-group support, and regular progress monitoring. The following graph demonstrates overall use and passage rate of personalized instruction for the previous two years. A strong correlation between significant time on task and positive CAASPP proficiency has been observed across the network.

Yearlong (2025-2026) 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	24h 1m	79%	21h 39m	97%
SMBCCS	20h 45m	65%	19h 46m	93%
FPC	17h 37m	81%	16h 3m	94%
STEM	16h 43m	69%	16h 5m	92%
FCLA	17h 45m	73%	16h 35m	95%
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	23h 25m	77%	21h 34m	96%
SMBCCS	20h 5m	68%	18h 50m	93%
FPC	15h 55m	82%	14h 36m	93%
STEM	18h 52m	72%	18h 39m	93%
FCLA	16h 50m	75%	17h 10m	94%

2026-2027 Response:

FCPS sites will focus on the following actions to ensure purposeful and effective use of i-Ready:

- Support K–6 students in completing approximately 30–49 minutes of Personalized Instruction per subject each week, as developmentally appropriate.
- Maintain a lesson pass-rate expectation of at least 70 percent.
- Establish classroom and grade-level schedules that protect time for Personalized Instruction without replacing high-quality teacher-led Tier 1 instruction.
- Monitor student usage, lesson pass rates, domain-level performance, diagnostic growth, and instructional needs.
- Use i-Ready data during PLT meetings to identify students requiring reteaching, intervention, acceleration, or enrichment.
- Support students in understanding their diagnostic results, setting meaningful goals, and monitoring their own progress.
- Provide targeted support for students whose lesson pass rates or engagement indicate difficulty accessing Personalized Instruction independently.
- Analyze schoolwide and grade-level trends following each diagnostic administration.
- Provide professional development that helps educators connect diagnostic results to classroom instruction, intervention groups, and instructional planning.
- Evaluate Personalized Instruction as one component of a comprehensive instructional program rather than as an isolated activity.

Goal 5: Build Instructional Capacity Across Fenton Charter Public Schools

2025-2026 Reflection:

During the 2025–2026 school year, FCPS continued to invest in the development of teachers, Lead Teachers, instructional coaches, Acceleration Specialists, and administrators. Districtwide professional development, site-based coaching, Lead Teacher meetings, administrative subcommittees, professional learning cohorts, and external partnerships contributed to a stronger leadership pipeline and greater organizational alignment.

Over the past three years, FCPS educators have learned from external experts and partners in the areas of professional learning communities, mathematics instruction, literacy, behavior supports, English Language Development, leadership, coaching, and intervention. These opportunities provided a strong foundation of knowledge and helped establish common language and expectations across the organization.

The next step is to capitalize on this investment by developing internal experts who can lead and sustain the work. FCPS must increasingly rely on the knowledge, experience, and successful practices of its own educators while continuing to seek outside support strategically when it adds value.

2026-2027 Response:

FCPS will build momentum by shifting from learning primarily from others to leading the implementation of the work internally. The following actions will support this transition:

- Prioritize professional learning during minimum days, PD days, staff meetings, and PLT time by following the [FCPS Professional Development Calendar \(2026-2027\)](#).
- Expand coach-led professional learning using internal expertise.
- Use coaching cycles with modeling, observation, feedback, and reflection.
- Provide demonstration lessons and co-teaching opportunities.
- Develop teachers, Lead Teachers, coaches, and administrators as instructional leaders.
- Utilize internal experts to share effective practices across schools.
- Conduct regular learning walks to observe and share best practices.
- Implement collaborative lesson studies to improve instruction.
- Connect professional learning to classroom practice through coaching, classroom walkthroughs, and PLTs.
- Implement the updated [FCPS Staff Supervision of Instruction and Evaluation Handbook](#) to strengthen feedback and professional growth.
- Continue regular meetings for Site Directors, Lead Teachers, coaches, Acceleration Specialists, and administrators to maintain alignment.
- Recognize educators and teams for leadership, collaboration, and student impact.

Goal 6: Seek Innovative Instructional Opportunities

2025-2026 Reflection:

Throughout the 2025–2026 school year, FCPS continued to explore innovative instructional opportunities while strengthening systems intended to sustain effective practices. Schools expanded their work in artificial intelligence, STEM and STEAM learning, student leadership, inclusive practices, collaborative coaching, and instructional technology.

The FCPS Instructional Hub and instructional guidance documents continued to provide educators with access to shared resources and organizational expectations. Schools also explored new curricula, intervention structures, professional partnerships, and strategies for meeting the needs of diverse learners.

2026-2027 Response:

The work of the past several years has reinforced that innovation is most meaningful when it is directly connected to student need, implemented with clear expectations, and supported over time.

- Strengthen collaboration among general education, special education, ELD, intervention, and student support teams.
- Expand inclusive practices through co-planning, co-teaching, differentiation, and shared responsibility.
- Continue collaborative coaching that builds both individual and team capacity.
- Explore responsible uses of artificial intelligence to enhance teaching and learning.
- Use learning walks, lesson studies, and cross-site collaboration to identify and replicate effective practices.
- Apply lessons learned from the Fenton Launchpad Hybrid Instruction Program to strengthen personalized, flexible, and technology-supported instruction.
- Use ELA and Science curriculum pilot groups to evaluate instructional resources and guide future curriculum adoption.
- Continue learning from innovative schools and organizations, with clear plans to implement and share key takeaways.
- Strengthen the [FCPS Instruction Hub](#) as a central resource for curriculum, assessments, and professional learning.
- Scale successful instructional practices while maintaining site flexibility.
- Evaluate new initiatives for alignment, impact, and sustainability.
- Continue positioning FCPS as an organization that learns from and contributes to educational best practices.

The 2026–2027 school year represents an important transition in the instructional journey of Fenton Charter Public Schools. During the past three years, FCPS educators and leaders have benefited from extensive professional learning, coaching, partnerships, collaboration, and exposure to effective

practices. This foundation has prepared the organization to take greater ownership of its continued improvement.

The work ahead is to lead with what has been learned. FCPS will maintain momentum by focusing on consistent implementation, developing internal experts, learning from one another, and ensuring that professional learning results in stronger classroom practice. Learning walks, lesson studies, coach-led professional development, collaborative planning, and cross-site sharing will allow the organization to use its current resources more strategically and build sustainable instructional leadership.

Momentum is created when people move together in a shared direction. By maintaining clarity, limiting competing priorities, strengthening collaboration, and investing in the leadership capacity of FCPS educators, the organization will continue advancing toward high levels of learning and success for every student.

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

August 13, 2026

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

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

*****Special education data is not calculated during the summer months while schools are on break. As a result, there is no updated data available for the August Board Report. Data collection and reporting resume once the school year begins, and updated information will be reflected in subsequent Board reports after the data has been processed and validated.**

COMPLIANCE

The following section provides an overview of the enrollment of students with disabilities within Fenton Charter Public Schools.

	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD
	September 2026	October 2026	December 2026	January 2027	March 2027	April 2027	May 2027	June 2027
FACS								
FPC								
SMBCCS								
STEM								
FCLA								

The following data represents the percentage of students, out of the total students with disabilities, who are identified as having a Low Incidence disability. Low Incidence disabilities include hearing loss, visual impairment, and orthopedic impairment.

School	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence
	September 2026	October 2026	November 2026	January 2027	March 2027	April 2027	May 2027	June 2027
FACS								

FPC								
SMBCCS								
STEM								
FCLA								

The table below displays the percentage of enrolled students identified as students with disabilities at each Fenton campus.

	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence	% High Incidence
School	September 2026	October 2026	December 2026	January 2027	March 2027	April 2027	May 2027	June 2027
FACS								
FPC								
SMBCCS								
STEM								
FCLA								

The table below presents the number of students with disabilities, categorized by eligibility status.

September 2026

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS													
FPC													
SMBCCS													
STEM													
FCLA													

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

EXTERNAL CONTRACTORS

The following section provides information regarding the services delivered to Fenton Charter Public Schools by third-party vendors.

Vendor	Services
The Cruz Center	Occupational Therapy Services
Cross Country Education	Educational services, including Adaptive Physical Education (APE), Language and Speech (LAS), and Deaf and Hard of Hearing (DHH) support
Total Education Solutions	Educational services, including Physical Therapy (PT); Language and Speech (LAS) services
Classroom Crew	Adaptive Physical Education (APE) services

Behavioral Services-External Contractors

Vendor	Services
STAR of CA	Behavioral Services • BII-Behavior Implementation Intervention, • BID-Behavior Intervention Development services
New Growth	Support for RBTs • Consultations with RBTs-Registered Behavior Technicians • BCBA-Board Certified Behavior Analyst supervision for RBTs
Scoot	• Supplies adult assistants to support students exhibiting significant behavioral needs.
Zen Education	• Trained special education paraprofessionals to work with students with significant behavior needs

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					
FPC					
SMBCCS					
STEM					
FCLA					

Special Education Administrator Meeting, July 29, 2026

Our first Special Education Administrator Meeting of the 2026–2027 school year was held on July 29, 2026. The meeting brought school leaders together to establish shared priorities, strengthen collaboration across campuses, and ensure alignment around the practices and procedures that support students with disabilities. The meeting began with a leadership reflection in which administrators identified individual commitments for the year, including listening, leading with compassion, increasing collaboration, supporting staff, modeling inclusivity, advocating for students, and ensuring that students receive the services and supports outlined in their IEPs.

The team also reflected on the continued growth of Special Education across FCPS. Staffing updates included the hiring of two Speech-Language Pathologists and multiple Education Specialists, as well as efforts to add Special Education Clerks to provide additional support across campuses. Administrators reviewed data from the June Director of Special Education Report, including the increase in students with disabilities during the 2025–2026 school year. The team also discussed the significant decrease in Due Process cases compared with the previous year and reinforced the importance of proactive documentation, timely response to concerns, and regular administrative review of Welligent reports to monitor IEP timelines and service delivery.

A significant portion of the meeting focused on strengthening consistency and compliance in IEP documentation. Administrators reviewed the FCPS IEP Notes Template and discussed expectations for concise, individualized notes, accurate documentation of service minutes, and alignment between IEP notes and the service grid. The discussion emphasized that documentation should clearly reflect the individual student's program and the services the school is responsible for providing.

The team also reviewed procedures for students receiving Applied Behavior Analysis (ABA) services through outside agencies. Administrators discussed the use of Prior Written Notice, the distinction between school-provided and privately provided BII/BID services, expectations when outside providers are absent, and the importance of clearly defining responsibilities between FCPS staff and third-party providers.

Finally, administrators received an overview of the 2026–2027 District Validation Review (DVR) process and the scheduled review dates for each FCPS campus. The team discussed the five phases of the DVR process and the importance of beginning preparation five to six weeks before each school's scheduled review.

The July meeting established a strong foundation for the school year by bringing administrators together around a common commitment to collaboration, consistency, compliance, and high-quality services for students with disabilities. As reflected in this year's meeting theme, “Momentum Begins With Us,” FCPS Special Education leaders began the year focused on proactive leadership and shared responsibility for ensuring positive outcomes for every student.

Paraprofessional Bootcamp August 5 and 6, 2026

FCPS successfully hosted its annual Paraprofessional Bootcamp, welcoming more than 80 paraprofessionals for a comprehensive professional development experience designed to prepare staff for the start of the 2026–2027 school year.

This year’s Bootcamp was thoughtfully planned, coordinated, and executed by our FCPS RBT Lead and site-based Registered Behavior Technicians (RBTs). Their leadership, collaboration, and attention to detail contributed greatly to the success of the event and resulted in a well-organized and meaningful professional learning experience for our paraprofessionals.

The Bootcamp featured presentations from a multidisciplinary team of professionals, including FCPS counselors, school psychologists, speech and language pathologists, RBTs, and nurses from PRN Consulting. Sessions addressed key areas related to supporting students’ academic, behavioral, communication, social-emotional, and health needs.

Throughout the Bootcamp, sessions were engaging, interactive, and focused on practical strategies that paraprofessionals can apply directly in their work with students. Participants had opportunities to strengthen their skills, ask questions, collaborate with colleagues, and deepen their understanding of their important role in supporting student success.

With more than 80 participants in attendance, the strong engagement throughout the event demonstrated our paraprofessionals’ commitment to professional growth and to the students they serve. Staff left the Bootcamp with increased knowledge, practical tools, and a solid foundation to confidently begin the new school year.

The success of this year’s Paraprofessional Bootcamp reflects the dedication and leadership of our FCPS RBT team and our continued commitment to providing high-quality professional development that equips staff to effectively meet the diverse needs of our students.

Fenton Students Attending Non Public Schools

For the 2026–2027 school year, Fenton has three students placed in Non Public Schools (NPS) to meet their specialized educational needs. The table below outlines each student’s home school, current NPS placement, grade level, and the duration of Fenton’s or the respective school’s financial responsibility for their education.

Home School	Non Public School & Program	Grade (2026-2027)	Responsible Entity	Duration of Responsibility
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Fenton Avenue Charter School (FACS)	Village Glen – The Help Group	5th	Fenton	One year
Fenton Avenue Charter School (FACS)	Sunrise School – The Help Group	4th	Fenton	Until completion of 5th grade
STEM Academy	Bridgeport – The Help Group	5th	Fenton	Until completion of 6th grade

Expansion of Special Education Administrative Support

As FCPS continues to strengthen its Special Education programs and respond to the growing needs across our campuses, we are pleased to welcome two Special Education Clerks for the 2026 - 2027 school year. The addition of these positions represents an important investment in providing our Special Education teams with increased administrative and organizational support.

Amarjeet Gonzalez will serve as the Special Education Clerk supporting Fenton Charter Leadership Academy (FCLA) and Fenton STEM Academy. Amarjeet has been a valued member of the Fenton family since 2020, beginning as a Nurse Assistant while also supporting our supply room operations. In 2023, she transitioned into the role of Compliance Assistant for FCLA and STEM, where she has demonstrated exceptional organization, professionalism, and a strong commitment to supporting students and staff. Her experience and knowledge of our schools make her an outstanding addition to our Special Education team.

Elizabeth Cerna will serve as the shared Special Education Clerk for Fenton Primary Center (FPC) and Fenton Avenue Charter School (FACS). Elizabeth joined Fenton Primary Center in 2024 as a Special Education Adult Assistant, where she has built positive relationships with students and staff through her dedication and compassionate approach. Prior to joining Fenton, she worked at a charter school from 2010 to 2024, gaining extensive experience supporting school office operations and managing a wide range of administrative responsibilities. Her strong organizational skills and school-based experience will be a tremendous asset to our Special Education Department.

The Special Education Clerks will provide valuable support to campus Special Education teams with the administrative responsibilities associated with delivering and maintaining high-quality special education programs. Their presence will help strengthen organization, communication, documentation, and coordination of special education processes while allowing Education Specialists, service providers, and administrators to remain focused on instruction, services, compliance, and student needs.

Update on Behavior Administrator Meeting

On July 29, 2026, FCPS administrators convened to establish organizational priorities and align leadership efforts for the 2026–2027 school year. Guided by this year’s theme, “Momentum Begins With Us,” the meeting emphasized shared ownership, collaboration, and the importance of making student-centered decisions that contribute to positive momentum across the organization.

A significant area of focus was student behavior, which was identified as an organizational priority for the upcoming school year. Leadership discussed strengthening Tier 2 and Tier 3 behavioral supports, with an emphasis on both prevention and appropriate responses to challenging behavior. This work supports FCPS’s commitment to maintaining safe, supportive learning environments while ensuring that staff have the guidance and resources necessary to address students with more intensive behavioral needs.

As part of the 2026–2027 action plan, FCPS has enlisted the support of Angie Ferri in the research and development of a Behavior Handbook designed to provide administrators with clear, concrete, and consistent guidelines for addressing student behavior. With Board approval, Ms. Ferri will work closely with Kristine Khachian and Jennifer Miller to review current behavioral practices and procedures across FCPS. This process may include gathering input from staff to better understand the behavioral challenges occurring on campuses, the effectiveness of existing supports, and areas in which staff would benefit from additional guidance or resources.

Together, the team will research and develop strategies, interventions, and response protocols to strengthen FCPS’s approach to Tier 2 and Tier 3 behaviors. The goal of the Behavior Handbook will be to establish a practical framework that promotes consistency across campuses while providing administrators and staff with actionable guidance for preventing, responding to, and supporting students who demonstrate challenging behaviors.

District Validation Review 2026-2027

During the 2026 - 2027 school year, all Fenton Charter Public Schools will participate in the District Validation Review (DVR) process. The scheduled reviews will take place throughout the fall, beginning with FACS on September 29 and concluding with FCLA on December 10. The complete schedule is: FACS – September 29, STEM – October 21, FPC – November 3, SMBCCS – November 17, and FCLA – December 10.

Preparation for each school's DVR will be a collaborative and comprehensive process. FCPS administrators and special education teams have begun reviewing the DVR requirements and timelines to ensure that each campus is prepared. The review consists of five phases, with the first phase beginning approximately five to six weeks prior to each school's scheduled review date. Each campus has been provided with a checklist and resources to guide the preparation process.

As part of the process, teams will compile and review documentation from the 2026 - 2027 school year and work together to demonstrate the school's implementation of special education requirements and practices. The DVR process also provides an opportunity for our schools to examine their systems,

identify areas of strength, and address areas requiring additional attention. Should the review result in corrective actions, specific timelines will be established for their completion.

FCPS leadership is coordinating the composition of each school's DVR team as well as participation in the required training associated with the review. Our goal is to approach the DVR not only as a compliance requirement, but also as an opportunity to strengthen practices across all Fenton schools and ensure that our systems consistently support the delivery of high-quality services to students with disabilities.

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

August 13, 2026

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

California Community Schools Partnership Program (CCSPP) - Review

Fenton Charter Public Schools is entering year three of its five-year implementation grant through the California Community Schools Partnership Program (CCSPP). All five Fenton schools were awarded CCSPP Implementation Grant funding, with each school operating as its own local education agency (LEA).

The original grant application was submitted collectively, with the five Fenton LEAs participating as a single cohort. Fenton Avenue Charter School serves as the lead petitioner and the designated name of the Fenton CCSPP cohort. Through this collaborative structure, the five Fenton schools continue to work collectively to implement the Community Schools framework, while maintaining their individual LEA responsibilities and governance structures.

As FCPS enters year three, the schools will continue to build upon the foundation established during the first two years of implementation, with a continued focus on strengthening the four CCSPP pillars: Integrated Student Supports; Expanded and Enriched Learning Opportunities; Family and Community Engagement; and Collaborative Leadership and Practices. The implementation work is designed to ensure that each school's programs, partnerships, and resources are responsive to the identified needs of students, families, and the broader school communities they serve.

As part of the continued implementation and accountability process, the Annual Progress Report (APR) for all five Fenton schools has been completed and submitted. Please find the documentation in this [FOLDER](#). Completion of the APR provides an opportunity to document the progress made during the previous grant year, reflect on implementation successes and challenges, and identify priorities for the year ahead. The APR process also supports FCPS' continued alignment with CCSPP requirements and provides a foundation for strengthening implementation, monitoring progress, and planning for the sustainability of the community schools initiative throughout the remaining grant period.

Goals for Year Three of Implementation

The overall goals for the Fenton CCSPP cohort this year are to continue strengthening our partnerships, deepen collaboration among all stakeholders, and increase the impact of community schools initiatives on student, family, and school outcomes.

Strong community partnerships will allow the Fenton schools to leverage additional resources, services, and opportunities to better support our students, families, and staff. Strengthening collaboration among school staff, families, students, community partners, and other stakeholders will build shared knowledge, increase capacity, and support more coordinated and effective services. Ultimately, increasing the impact of FCPS community schools initiatives will help create stronger, more connected

school communities where students and families have greater access to the resources, relationships, and opportunities they need to thrive.

Together, these goals will guide our continued implementation of the community schools model and help ensure that the work is meaningful, sustainable, and responsive to the unique needs of each Fenton school community.

Below is the CCSPP grant award chart for the Fenton Schools:

School	Grant Total	Year 1 - 24-25	Year 2 - 25-26	Year 3 - 26-27	Year 4 - 27-28	Year 5 - 28-29
FACS	\$1,425,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$225,000.00
FCLA	\$1,187,500.00	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$187,500.00
FPC	\$1,425,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$225,000.00
SMBCCS	\$1,425,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$225,000.00
STEM	\$1,187,500.00	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$187,500.00
Grand Total	\$6,650,000.00	\$1,400,000.00	\$1,400,000.00	\$1,400,000.00	\$1,400,000.00	\$1,050,000.00

Future of the California Community Schools Partnership Program

The future of the California Community Schools Partnership Program (CCSPP) has strengthened significantly with the adoption of the 2026–27 California State Budget. While the current CCSPP Implementation Grant remains a five-year investment, the state has established \$1 billion in ongoing Proposition 98 funding to expand and sustain the community schools model beyond the initial implementation grants. This represents an important shift from community schools being primarily a grant-funded initiative to becoming an ongoing component of California's approach to supporting students and families.

For Fenton Charter Public Schools (FCPS), this reinforces the importance of using years three through five to build sustainable systems, strengthen community partnerships, develop internal capacity, and demonstrate measurable outcomes. The goal is not simply to successfully complete the five-year grant, but to institutionalize the community schools model within the culture, systems, and practices of each Fenton school. Strong partnerships, collaborative leadership, integrated student supports, expanded learning opportunities, and meaningful family engagement will be critical to sustaining this work beyond the current grant period.

As the state develops the requirements and accountability structures for the new ongoing community schools funding, FCPS will continue to monitor guidance from the California Department of Education and position each school to remain eligible for future resources. The long-term vision is for community schools to become an integral and sustainable part of how Fenton supports the whole child, engages families, and connects school communities with the resources and partnerships necessary for student success.

Throughout the new school year, the Director of Community Schools' report at each Board meeting will continue to provide updates on the progress and impact of the FCPS Community Schools work across the four CCSPP pillars: Integrated Student Supports; Expanded and Enriched Learning Time and Opportunities; Active Family and Community Engagement; and Collaborative Leadership and Practices.

This board report provides a summary of the accomplishments and progress made during the previous school year, as well as the goals and initiatives Fenton looks forward to advancing in the new year.

Pillar 1 - Integrated Student Supports

Accomplishments of 2025-2026

The focus last school year under Pillar 1 was to continue 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:** A collaboration with various agencies to support student behavior and individualized needs beyond school hours was established. This collaboration did not impact school funds, as these agencies may bill through medical or regional centers.
- **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 families in need.
- **Family & Community Engagement:** Events including the annual turkey giveaway, community tabling events, and the Fenton 5K Fitness Club were established to promote healthy living, as well as school and community connections.
- **Social-Emotional Support:** A partnership continues with Paws to Share to provide therapeutic animal visits to Fenton schools. A social worker was contracted part-time through a third-party agency to support at the Fenton Academies, while FACS, FPC, and SMBCCS work with mental health agencies such as Child Family Guidance Center (CFGC), Pacific Clinics, Saban Community Clinics, and Sycamores to provide needed mental health support for students.
- **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 a Community Schools Instructional Liaison to support the overall CCSPP.

Goals and Initiatives for 2026-2027

Looking ahead, the CCSPP grant will continue to deepen and strengthen the impact of integrated student supports across Fenton Charter Public Schools. FCPS will continue to take a whole-child approach to student success, recognizing that academic achievement is closely connected to students' social, emotional, physical, and overall well-being. Each school will continue to coordinate school-based and community resources to identify and address academic and non-academic barriers that may impact student success, while ensuring that services and supports are responsive to the unique needs of each school community. As we enter the next year of implementation, FCPS will strengthen this pillar through data-driven practices, ongoing assessment of student and family needs, and sustainable

partnerships that expand access to meaningful resources and support. Our goal is to ensure that integrated student supports have a measurable and lasting impact on student success and the overall well-being of our school communities. The 2026-2027 school year will include the following:

- **Expand Health and Wellness Support:**
 - a. Continue collaborations with health agencies (vision, dental, physical) to support all students in need of basic care needs.
 - b. Collect data to establish appropriate outreach and target support.
 - c. Review and evaluate mental health support in place at each school and create a needs assessment based on findings.
 - d. 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 all schools with guidance of and knowledge of new funding streams. This will support school budgets.
 - Continue to support the efforts of FCPS behavior solutions.
- **Strengthen MTSS:**
 - Ongoing work will support data-informed MTSS practices and integrate culturally responsive and sustainable professional development.
- **Implement the Child and Youth Behavioral Health Initiative (CYBHI):** FCPS will continue exploring opportunities to implement CYBHI and expand access to behavioral health services for students. This work may include counseling, therapy, prevention and early intervention services, and other mental health supports. A significant opportunity through CYBHI is the ability for eligible schools and service providers to leverage Medi-Cal and other available funding mechanisms to support the delivery of behavioral health services. By developing the infrastructure and partnerships necessary to access these resources, FCPS can strengthen its continuum of student support while creating opportunities to sustain services beyond one-time grant funding. This effort will complement the Integrated Student Supports pillar of the Community Schools model and further support FCPS's commitment to addressing the whole child.

Pillar 2 – Expanded and Enriched Learning Time and Opportunities

Accomplishments of 2025-2026

The ELO-P coordinators; Kelley Christenson, Lorena Sanchez, Zoe Weiss, and Krystal Rodriguez, 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.

- **Social, Emotional, and Physical Growth Opportunities:** ELO-P coordinators provided students with a variety of educational, cultural, and enrichment opportunities, including outings to theme parks, sports stadiums, local community attractions, robotics competitions, theaters, and arts and music events. These experiences expanded students' horizons, encouraged curiosity and exploration, and provided opportunities to strengthen their social, emotional, and physical well-being. By engaging with new environments, peers, activities, and interests, students developed confidence, collaboration skills, and real-world connections that complemented their academic learning and supported their overall development.
- **Specialized Third-Party Programming:** Through partnerships with external agencies and community organizations, students participated in a diverse range of hands-on learning and enrichment experiences, including animal encounters and educational programs, volleyball, jazz band, mathematics and literacy enrichment, photography, Ballet Folklórico, robotics, and cooking. These partnerships expanded students' access to engaging learning opportunities while helping them explore new interests, develop skills, and connect learning to real-world experiences.
- **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 being finalized as final actuals are being calculated.
- **Summer Program:** The ELO-P coordinators successfully implemented summer programming at all five Fenton campuses, providing students with engaging academic, enrichment, and recreational opportunities during the summer. Approximately 45% of FCPS students participated in the summer session from June 15–26, demonstrating strong family interest and student participation. The summer program provided students with opportunities to continue learning, build relationships with peers and staff, and participate in activities that supported their academic, social-emotional, and physical well-being. Additional details are available in the ELO-P summer program participation [spreadsheet](#).

Goals and Initiatives for 2026-2027

Through the support of ELO-P funding, FCPS will continue to implement a comprehensive expanded learning program designed to provide students with meaningful academic, enrichment, and recreational opportunities beyond the traditional school day. The program will be coordinated by our ELO-P team, including Kelley Christenson, Zoe Weiss, Krystal Rodriguez, and, this year, we are pleased to welcome Adriana Baez to the team. The ELO-P program will continue to meet state program requirements while providing high-quality opportunities that support students' academic growth, social-emotional development, physical well-being, creativity, and overall success. The work has begun with a [presentation](#) to staff on Day 1 of professional development, August 7, 2026. Key components of the program will include.

- **ELO-P Calendar:** The ELO-P calendar of activities is updated monthly and discussed with the ELO-P coordinators. Please find the 2026-2027 calendar [HERE](#).
- **ELO-P Budget and Expenditures:** Please find the draft budget for the 2026-2027 ELO-P programs [HERE](#). The 2026-2027 expenditures spreadsheet can be found [HERE](#). These are currently in process, as the close out the 2025-2026 school year is being completed.

- **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](#).
- **FCPS ELO-P Four Days:** As an additional opportunity to expand student access to enrichment and intervention, FCPS leadership proposed shifting four days from the instructional calendar, reducing the total from 184 to 180 instructional days, to create four ELO-P-funded student enrichment days for the 2026-2027 school year. These designated enrichment days would provide students with targeted opportunities for academic intervention, enrichment, and expanded learning experiences aligned with ELO-P requirements. This proposed model would provide greater flexibility to address student needs while expanding access to meaningful learning opportunities beyond the traditional instructional calendar. This calendar was [approved by the FCPS board](#) on June 11, 2026.
- **ELO-P School Program:** To further strengthen the connection between expanded learning and student academic outcomes, ELO-P coordinators will collaborate on strategies to evaluate the effectiveness of specific programs and enrichment opportunities offered across FCPS. This work will include establishing consistent expectations for program oversight, monitoring outcomes, and strengthening accountability for third-party vendors and community partners. The ELO-P team continues to provide a well-balanced, whole-child approach to programming that engages students and supports their academic, social-emotional, and physical well-being. Moving forward, the team will build on this strong foundation by identifying ways to measure program effectiveness and determine how participation and learning experiences contribute to measurable academic growth and student success.
- **2027 Summer Programming:** Building on the success of the past summer programs, FCPS will offer summer programming again in June 2027 across all five Fenton campuses. The ELO-P coordinators will use lessons learned and participation data from the previous summer programs to strengthen and expand the summer experience for students in June 2027.

Pillar 3 - Active Family and Community Engagement

Accomplishments of 2025-2026

In 2025–2026, FCPS continued to strengthen *Pillar 3: Active Family and Community Engagement* by deepening school-home connections and expanding opportunities for families and community members to meaningfully participate in the life of each school. All FCPS schools made continued progress toward cultivating inclusive and welcoming environments where families, students, staff, and community partners are encouraged to share their voices, perspectives, and experiences. Engagement efforts focused on creating opportunities for two-way communication, building relationships and trust, and connecting families with resources and services that support student and family well-being. Community partnerships also expanded opportunities for families to access programs, services, and experiences that may not otherwise be available through the school alone. Key accomplishments include:

- **Family Classes:** FCPS offered parent classes and workshops. ESL, GED, Immigration and Citizen, Parenting, and community college connections were offered at all FCPS campuses.

- **Community Engagement Ambassador Program:** FCPS' participation in the Community Engagement Initiative (CEI) provided an opportunity for a team of FCPS staff and community members to learn from other districts and community partners, examine effective engagement practices, and develop strategies for strengthening family and community participation. Through this collaborative process, the team developed the [FCPS Community Ambassador Program](#), which will launch in September 2026. The program will create additional opportunities for families and community members to serve as ambassadors for their school communities, strengthen communication and relationships between schools and families, and help ensure that community voices are meaningfully represented in school engagement efforts.
- **Volunteerism:** The community school coordinators increased volunteer engagement to support campus and community events. Increased volunteer participation strengthened family involvement, built stronger school-community connections, and expanded the capacity of schools to provide meaningful events and activities for students and families. The team also revised the [FCPS Volunteer Packet](#) for families.
- **Community Agency Expansion:** FCPS expanded its network of local community partners and agencies to bring additional services and resources directly to students and families on campus. These partnerships increased access to critical supports, including behavioral support, social work, social and emotional therapy, and mental health services, while reducing barriers that can make it difficult for families to access services outside of the school setting.
- **Listening & Feedback Tools:**
 - **Possip Pulse Checks:** FCPS provided a way for real-time feedback from families, students and staff. Possip Pulse Check surveys were sent to families about once a month during the 2025-2026 school year and collected information regarding school climate and safety.
 - **Climate & Culture Surveys:** The annual climate surveys were successfully administered in May 2026 and provided valuable insight into school climate, safety, and the overall school experience from the perspectives of families, students, and staff. A significant accomplishment this year was achieving a participation rate of more than 50%, providing a strong and representative body of feedback to inform school improvement efforts. Survey results also reflected increased satisfaction and improved perceptions of school climate and safety across all five Fenton schools. These results provide important evidence of progress and will help guide continued efforts to strengthen relationships, enhance school environments, and ensure that the voices of our students, families, and staff inform future Community Schools initiatives. Results were presented in the [Community Schools Director's Report for June 2026](#).
- **CEI Team (Community Engagement & Involvement):** The FCPS team successfully completed its two-year Community Engagement Initiative (CEI) grant experience, gaining valuable knowledge, tools, and strategies to strengthen family and community engagement across Fenton schools. The team included Laura Vasquez, FPC Community School Coordinator; Tony Pena, FACS Community School Coordinator; Virginia Palma, FCLA and STEM Community School Coordinator; Johana Juarez, SMBCCS Community School Coordinator; Dr. Jay Cruz, Fenton community partner; Cindy Soto, Fenton parent; Jennifer Pimentel, FCPS

Community School Liaison; and Richard Parra, FCPS Director of Community Schools. The team participated in various network events and had opportunities to learn from successful organizations and community leaders from throughout California and received training on effective frameworks and practices for meaningful community engagement. As part of the process, the team evaluated school plans and identified opportunities to improve the alignment of events, resources, and engagement strategies while strengthening responsive, inclusive, and collaborative practices across all FCPS campuses. The experience has provided FCPS with a stronger foundation for engaging families and community partners as active participants in school improvement and decision-making.

Goals and Initiatives for 2026-2027

Looking ahead, FCPS will continue to strengthen this pillar by increasing meaningful family participation in school decision-making, expanding community partnerships, and creating additional opportunities for families to engage in ways that are accessible, culturally responsive, and reflective of the diverse communities we serve. Our goal is to move beyond participation in individual events and continue building strong, sustained relationships between families, schools, and community partners that contribute to student success and stronger school communities.

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.
- **Family Leadership Development:**
 - Creating more leadership opportunities for parents and family members through advisory councils, workshops, advocacy training, and volunteerism. FCPS sites will implement the [FCPS Community Ambassador Program](#), which will launch in September 2026.
- **Strengthened Communication:**
 - Improving outreach through multilingual messaging, and in-person forums. A monthly newsletter and additional social media will continue to support communication. The FCPS community liaison, Jennifer Pimentel, will continue for her second year.
- **Listening & Feedback Tools:**

Surveys: FCPS will transition from Possip Pulse Check surveys to [Panorama](#) custom-built surveys to strengthen our ability to gather, analyze, and respond to stakeholder feedback. The Panorama platform will provide enhanced data analysis capabilities, allow FCPS to develop surveys that generate more targeted and actionable feedback, and utilize AI-supported tools to assist with organizing and presenting survey data. Beginning in the new school year, surveys will be distributed approximately every 4–6 weeks to families, students, and staff, providing more frequent opportunities to monitor school climate, identify emerging needs, and use stakeholder feedback to inform continuous improvement efforts across all five Fenton schools.

Community Engagement Initiative (CEI) Street Data Community of Practice: During the 2026–2027 school year, FCPS will begin using the [“Street Data”](#) approach to gather deeper, more meaningful information about the experiences, perspectives, and needs of our students,

families, staff, and community members. FCPS was selected to participate in the *Community Engagement Initiative (CEI) Street Data Community of Practice*, which will provide training, professional learning, and implementation support as our schools integrate the *Street Data* framework into their community engagement and continuous improvement efforts. While the specific funding amount for the grant has not yet been announced, the grant will support the training and technical assistance necessary to implement this approach. The *Street Data* process will help FCPS better understand the factors influencing student success and identify strategies that are responsive to the unique needs of each school community.

- **Family Empowerment and Communication:**
 - Ensure clear, compassionate, and consistent communication about available services to families and the community.
 - Continue hosting community webinars featuring trusted advocates and leaders.
 - Reinforce the need for families to engage in and participate in decision-making processes.
- **Expanded Agency Partnerships:**
 - Bring more direct services and resources to campuses in collaboration with trusted community organizations.
 - Build stronger relationships in the community to support the community school effort.
- **Community School Coordinators will continue to provide:**
 - **Parent Classes:** FCPS community coordinators will expand opportunities for parent and family learning by offering a more consistent and accessible schedule of classes throughout the school year. Visible calendars and schedules will be shared broadly with the entire school community so families have greater awareness of available opportunities and can plan their participation in advance. Classes will continue to emphasize on ESL, technology skills, and parenting education, while continuing to respond to the needs identified by families and school communities. FCPS will also leverage its community college partnership to connect families and community members with opportunities for higher education, workforce skill development, professional training, and industry-recognized certifications. These efforts will strengthen family engagement and community growth.
 - **Prepare Information Sessions:**
 - Grow the partnerships with community agencies to provide families with information and support such as immigration information, social services, and mental health.
 - **Community Events:** FCPS staff will continue to 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 and Practices

Accomplishments of 2025-2026

Over the past year, FCPS made meaningful progress in strengthening Collaborative Leadership and Practices by creating greater opportunities for shared leadership, communication, and decision-making

among educators, administrators, families, students, and community partners. These efforts have helped build a stronger culture of collaboration across all five schools and reinforced the understanding that successful community schools work is a shared responsibility. Through increased cross-campus collaboration, professional learning, community partnerships, and opportunities for stakeholder input, FCPS has continued to build the knowledge, relationships, and capacity needed to support the Community Schools model. The following are key successes from the 2025–2026 school year:

2. **FCPS Community Schools Advisory Committee:** The [Community Schools Advisory Committee](#) held eight meetings during the 2025–2026 school year, providing an important structure for collaborative leadership, communication, and shared accountability across FCPS. The committee reviewed and discussed key requirements of the CCSPP framework, including grant implementation, program priorities, and the use of CCSPP funds. Meetings also provided opportunities for representatives to share updates on community school initiatives and events taking place across all five Fenton campuses. This cross-campus collaboration helped strengthen communication, promote the sharing of successful practices, and ensure that the implementation of the community schools model remained aligned with the needs and priorities of each school community.
- **Community Events:** FCPS continued to strengthen community engagement through a variety of large-scale and school-based events during the 2025–2026 school year. The second annual FCPS Gala was a successful community event and will continue as an annual tradition, with the next Gala scheduled for March 5, 2027. The second annual Fenton Community 5K also experienced significant growth, doubling participation from approximately 150 participants in the previous year to more than 300 participants this past spring. In addition, each FCPS school hosted a variety of successful community events, including multicultural fairs, fall and spring community celebrations, and other activities that brought students, families, staff, and community partners together. FCPS also continued its partnership with Hamer Toyota, Galpin Ford, and SNP to provide Thanksgiving support to local families for the second consecutive year. Last school year, each participating school distributed approximately 200 free turkeys, providing a total of approximately 800 turkeys to local families. These events and partnerships demonstrate the growing strength of FCPS's school-community relationships and our commitment to creating welcoming opportunities for families and community members to connect, celebrate, and support one another.
- **Partnering with Local Representatives:** Partnerships with local representatives, such as city council members, state assembly members, and senators increased last year.

Goals and Initiatives for 2026-2027

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:

- **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.”
- **Professional Development:** FCPS will use Community Schools and Community Engagement Initiative (CEI) funds to support a professional learning series with Dr. Jacqueline Sanderlin of ImpactLeader Enterprises, focused on strengthening community partnerships and advancing the implementation of the California Community Schools Partnership Program (CCSPP). Dr. Sanderlin’s work is grounded in her book *Why Not?* and her Five C’s framework for building positive community partnerships: Community, Collaboration, Capacity, Connection, and Creativity. The professional learning series will include FCPS Community School Coordinators and at least one administrator from each school site. The five full-day, in-person sessions will develop a shared understanding of effective Community Schools practices and provide practical strategies for strengthening family and community engagement, building organizational capacity, developing meaningful partnerships, and creating sustainable systems that support student success and positive school culture. By participating in this professional learning, school leaders and coordinators will be better equipped to collaborate with educators, families, and community partners and translate the CCSPP framework into sustainable practices across each school community. This [link](#) was provided in the June Director of Community Schools Report with the documents necessary for the professional learning series.
- **Capacity Building Strategies:** As part of FCPS’s continued efforts to build capacity among educators, administrators, families, students, and community partners, FCPS will implement the [CCSPP Capacity-Building Strategies and Developmental Rubric](#), developed by the State Transformational Assistance Center (S-TAC). The Developmental Rubric is designed to serve as a roadmap for Local Educational Agencies (LEAs) and school sites as they strengthen and transform their schools into effective community schools. Aligned with the California Community Schools Framework, its overarching values, and CCSPP statutory requirements, the Capacity-Building Strategies will help FCPS assess current practices, identify areas for growth, establish priorities, and monitor progress over time. By using the rubric as both a guide for improvement and a tool for measuring progress, FCPS will strengthen the knowledge, skills, systems, and collaborative practices needed to sustain and deepen the impact of the Community Schools model across all five campuses.
- **Principal’s Guide to CCSPP:** As FCPS enters year three of CCSPP implementation, the focus will increasingly shift from establishing the foundation of community schools to deepening the transformation of leadership practices and school culture. To support this work, the California Department of Education and the State Transformational Assistance Center (S-TAC) have developed a [Principal’s Guidebook](#) to help schools strengthen Community Schools leadership and implementation. This approach emphasizes a shift from traditional, top-down decision-making toward shared and collaborative leadership. Directors

(principals) and site administrators will serve as instructional leaders, co-creators, listeners, connectors, and catalysts for change, working alongside educators, families, students, and community partners to develop a shared vision and respond to the unique needs of each school community. Building trust and creating inclusive spaces where all stakeholders feel seen, heard, and valued are essential components of this approach. Through collaborative planning, shared decision-making, and collective ownership, FCPS will continue to strengthen school communities, respond more effectively to identified needs, and keep student outcomes at the center of leadership, decision-making, and continuous school improvement.

Upcoming Events:

- 8/12 Street Data Orientation (10:30 CEI Team)
- 8/12 CYBHI Information Meeting (2:45 p.m. CMO)
- 8/14 LACEPS Advocacy Meeting (12:00 Parra)
- 8/17 CMO School Site Visits Begin
- 8/18 ELO-P Coordinators Meeting (FCPS Office)
- 8/20 1st of 5 *Why Not? The Five C's to Community Partnerships* Training (9:00 a.m. to 2:30 p.m.)
- 9/7 Labor Day - No School
- 9/17 FCPS Board Meeting

II. G.

FCPS Officers' Reports

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

August 13, 2026

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

This report contains information related to [Facilities](#), [Technology](#), [Personnel](#), and [Finance](#).

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

Maintenance and Operations-Related Summer Projects

During the summer, Facilities Manager Sigigredo Del Toro and the Maintenance and Operations team continued routine maintenance and campus improvement projects across all FCPS school sites. Routine work included preventative maintenance of classroom HVAC systems and paint touch-ups at FPC, FCLA/STEM, FACS, and SMBCCS.

In addition to routine summer maintenance, several larger projects were addressed. At FACS, work included VCT flooring replacement in Rooms 34 and 35, repairs to a main waterline and gas line, improvements to the pavilion planter areas to reduce dust and ongoing cleaning needs, an electrical panel upgrade to accommodate hot water in the Nurse's Office, and repair of a damaged section of retaining wall adjacent to the playground that had become a safety concern.

At SMBCCS, water-damaged VCT flooring was removed and replaced in multiple classrooms and common areas, including Rooms 14, 15, and 16, both TK classrooms, the staff lounge, and associated hallway areas. Handball court murals have also been scheduled as part of ongoing campus beautification efforts.

These summer projects reflect FCPS's ongoing efforts to maintain safe, functional, and well-maintained facilities while addressing necessary repairs and campus improvements. A complete list of Maintenance and Operations summer projects have been linked [here](#).

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

Technology-Related Summer Projects

During the summer, IT Manager Richard Pearson and the Technology Team completed a variety of technology maintenance, infrastructure, and equipment projects across all FCPS school sites. Routine work included updating WiFi and firewall firmware, updating the operating systems for bell and PA systems, cleaning server rooms and equipment, and inspecting and testing classroom technology.

A significant portion of the summer work focused on preparing student technology for the new school year. Technology staff cleaned student iPads and wiped and reset approximately 1,000 devices. Classroom technology, including Interactive Flat Panels, document cameras, voice amplification systems, and printers, was also inspected and tested, with equipment repaired or replaced as needed.

Additional infrastructure and systems work included configuring and testing a cellular failover for the Business Office WAN/Internet connection to provide greater connectivity redundancy, updating the purchase order system server and software, and recycling outdated technology equipment at FACS.

These summer projects reflect FCPS's ongoing efforts to maintain reliable technology infrastructure, prepare student and classroom devices for the new school year, and ensure that technology systems across FCPS are operational, secure, and ready to support students and staff. A complete list of Technology summer projects has been linked [here](#).

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

457(b) Retirement Savings Option

Effective July 1, 2026, FCPS employees have the option to participate in a voluntary 457(b) retirement savings plan through SchoolsFirst Federal Credit Union and Nationwide. The 457(b) complements the 403(b) plan already available to employees and provides an additional opportunity to save for retirement. Employees may elect to make pre-tax contributions directly through payroll deductions, reducing taxable income while setting aside funds for retirement. A Roth contribution option is also available.

The SchoolsFirst/Nationwide 457(b) is not an exclusive 457(b) option for FCPS employees. Other companies offer similar retirement savings products. However, this option is readily accessible to employees because SchoolsFirst serves as FCPS's contracted third-party administrator (TPA) for supplemental retirement plans and can facilitate enrollment and payroll contributions.

	403(b)	457(b)
Purpose	Supplemental retirement savings	Supplemental retirement savings
Pre-Tax Contributions	Available through payroll deduction	Available through payroll deduction
Roth Contributions	Available	Available
2026 Contribution Limit	\$24,500*	\$24,500*
Separate Contribution Limits	Employees may contribute up to the applicable annual limit in addition to the 457(b) limit	Employees may contribute up to the applicable annual limit in addition to the 403(b) limit
Early Withdrawal	Generally subject to a 10% federal additional tax before age 59½, unless an exception applies	Generally not subject to the 10% federal additional tax after separation from employment
FCPS Employer Match	None	None

*Additional catch-up contributions may be available depending on an employee's age and eligibility.

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

Quarterly Investment Update

Cathay Wealth Management continues to manage \$6,000,000 of Fenton funds. The total consists of two deposits: a \$1,500,000 deposit made in 2018, and a \$4,500,000 deposit made in 2022. Additionally, the latter deposit is broken into the two types of investment instruments: \$2,000,000 in 1-year short-term bonds that yield 1-2.5% at maturity, and \$2,500,000 in an actively managed account that yields 7-10% annually. The table below shows the growth of the investments.

Managed Liquid (opened 1/30/18)				Initial Investment	Short Term Funds (opened 3/5/22)			Initial Investment
				\$1,500,000				\$4,500,000
	Inception to Date Return	Current Market Value	Growth to Date		Inception to Date Return	Current Market Value	Growth to Date	
Oct 22	\$204,008	\$1,704,008	13.60%		\$6,500	\$4,506,550	0.14%	
Jan 23	\$360,593	\$1,860,593	24.04%		\$75,542	\$4,575,542	1.68%	
Feb 23	\$353,097	\$1,853,097	23.54%		\$82,527	\$4,582,527	1.83%	
June 23	\$484,409	\$1,984,409	32.29%		\$156,330	\$4,656,330	3.47%	
Oct 23	\$455,062	\$1,955,062	30.34%		\$174,975	\$4,674,975	3.89%	
Jan 24	\$679,317	\$2,179,317	45.29%		\$179,975	\$4,679,975	4.00%	
Mar 24	\$719,473	\$2,219,474	47.96%		\$262,350	\$4,762,350	5.83%	
Jul 24	\$911,741	\$2,411,741	60.78%		\$305,100	\$4,805,100	6.78%	
Oct 24	\$1,003,816	\$2,503,816	66.92%		\$410,850	\$4,910,850	9.13%	
Feb 25	\$1,128,731	\$2,628,732	75.25%		\$481,500	\$4,981,500	10.70%	
Aug 25	\$1,453,409	\$2,953,409	96.89%		\$594,000	\$5,094,000	13.20%	
Managed Liquid Growth YOY%			22.46		Short Term YOY %		6.01	

The year-over-year performance of the Standard & Poor's 500 Index is included as a point of reference.

Market Summary > S&P 500

6,463.96

+1,008.75 (18.49%) ↑ past year

Aug 14, 3:04 PM EDT • Disclaimer



Open	6,453.46	Low	6,441.07	52-wk high	6,480.28
High	6,473.92	Prev close	6,466.58	52-wk low	4,835.04

The S&P 500 grew by 18.49 % YOY.

The FCPS OPEB Trust was formally established at the East West Bank and an investment portfolio created on March 28, 2016. Funds are transferred twice a year, in December (mid-fiscal year) and June (at the end of the fiscal year), and the amount of the deposit is annually determined by the actuarial report completed as required by FASB ASC 715. The trust was established “...solely for the benefit of one or more specified public employee retirement healthcare benefits plans sponsored and provided to qualified public school employees and beneficiaries by Fenton Charter Public Schools.” As an irrevocable trust, there are specific guidelines and regulations pertaining to the *exclusive* use of any funds. The OPEB total trust contribution currently has a market value of \$13,304,596 and has grown 10.88% from July 2024 to August 2025.

OPEB Trust		
	Initial Purchase	Current Market Value
Oct 22	\$8,373,085	\$9,221,547
Jan 23	\$8,373,085	\$9,400,490
Mar 23	\$8,691,719	\$9,749,390
June 23	\$8,691,719	\$10,005,751
Oct 23	\$9,010,353	\$10,285,829
Jan 24	\$9,319,064	\$10,983,169
Mar 24	\$9,319,064	\$11,182,600
Jul 24	\$9,627,835	\$11,999,208
Oct 24	\$9,627,835	\$12,181,625
Feb 25	\$9,627,835	\$12,525,123
Aug 25	\$9,936,606	\$13,304,596
OPEB Trust 13-Month Growth %		10.88
OPEB Trust Growth (since Feb) %		6.22

All investments adhere to the state government code, as well as the Fenton Charter Public Schools’ board-approved investment policy.

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

August 13, 2026

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

This report contains information related to [Enrollment](#); [Theme for the Year: Momentum Begins With Us](#); [Lessons Learned From Last Year](#); [Areas of Focus for the 2026-2027 School Year](#); [Financial Services Update](#)

Enrollment ([Back to Top](#))

The following provides a comparison of our current enrollment forecast with the enrollment projections approved by the Board as part of the June budget. As of August 10, 2026, FCPS enrollment is currently 6% above budgeted projections.

	FACS		FPC		SMBCCS		STEM		FCLA		FCPS	
	Budget	Current	Budget	Current	Budget	Current	Budget	Current	Budget	Current	Budget	Current
TK	30	40	67	75	35	47	18	30	18	16	168	208
K	48	54	110	108	55	73	17	16	34	34	264	285
1st	48	48	115	122	64	63	44	42	19	21	290	296
2nd	50	56	134	134	74	74	28	31	46	50	332	345
3rd	170	183			97	97	44	46	24	23	335	349
4th	144	151			104	104	24	27	50	52	322	334
5th	180	188			83	81	40	42	44	46	347	357
6th					85	86	44	50	22	29	151	165
TOTAL	670	720	426	439	597	625	259	284	257	271	2209	2339
+/-		50		13		28		25		14		130
% Diff.		7%		3%		5%		10%		5%		6%

Theme for the Year: Momentum Begins With Us ([Back to Top](#))

As we begin the 2026–2027 school year, Fenton Charter Public Schools remain focused on the goals outlined in our Strategic Plan. Guided by this year's theme, "**Momentum Begins With Us**," we recognize that momentum is not created by a single initiative or moment. It is built through the daily choices each of us makes and the ownership we take in serving our students, supporting one another, and advancing our mission. Every decision, every interaction, and every learning opportunity has the potential to move us forward. Whether that growth is personal, professional, academic, or organizational, we are committed to using every moment with purpose. Together, by taking ownership of

our work and our collective success, we will continue to strengthen student achievement, expand support for our school communities, develop our workforce, and prepare for future opportunities to serve more families and grow the impact of Fenton Charter Public Schools.

Budget Impacts and Considerations

While we continue to pursue growth in every dimension, we must also navigate financial challenges that may impact our progress. To remain responsive and responsible stewards of our resources, we will closely monitor budgets and expenditures across key areas, including staffing, materials, supplies, professional development, and outside services ([Budget](#); (Rosters: [FPC](#); [FACS](#); [SMBCCS](#); [STEM/FCLA](#));

The following are elements of our [Strategic Plan](#) along with our strategy for 2026-2027.

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. 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. 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. We will continue to create meaningful opportunities for families, staff, and partners to connect, build trust, strengthen communication, and celebrate the rich diversity of our communities through events onsite, offsite, and online.

Lessons Learned From Last Year ([Back to Top](#))

On June 22, 2026, our leadership team participated in an organizational reflection to identify what is working well, where we can improve, and what should guide our priorities moving forward. Across all five groups, the feedback was remarkably consistent. Leaders expressed confidence in the direction of FCPS and the systems we have built. Rather than calling for new initiatives, the reflection emphasized improving consistency, communication, and execution.

Key Strengths Identified

- Strong PLC culture and instructional collaboration.
- Administrator subcommittee meetings and role alike collaboration.
- Positive relationships between schools and the CMO.
- Dedicated leadership teams committed to students and continuous improvement.
- Community Schools and Expanded Learning programs that strengthen our mission.

Opportunities for Growth

Leaders consistently identified four areas for improvement:

Alignment: Increase consistency across schools in behavior, Special Education, instructional practices, and compliance.

Communication: Provide information earlier, streamline communication, and ensure expectations are clearly communicated to all stakeholders.

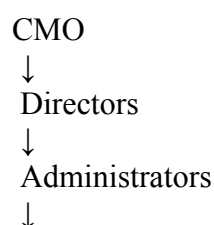
Execution: Improve follow through by assigning ownership, creating action plans, and increasing accountability.

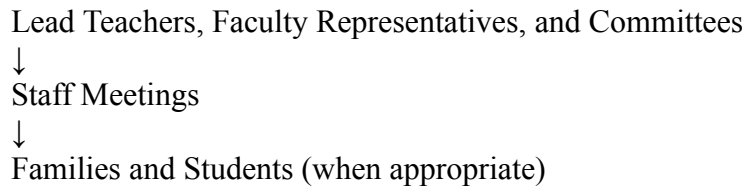
Systems: Simplify workflows, improve transparency, and strengthen supports so leaders can spend more time focused on instruction and student success.

Strengthening Organizational Communication

Leaders consistently emphasized the importance of clear, timely, and consistent communication throughout the organization. To improve alignment and reduce misunderstandings, information should follow a deliberate communication pathway that ensures the right people receive the right information at the right time.

Communication Flow





Communication should be clear, consistent, timely, and actionable to ensure organizational alignment and consistent implementation across FCPS. Communication is like the flow of a river. When information moves clearly and intentionally from one level of the organization to the next, it creates momentum. When it becomes delayed, fragmented, or inconsistent, that momentum slows. Our goal is to create a consistent flow of information that keeps every leader, every team, and every school moving together in the same direction.

Priorities for 2026–2027

Based on the reflection, our organizational priorities include:

- Strengthening alignment across all schools.
- Improving communication and organizational follow through.
- Continuing to invest in PLCs, collaboration, and instructional leadership.
- Enhancing behavior systems and targeted student supports.
- Streamlining systems and operational processes.

Looking Ahead

One message emerged consistently throughout every group: keep what is working and improve how consistently we implement it.

We have strong people, strong relationships, and a strong foundation. Our greatest opportunity this year is to build greater momentum through clarity, consistency, collaboration, and ownership.

Areas of Focus for the 2026-2027 School Year ([Back to Top](#))

Over the summer, FCPS administrators convened to establish priorities for the 2026–2027 school year under the organizational theme “Momentum Begins With Us.” The team reflected on lessons learned from the previous year, emphasizing stronger alignment across schools, consistent communication and follow-through, collaboration, instructional leadership, student supports, and streamlined organizational systems.

Administrators also reviewed the 2026–2027 vision centered on Growth, Excellence, and Student Behavior, including strong enrollment, the launch of Fenton Launchpad Academy, fiscal and instructional excellence, special education, and strengthening Tier 2 and Tier 3 behavioral supports. The work of the summer administrative subcommittees was shared as a means of turning these priorities into coordinated action across FCPS.

The following are the Areas of Focus for the Fenton schools

1. Student Behavior, School Safety, and Consistent Disciplinary Practices
2. Multilingual Learner Plan
3. Leadership Operational Guide (L.O.G.)
4. Expanded Learning Opportunities Program
5. Community Schools: Everything We Do
6. Special Education: Systems, Support, Success

1. Student Behavior, School Safety, and Consistent Disciplinary Practices

Over the summer, FCPS focused on strengthening its approach to student behavior, school safety, and consistent disciplinary practices. Angie Castellana Ferri will support this important work, bringing more than 30 years of experience at Fenton in numerous instructional and leadership roles. Although Angie retired from FCPS in 2025, she continues to serve as a Professional Learning Advisor, contributing her extensive knowledge of Fenton’s students, educators, and organizational culture.

Building upon her work with the Certificated Staff Supervision and Evaluation Handbook, Angie will support the development of a comprehensive FCPS Student Behavior Handbook. This work will include reviewing student discipline rules and consequences, the Student Responsibilities Code, suspension and expulsion procedures, and FCPS’s existing systems of behavioral support.

The goal is to create greater clarity and consistency across Fenton schools, while strengthening Tier 1 and Tier 2 supports and developing clear, legally aligned approaches for students requiring more intensive Tier 3 interventions.

Overall, this work reflects FCPS’s commitment to safe and supportive learning environments and a comprehensive approach to student behavior that balances prevention, intervention, accountability, and the individual needs of students.

2. Multilingual Learner Plan

On July 23, 2026, the ELD Subcommittee convened to establish priorities for supporting English Learners during the 2026–2027 school year under the vision “Belong. Learn. Lead.” The team reviewed reclassification data and lessons learned from the previous year, with particular emphasis on strengthening oral language development, beginning ELPAC preparation early, and using student results to develop targeted instructional supports.

The team also reviewed the 2026–2027 Multilingual Learner Plan, coordinated Initial ELPAC assessment procedures, and developed a yearlong professional development plan focused on promising practices, student data, ELPAC preparation, reclassification, and RFEP progress monitoring.

Overall, the meeting reinforced FCPS’s commitment to improving outcomes for English Learners through intentional planning, consistent progress monitoring, and high-quality instructional practices across all schools.

3. Leadership Operational Guide (L.O.G.)

On July 23, 2026, the Personnel Team convened to strengthen consistency in administrative practices and clarify personnel, operational, and risk-management responsibilities. A major focus was the introduction of the Leadership Operational Guide (L.O.G.), an evolving internal resource designed to provide administrators with practical guidance for day-to-day leadership decisions.

The team also reviewed leadership through ownership, workers' compensation procedures, property and liability matters, employee injury protocols, and other personnel practices. Discussions emphasized proactive leadership, sound judgment, and reducing ambiguity in administrative decision-making.

Overall, the meeting reinforced FCPS's commitment to consistent practices, proactive leadership, and effective risk management across the organization.

4. Expanded Learning: Building a Sustainable Future Together

For the 2026–2027 school year, FCPS is refining its Expanded Learning program with a focus on quality, sustainability, and meaningful student participation. The vision is to provide exceptional expanded learning experiences that inspire curiosity, support student learning and wellness, and ensure the long term sustainability of ELO-P.

As part of this work, FCPS is taking a closer look at how ELO-P resources are used across schools. Strong staff participation has created many opportunities for students, but it has also highlighted the need to better align programming and staffing with available funding. Moving forward, schools will prioritize high quality clubs over a high quantity of offerings, greater use of the talents and expertise of Fenton teachers, and streamlined programming that maximizes student participation while supporting staff work life balance.

A significant change this year is the implementation of four designated ELO-P days, which will provide additional opportunities for enrichment, field trips, intervention, and engaging student experiences. These days also allow FCPS to be more strategic about how ELO-P funds are distributed throughout the year. As final budgets are reviewed, the Valley schools will begin their before and after school ELO-P classes in October to support responsible planning and long term sustainability.

Overall, FCPS is working to ensure that every ELO-P dollar has the greatest possible impact on students, while maintaining strong programs that are fiscally responsible, engaging, and sustainable for the future.

5. Community Schools: Everything We Do

As FCPS enters year three of the California Community Schools Partnership Program (CCSPP), our focus is on reinforcing that Community Schools is not a separate initiative. It is the framework that connects the work we do every day. Academics, student behavior and wellness, special education, expanded learning, family engagement, and community partnerships all contribute to supporting the whole child and strengthening our school communities.

The four Community Schools pillars, Integrated Student Supports, Expanded and Enriched Learning Opportunities, Family and Community Engagement, and Collaborative Leadership, provide a structure for aligning our efforts and ensuring that

resources, partnerships, and programs are responsive to the needs of students and families. Simply stated, everything we do is Community Schools. It is not an additional layer of work. It is how FCPS brings together people, programs, resources, and partnerships to create the conditions for every student and family to thrive.

6. Special Education: Systems, Support, Success

Over the summer, the Special Education Subcommittee convened to strengthen systems, staffing, and practices supporting students with disabilities. The team reviewed continued growth in the number of students receiving special education services, progress in filling key positions, and the significant reduction in Due Process cases during the 2025–2026 school year.

The team also reviewed expectations for IEP documentation and service delivery, procedures for students receiving outside ABA services, and the importance of regular monitoring to ensure students receive services consistent with their IEPs. Preparations also began for the 2026–2027 District Validation Reviews (DVR) scheduled across all FCPS schools.

Overall, the meeting reinforced FCPS’s commitment to inclusive practices, strong compliance systems, collaboration with families and staff, and ensuring that every student with a disability receives the services and support necessary to succeed.

Financial Services Update ([Back to Top](#))

Vertex Education has informed Fenton of a transition in the financial management team supporting our organization. David Suraci will be replacing Erik Okazaki as Fenton’s Financial Business Partner, serving as our primary point of contact for financial services and support.

To support Fenton during this transition, Sabrina Silver, Senior Director of School Finance, and Paul Khoury, Senior Client Manager, will continue to work closely with our team. Their current support includes assisting with the development of the six-year budgets for the Fenton Academies and completing our 2025–2026 Unaudited Actuals.

The CEO, COO, and back office support team is working closely with Vertex to ensure continuity of financial operations and the timely completion of these important fiscal responsibilities.

III. CONSENT AGENDA ITEMS

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



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the 2026-2027 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 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

- 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.
- The Chief Executive Officer will review the request and either recommend or not recommend the item to the Board of Directors.
- 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.
- 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.
- 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.



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve final staff rosters and employee contracts for FACS, SMBCCS, FPC, STEM and FCLA for the 2026-2027 school year

BACKGROUND

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

ANALYSIS

Since the June 11, 2026 meeting of the Board of Directors, the schools have revised their staff rosters to ensure the ratio of students to teachers (class size) is consistent and that the needs of all students are met.

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

The following are positions that have been filled and/or modified since the June 11, 2026 meeting of the Board of Directors.

Fiscal Services Manager (FCPS): Amy Salazar (Resume)

Amy Salazar will serve as the Fiscal Services Manager for Fenton Charter Public Schools. Amy has been a valued member of the Fenton family since 2011 and transitioned into the role of Compliance Specialist in 2023. She also holds a Master's Degree in Spanish from California State University, Northridge. When the former Administrative Assistant vacated the role, Amy took on the monumental task of assuming Fenton's accounts payable and receivable responsibilities in addition to her existing duties. Since then, she has gone above and beyond in managing these added responsibilities while streamlining and improving processes that had been in place for many years. Her dedication, initiative, and extensive knowledge of Fenton make her an exceptional fit for the role.

IT Systems Administrator (FCPS): Eduardo Diaz (Resume)

Eduardo Diaz' title will change from IT Systems Specialist to IT Systems Administrator with Fenton Charter Public Schools. Eduardo has been a valued member of the Fenton family since 2014, beginning as a Technology Assistant before being promoted to IT Systems Specialist in 2017. His new title of IT Systems Administrator, a title widely recognized by IT professionals across both the public and private sectors, more accurately reflects his assigned duties and the level of responsibility he has assumed in managing Fenton's network, servers, security systems, device management, and technology infrastructure. Eduardo has held multiple industry certifications, including CCNA Routing and Switching, CCNA Security, Jamf Certified Expert, and CompTIA A+.

Special Education Clerk (FPC/FACS): Elizabeth Cerna (Resume)

Elizabeth Cerna will serve as the shared Special Education Clerk for Fenton Primary Center (FPC) and Fenton Avenue Charter School (FACS). Elizabeth joined Fenton Primary Center in 2024 as a Special Education Adult Assistant, where she has built positive relationships with students and staff through her dedication and compassionate approach. Prior to joining Fenton, she worked at a charter school from 2010 to 2024, gaining extensive experience supporting school office operations and managing a wide range of administrative responsibilities. Her strong organizational skills and school-based experience will be a tremendous asset to our Special Education Department.

Special Education Clerk (FCLA/STEM): Amarjeet Gonzalez (Resume)

Amarjeet Gonzalez will serve as the Special Education Clerk supporting Fenton Charter Leadership Academy (FCLA) and Fenton STEM Academy. Amarjeet has been a valued member of the Fenton family since 2020, beginning as a Nurse Assistant while also supporting our supply room operations. In 2023, she transitioned into the role of Compliance Assistant for FCLA and STEM, where she has demonstrated exceptional organization, professionalism, and a strong commitment to supporting students and staff. Her experience and knowledge of our schools make her an outstanding addition to our Special Education team.

Administrative Clerk (FCPS): Jennifer Navarro (Resume)

Jenny Navarro will serve as an Administrative Clerk with Fenton Charter Public Schools. Jenny brings experience in administrative operations and financial support and earned her MBA in Accounting and Finance from Mount Saint Mary's University. In December 2025, Jenny was embedded with Fenton through LACOE's BEST Specialist Program, which was established to support a frictionless transition from the HRS to HCM payroll platform. This experience provided Jenny with direct knowledge of Fenton's administrative and payroll operations, making her a valuable addition to the Fenton team

RECOMMENDATION

It is recommended that the Board of Directors approve the final staff rosters and employee contracts for the 2026-2027 school year for FACS, SMBCCS, FPC, STEM, FCLA and FCPS.

Separate Attachments: *Final staff rosters:* ([FACS](#)); ([SMBCCS](#)); ([FPC](#)); ([STEM](#)); ([FCLA](#)); ([FCPS](#))



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve 2026-2027 Parental Involvement Policies for FACS, FPC, SMBCCS, STEM and FCLA and FCPS Student Handbook

BACKGROUND

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

Directly related to the Parent Involvement Policies is the Home-School Agreement developed initially at Fenton Avenue Charter School in 1993 to communicate the expectations and responsibilities the school would fulfill while working in partnership with families. Over the course of the 30+-year history of the Fenton schools, the agreement has been revised, refined, and clarified to ensure transparency.

ANALYSIS

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

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

RECOMMENDATION

It is recommended that the Board of Directors approve the 2025-2026 Parental Involvement Policies for FACS, FPC, SMBCCS, STEM and FCLA, and FCPS Student Handbook.

Attachments: *2026-2027 Parental Involvement Policies*
Separate Attachment: *FCPS Student Handbook; FCPS Volunteer Handbook*



FENTON CHARTER PUBLIC SCHOOLS

Fenton Avenue Charter School

Parent Involvement Policy

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

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

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

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

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

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

being used to address student achievement, as well as other programs such as the school's after school programs

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

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for parent/family involvement at Fenton Avenue Charter School is Tony Peña, the Community Schools Coordinator (tpeña@fentoncharter.net). Richard Parra (rparra@fentoncharter.net), the Director of Community Schools for the Fenton Charter Public Schools, oversees all parent, family and community involvement for the Fenton organization.



FENTON CHARTER PUBLIC SCHOOLS

Santa Monica Boulevard Community Charter School

Parent Involvement Policy

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

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

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

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

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

Consistent with the requirements of section 1118(e) of the ESEA, Santa Monica Boulevard Community Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Santa Monica Boulevard Community Charter School will coordinate and integrate parent

involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after school programs.

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

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for parent/family involvement at Santa Monica Boulevard Community Charter School is Johana Juarez, the Community Schools Coordinator (jj Suarez@fentoncharter.net). Richard Parra (rparra@fentoncharter.net), the Director of Community Schools for the Fenton Charter Public Schools, oversees all parent, family and community involvement for the Fenton organization.



FENTON CHARTER PUBLIC SCHOOLS

Fenton Primary Center

Parent Involvement Policy

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

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

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

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

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

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

being used to address student achievement, as well as other programs such as the school's after school programs.

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

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for parent/family involvement at Fenton Primary Center is Laura Vasquez, the Community Schools Coordinator (lvasquez@fentoncharter.net). Richard Parra (rparra@fentoncharter.net), the Director of Community Schools for the Fenton Charter Public Schools, oversees all parent, family and community involvement for the Fenton organization.



FENTON CHARTER PUBLIC SCHOOLS

Fenton STEM Academy

Parent Involvement Policy

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

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

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

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

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

Consistent with the requirements of section 1118(e) of the ESEA, Fenton STEM Academy will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton STEM Academy will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and

explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after school programs.

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

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for parent/family involvement at the Fenton STEM Academy is Virginia Palma, the Community Schools Coordinator (vpalma@fentoncharter.net). Richard Parra (rparra@fentoncharter.net), the Director of Community Schools for the Fenton Charter Public Schools, oversees all parent, family and community involvement for the Fenton organization.



FENTON CHARTER PUBLIC SCHOOLS

Fenton Charter Leadership Academy

Parent Involvement Policy

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

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

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

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

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

Consistent with the requirements of section 1118(e) of the ESEA, Fenton Charter Leadership Academy will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton Charter Leadership Academy will coordinate and integrate parent involvement

programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after school programs.

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

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement at the Fenton Charter Leadership Academy is Virginia Palma, the Community Schools Coordinator (vpalma@fentoncharter.net). Richard Parra (rparra@fentoncharter.net), the Director of Community Schools for the Fenton Charter Public Schools, oversees all parent, family and community involvement for the Fenton organization.



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve FCPS Independent Study Agreement for 2026-2027 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

During the first phase of our June 30, 2017 audit, our auditors recommended yearly Board approval of the Independent Study Agreement.

With new guidelines for Independent Study enacted with the final State budget (AB 130) as a result of the continued need for remote learning related to the pandemic, it is essential the FCPS Board of Directors understand how the Fenton schools will implement Independent Study for the 2022-2023 school year and beyond.

The law firm of Young, Minney and Corr provided the following details related to AB 130:

AB 130 mandates updates to Independent Study agreements, and will now require procedures for tiered re-engagement in response to student absenteeism, added documentation requirements and requiring a mandated level of live interaction and synchronous instruction for specific grade spans. The requirements for each grade span include:

- *Grades 1 to 3: Daily synchronous instruction for all students throughout the school year.*
- *Grades 4 to 8: Opportunities for both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.*
- *Grades 9 to 12: Opportunities for at least weekly synchronous instruction for all students throughout the school year.*

As defined in the new law, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction must be provided by the teacher of record for each student.

“Live interaction” means interaction between the student and charter school classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

Dr. Riddick, Mr. Gonzalez and Mr. Gutierrez, FCPS Attendance Manager, have participated in numerous webinars hosted by law firms and public school advisory organizations to ensure specific information regarding the changes to Independent Study initiated by AB 130 are clearly understood by all school participants and properly implemented.

RECOMMENDATION

It is recommended that the Board of Directors approve the Independent Study Agreement for 2026-2027.

Attachment: [Sample Revised Independent Study Agreement and Log; Notice of Public Hearing \(posted on August 1, 2026\)](#)



FENTON CHARTER PUBLIC SCHOOLS

Notice of Public Hearing

The Fenton Charter Public Schools will conduct a Public Hearing on Thursday, August 13, 2026, at 4:30 P.M. in the FCPS Business Office Boardroom and remotely via Zoom meeting:

August 13, 2026 – 4:30 P.M.
FCPS Business Office Boardroom
8928 B Sunland Blvd.
Sun Valley, CA 91352
and

Via Zoom: <https://us02web.zoom.us/j/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 2026-2027 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

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the FCPS Certificated Staff Supervision and Evaluation Handbook

BACKGROUND

The Certificated Staff Supervision and Evaluation Handbook was originally developed in 2011 under the leadership of Irene Sumida, co-founder of Fenton Avenue Charter School and former Executive Director of Fenton Charter Public Schools. During this time, FCPS was expanding into a charter management organization, with a strong focus on building consistent systems, strengthening instructional practices, and supporting long-term organizational growth.

The handbook was created to establish a clear, structured, and transparent evaluation system aligned to the organization's core belief of "Children First" and its commitment to teacher leadership and continuous improvement. Since its development, the handbook has served as a foundational tool across FCPS schools, guiding educators through expectations, observations, and professional growth processes.

Over time, it has proven to be an effective resource for both accountability and development, supporting staff in refining instructional practices, engaging in meaningful reflection, and pursuing ongoing professional learning. Its continued use reflects FCPS's commitment to high standards, consistency, and the growth of every educator.

In the 2025–2026 school year, the handbook was thoughtfully updated by Angie Castellana Ferri under the guidance of Irene Sumida, David Riddick, Jason Gonzalez, and Jennifer Miller. These updates strengthened the handbook by incorporating Professional Learning Community (PLC) components and expanding the framework to include a broader range of certificated roles. Additionally, corresponding guiding questions, checklists, and evaluation tools were developed to better support role-specific expectations, ensuring the handbook remains relevant, comprehensive, and aligned to current instructional practices.

On December 1, 2025, the Board of Directors approved Angie Castellana Ferri to serve as a Professional Learning Advisor for Fenton Charter Public Schools for the 2025–2026 school year. In this role, Angie was instrumental in the comprehensive revision of the *Certificated Staff Supervision and Evaluation Handbook*. Her work included researching best practices and engaging administrators, Lead Teachers,

faculty, and classified representatives to gather feedback and ensure the updated handbook reflects the needs and values of the Fenton organization.

Angie brought more than 30 years of experience at Fenton to this important work. Throughout her career, she served in numerous leadership roles, including Lead Teacher, Faculty Representative, Instructional Technology Coach, and Fenton’s founding Instructional Coach. In 2012, Angie was among the Fenton Lead Teachers who helped lead the transformation of Santa Monica Boulevard Community Charter School, and in 2014, she served as a Founding Lead Teacher at Fenton STEM Academy. Although Angie officially retired from Fenton in 2025, her continued service as a Professional Learning Advisor reflects her longstanding commitment to Fenton’s students, educators, and culture of continuous improvement.

ANALYSIS

The [*Certificated Staff Supervision and Evaluation Handbook*](#) is a comprehensive resource designed to support staff in understanding evaluation processes, expectations, and professional growth opportunities. The guidance below outlines how to navigate the document effectively using specific sections and page references.

Section Title & Page Number	Section Description
1. Begin with the Table of Contents (p. 1)	Use the Table of Contents to locate key sections quickly. It provides page references for all major topics, allowing you to navigate directly to areas relevant to your role. All pages are hyperlinked.
2. Start with the Foundation (p. 2)	The section “Evaluation Foundations and Educator Responsibilities” (p. 2) establishes: • The purpose of evaluation • Staff roles and responsibilities • An overview of who is evaluated This section provides essential context for understanding the entire handbook.
3. Review Evaluation Frameworks (p. 10)	The “Evaluation Framework and Criteria” (p. 10) section explains: • California Standards for the Teaching Profession (CSTP) • Charlotte Danielson’s Framework for Teaching These frameworks define performance expectations and are referenced throughout the handbook.
4. Understand Collaboration Structures (p. 21)	The Professional Learning Communities (PLC) section (p. 21) outlines: • Collaboration expectations

	● Instructional cycle ● Team roles and responsibilities This section is important for understanding how evaluation connects to daily instructional practice.
5. Go to Your Employment Status Section	Navigate to the section that applies to you: ● Probationary Certificated Staff (p. 32) ○ Evaluation cycle, formal/informal observations, and expectations ● Intern Staff (p. 38) ○ Unique requirements, supervision, and transition to probationary status ● Regular Status Certificated Staff (p. 42) ○ Professional portfolio, evaluation options, and growth pathways ● Assistance Plan (p. 69) ○ Support process for staff needing targeted improvement
6. Use Role-Specific Evaluation Tools (p. 70+)	The section “Evaluation: Guiding Questions, Checklists, and Rubrics” (starting p. 70) includes tools tailored to specific roles: ● Teacher (p. 97) ● Education Specialist (p. 112) ● Acceleration Specialist (p. 126) ● Instructional Technology Coach (p. 143) ● Art Specialist (p. 156) ● Music Specialist (p. 173) ● Instructional Coach (p. 183) ● Counselor (p. 197) ● School Psychologist (p. 211) ● Speech Pathologist (p. 225) These sections are especially useful for: ● Self-reflection ● Preparing for observations ● Understanding rubric expectations
7. Reference the Appendix (p. 238)	The Appendix (p. 238) contains additional resources, tools, and supporting documents to assist with implementation.
8. Use the Handbook as an Ongoing Resource	This handbook is intended to be used throughout the year: ● Before and after observations ● During PLC meetings ● When setting professional goals Revisiting relevant sections will help ensure alignment with expectations and support continuous growth.

RECOMMENDATION

It is recommended that the Board of Directors approve the FCPS Evaluation Handbook.

Attachment: *Certificated Staff Supervision and Evaluation Handbook*



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to Approve Services Agreement with JOAN Collaborative for Enrollment and Community Engagement Campaign

BACKGROUND

On September 18, 2025, the Board of Directors approved a services agreement with JOAN Collaborative for an enrollment and community engagement campaign. FCPS was experiencing a decline in enrollment of nearly 18 percent from FY2018 to FY2025. This trend mirrored regional pressures in Los Angeles Unified School District (LAUSD), where enrollment has also declined sharply, driven by lower birth rates, family migration, and increased school competition.

ANALYSIS

With the engagement of JOAN Collaborative and our numerous outreach events, we are pleased to share that our enrollment appears to be above projections by at least 100 students for the 2026-2027 school year. We will share the actual enrollment numbers once the school year officially begins on Wednesday, August 12, 2026.

We will continue to strengthen early grade recruitment, particularly Kindergarten, while maintaining the retention gains seen in lower elementary grades. Without proactive strategies, FCPS risks continued accelerated enrollment decline, threatening both fiscal sustainability and the stability of school programs.

To address this challenge, FCPS will pursue a dual approach:

- Strengthening community relationships and authentic family engagement to ensure families feel connected, supported, and valued as partners in their child's education.
- Leveraging specialized expertise in enrollment marketing and outreach through partnership with the JOAN Collaborative, which has demonstrated success in increasing applications for Los Angeles charter schools, including gains of over 50 percent at the Transitional Kindergarten level.

JOAN Collaborative offers targeted digital campaigns, bilingual family communications, data driven lead management, and training for internal staff to build long term capacity. Their approach is designed to maximize budget efficiency and ensure unbiased recommendations by operating without commission structures.

The JOAN Collaborative is led by Sarah Angel, a seasoned strategist with more than two decades of experience in advocacy, communications, and education. Sarah previously served as Chief of Staff to LAUSD Board Member Nick Melvoin, where she oversaw policy, community partnerships, and communications for Los Angeles public schools. She also held senior leadership roles at the California Charter Schools Association, guiding statewide advocacy and communications efforts.

This initial contract is for \$120,000 over a 12 month period for services. It is important to note that this amount does not include advertising and digital marketing costs, which is already included in the schools current budgets.

Phases	Service Milestones	Descriptions	Timeline
1	Assess Needs	Data & process review; stakeholder interviews	3 – 4 weeks
2	Set Goals	Set clear goals (including inputs and outputs) and timeline	1 – 2 weeks
3	Develop Scenarios with Strategies and Budgets & Build Plan	Develop various strategic options with corresponding budgets; then build an actionable plan	3 – 4 weeks
4	Prepare & Launch Initial Recruitment Campaign	Create messaging and content; start infrastructure changes; calendar field work; assign persistence work	4 – 6 weeks
5	Execute, Evaluate, Iterate	Execute marketing, field, and persistence strategies; refine infrastructure/process; monitor data & analyze performance; adjust strategies and budget, if needed	Ongoing

These services align with allowable uses of Community Schools funds to support authentic family engagement and community partnerships. By strategically drawing on these funding streams, FCPS can make an immediate investment in stabilizing enrollment while laying the groundwork for sustainable growth.

RECOMMENDATION

It is recommended that the Board of Directors approve the Services Agreement with JOAN Collaborative for Enrollment and Community Engagement Campaign for \$120,000.

Attachments: [*JOAN Collaborative Proposal and Services Agreement*](#)

IV. ITEMS SCHEDULED FOR ACTION



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

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 2026-2027 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 2026-2027 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 2026-2027 school year.



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve Resolution #61: Sufficiency of Instructional Materials

BACKGROUND

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

ANALYSIS

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

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

RECOMMENDATION

It is recommended that the Board of Directors approve Resolution #61: Sufficiency of Instructional Materials.

Attachments: *Notice of Public Hearing; Resolution #61: Sufficiency of Instructional Materials; Board Resolution #61*



FENTON CHARTER PUBLIC SCHOOLS

Notice of Public Hearing

The Fenton Charter Public Schools will conduct a Public Hearing on Thursday, August 13, 2026 at 4:30 P.M. in the FCPS Business Office Boardroom and remotely via Zoom meeting:

August 13, 2026 – 4:30 P.M.
FCPS Business Office Boardroom
8928 B Sunland Blvd.
Sun Valley, CA 91352
and

Via Zoom: <https://us02web.zoom.us/j/87479668758>
Meeting ID: 874 7966 8758

The purpose of the hearing is to present information in support of the approval of Board Resolution #61, which attests to the sufficiency of textbooks and instructional materials at the Fenton schools as required by Education Code Section 60119. The yearly review and approval of such a resolution is required by all California public school governing boards.

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 Mr. Tony Peña, Fenton Avenue Charter School Community School Coordinator at (818) 896-7482, extension 1383; Ms. Johana Juarez, Santa Monica Boulevard Community Charter School Community School Coordinator at (323) 469-0971; Laura Vasquez, Fenton Primary Center Community School Coordinator at (818) 485-5900, ext. 3227; or Virginia Palma, Fenton STEM Academy and Fenton Charter Leadership Community School Coordinator at (818) 962-3636, ext. 4156. Every reasonable effort will be made to accommodate these needs. If you have general questions or concerns regarding the Public Hearing, you may contact Dr. David Riddick, Chief Executive Officer at (818) 962-3630, extension 5128 or Jason Gonzalez, Chief Operating Officer at (818) 963-3630, extension 5113.



Board Resolution #61

RESOLUTION OF BOARD OF DIRECTORS OF THE FENTON CHARTER PUBLIC SCHOOLS

SUFFICIENCY OF INSTRUCTIONAL MATERIALS

WHEREAS, the governing board of the Fenton Charter Public Schools, in order to comply with the requirements of *Education Code* Section 60119, held a public hearing on August 14, 2025, at 4:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

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

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

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

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

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

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

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

- Mathematics – *Ready Common Core Mathematics*, adopted May 2022
- Science – *Twig Science* adopted by FCLA and STEM Academies in 2019, May 21, 2020 by SMBCCS, 2021 by FACS, and 2026 by FPC
- History-Social Science – *Studies Weekly*, adopted in 2022
- English/language arts, including the English language development component of an adopted program – *Benchmark Advance* adopted July 2016 by FACS, SMBCCS, FCLA and STEM, and October 2018 by Fenton Primary Center
- Technology-Based Instructional Materials – iPads provided for each student, TK – 6, and a vast array of applications provided on all devices to support all curricular areas

NOW THEREFORE, it is resolved that for the 2026-2027 school year, the Fenton Charter Public Schools has provided each pupil with sufficient textbooks or instructional materials aligned to the academic content standards, consistent with the cycles and content of the curriculum frameworks, and the materials approved to date by the California State Board of Education.

PASSED, APPROVED AND ADOPTED this 13th day of August 2026 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Date: 8/13/2026

Joe Lucente, Chairman of the Board

Irene Sumida, Secretary of the Board



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve FCPS Comprehensive School Safety Plan

BACKGROUND

California local educational agencies (LEAs) frequently rely on the J-13A process to preserve average daily attendance-based funding and receive instructional time credit when emergencies such as wildfires, severe weather, or public safety threats disrupt normal school operations. Beginning with emergency events that occur on or after July 1, 2026, J-13A approval will be conditioned upon an LEA certifying that it has a governing board or governing body-adopted Comprehensive School Safety Plan that includes a compliant Instructional Continuity Plan (ICP).

This represents a notable change to the J-13A approval process. Historically, Comprehensive School Safety Plans have required school-level adoption and submission to the school district or county office of education, but not governing board approval. Additionally, for emergency events occurring through June 30, 2026, Education Code Section (EC §) 46393 requires LEAs seeking J-13A approval to certify that they have a compliant independent study plan and submit both a certification and a copy of that plan. Governing board adoption of the independent study plan is not required.

ANALYSIS

For emergency events occurring on or after July 1, 2026, LEAs submitting a J-13A request must certify that:

- The LEA has a governing board- or governing body-adopted Comprehensive School Safety Plan that complies with EC § 32282, including the required instructional continuity provisions.
- The LEA either implemented pupil engagement and instruction consistent with its ICP during the emergency event or, if extenuating circumstances prevented implementation, can explain why the plan could not be implemented and what engagement, instruction, and services were provided instead

An LEA without a board-adopted Comprehensive School Safety Plan that includes a compliant ICP will be unable to obtain the certifications required for J-13A approval for events occurring on or after July 1, 2026, affecting that school.

LEAs will no longer submit a copy of an independent study plan as part of the J-13A process. Instead, they will submit a certification form for the ICP and implementation, attesting that they have a board-approved Comprehensive School Safety Plan for the affected school(s) containing a compliant ICP and that the plan was implemented during the emergency event, or explaining why implementation was not possible and what alternative supports were provided. The California Department of Education will post this certification form by June 30, 2026.

As emergency events become increasingly common, the Legislature has placed greater emphasis on proactive planning for instructional continuity.

RECOMMENDATION

It is recommended that the Board of Directors approve the FCPS Comprehensive School Safety Plan.

Attachment: [Comprehensive School Safety Plan \(FACS; FPC; SMBCCS; STEM; FCLA\)](#)



FENTON CHARTER PUBLIC SCHOOLS

Notice of Public Hearing

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August 13, 2026 – 4:30 P.M.
FCPS Business Office Boardroom
8928 B Sunland Blvd.
Sun Valley, CA 91352
and
Via Zoom: <https://us02web.zoom.us/j/87479668758>
Meeting ID: 874 7966 8758

The purpose of the hearing is to present information in support of the approval of the FCPS Comprehensive School Safety Plan that complies with EC § 32282, including the required instructional continuity provisions.

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:
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FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the Expanded Learning Opportunities Program budget for the Fenton Charter Public Schools

BACKGROUND

The Fenton Charter Public Schools are entering the fourth year of the Expanded Learning Opportunities Program. This will be the second year that the Expanded Learning Opportunities Program (ELO-P) is audited. As such, EdTec (now Vertex Education) prepared a guide to ensure that the correct records are kept and that the audit of the program proceeds smoothly.

Offer Access

Supporting documentation that shows communication was sent to all families about the available ELO-P opportunities and gave all students an opportunity to enroll (Grades TK-6).

Provide Access

Auditors will select a sample of students in the ELO-P and verify that the registration forms are on file, signed by a parent or guardian, and the student is on the master enrollment list.

School Schedule

1. School Calendar shows that the ELO-P program was offered on every school day;
2. Schedule shows that, when combined with the school day, no less than 9 hours per day were offered;
3. School Calendar shows that 30 non-school days of at least 9 hours were offered (up to 3 of these days can be used for staff development).

Staff Ratios

Show that the required pupil-to-staff ratios of 10:1 (TK and K) and 20:1 (1st-6) were met. The school is responsible for being able to show that pupil-to-staff ratios were met even when using an outside contractor.

ELO-P Components

1. Show that the LEA provided an educational and literacy element in which tutoring or homework assistance was provided, and an education enrichment element;
2. Board approved program plans must be posted on the website.

ANALYSIS

In order for Fenton to ensure compliance and transparency, it is recommended that the Board of Directors approved the Expanded Learning Opportunities Program (ELO-P) Budget. The budget is in alignment with state guidelines and compares expenses from FY2025 with FY2026.

RECOMMENDATION

It is recommended that the Board of Directors approve the Expanded Learning Opportunities Program budget for the Fenton Charter Public Schools.

Attachment: [ELO-P Budget](#) and [Expenditures](#) for the Fenton Charter Public Schools



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

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

BACKGROUND

The Chief Executive Officer has the authority to approve expenditures up to \$50,000. All expenditures over \$50,000 must be approved by the Board of Directors.

ANALYSIS

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

MAC Builders (\$59,500)(FACS) - Provides removal and replacement of 17 classroom door assemblies. Scope includes removal and disposal of existing doors, thresholds, and door jambs; installation of new door jambs and thresholds; repair of framing as needed; and removal and restoration of surrounding stucco. Work also includes installation of stucco molding, waterproofing, lath, and application of scratch, brown, and finish coats to match existing conditions.

MAC Builders (\$94,000)(SMBCCS) - Provides replacement of four microchannel coils for the existing V-shape chiller system. Scope includes shutting down the system, recovering refrigerant, disconnecting and disposing of the existing coils, craning the replacement coils into place, installing required bracing, recharging the system, and completing system startup.

RECOMMENDATION

It is recommended that the Board of Directors approve the expenditures for MAC Builders for \$59,500 and \$94,000.

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



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the Experience Waiver for Preliminary Administrative Services Credential - Adriana Baez

BACKGROUND

On April 16, 2026, the Board of Directors approved the assignment of Adriana Baez to serve as the Expanded Learning Coordinator at Fenton Primary Center. Adriana joined Fenton in 2022 and has quickly established herself as a dedicated educator and emerging leader at the Fenton Academies. She has served as a First Grade Lead Teacher and has been an active member of the Tier 1 Behavior Team and CAPS Network. In addition, she has supported the broader educational community as a LACOE mentor, guiding teachers through the credentialing process.

Adriana holds a Bachelor's degree in Liberal Arts for Education and is completing the requirements for a Preliminary Administrative Services Credential (PASC) through California State University, Dominguez Hills (CSUDH). As part of the credentialing process, the California Commission on Teacher Credentialing (CTC) generally requires candidates for a Preliminary Administrative Services Credential to have five years of full-time teaching or services experience. CTC permits an employing agency to request a waiver of up to two years of this requirement for candidates who have at least three years of qualifying experience.

ANALYSIS

Ms. Baez has completed four years of full-time teaching experience and qualifies for an experience waiver in connection with her Preliminary Administrative Services Credential. FPC and CSUDH have completed the required Verification of Employment and Experience Waiver Request (Form 41-REC ADMIN), which identifies Ms. Baez's administrative assignment at FPC.

The experience waiver allows an otherwise qualified candidate with at least three years of qualifying teaching or services experience to proceed with the Preliminary Administrative Services Credential process while completing the experience ordinarily required by CTC.

Approval of the experience waiver will support Ms. Baez in obtaining her Preliminary Administrative Services Credential and continuing her administrative responsibilities as Expanded Learning Coordinator at Fenton Primary Center.

RECOMMENDATION

It is recommended that the Board of Directors approve the Experience Waiver for Preliminary Administrative Services Credential for Adriana Baez.

Attachment: [*Job Description and Resume for Adriana Baez*](#)



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the Revised Fenton Charter Public Schools Student Smartphone Policy Pursuant to the Phone-Free School Act (AB 3216)

BACKGROUND

Assembly Bill 3216 (AB 3216), known as the **Phone-Free School Act**, amended California Education Code section 48901.7 to require the governing body of each charter school, no later than July 1, 2026, to develop and adopt a policy that limits or prohibits student use of smartphones while students are at a schoolsite or under the supervision and control of school employees.

The legislation is intended to promote evidence-based smartphone practices that support student learning and well-being and reduce distractions that may interfere with the educational environment.

Education Code section 48901.7 further requires that the development of the policy involve significant stakeholder participation so that the policy is responsive to the unique needs and interests of students, parents, and educators within the school community.

ANALYSIS

In accordance with AB 3216 and Education Code section 48901.7, Fenton Charter Public Schools (FCPS) has developed a Student Smartphone Policy establishing expectations regarding student possession and use of smartphones during the school day and while students are under the supervision and control of FCPS employees.

The proposed policy is designed to maintain safe, focused, and productive learning environments while establishing clear and developmentally appropriate expectations for FCPS students.

The policy limits student smartphone use during the instructional day and establishes procedures for implementation and enforcement. Consistent with Education Code section 48901.7, the policy also recognizes legally required exceptions, including circumstances involving:

- Emergencies or perceived threats of danger, subject to provisions contained within the applicable Comprehensive School Safety Plan;
- Permission granted by a teacher or administrator;
- Smartphone possession or use determined by a licensed physician and surgeon to be necessary for the health or well-being of a student; and
- Smartphone possession or use required by a student's Individualized Education Program (IEP).

FCPS recognizes the importance of maintaining effective communication between schools and families. Accordingly, implementation of the policy will include communication with students, parents/guardians, teachers, administrators, and other members of the FCPS community regarding smartphone expectations, emergency communication procedures, and appropriate methods for parents and guardians to contact their children during the school day.

The policy will be implemented consistently with FCPS student discipline practices, school safety procedures, applicable student rights, and the developmental needs of the TK–6 students served by FCPS.

Pursuant to Education Code section 48901.7, the policy will be reviewed and updated at least once every five years.

RECOMMENDATION

It is recommended that the Board of Directors approve the Revised Fenton Charter Public Schools Student Smartphone Policy Pursuant to the Phone-Free School Act (AB 3216).



FENTON CHARTER PUBLIC SCHOOLS

Student Smartphone and Personal Electronic Device Policy

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

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

Fenton Charter Public Schools ("FCPS") is committed to providing safe, welcoming, and engaging learning environments that promote student achievement, positive relationships, and student well-being.

Consistent with the Phone-Free School Act (Assembly Bill 3216) and California Education Code section 48901.7, the FCPS Board of Directors adopts this policy to limit student use of smartphones during the school day and while students are under the supervision and control of FCPS employees.

POLICY

Students may possess smartphones and other personal electronic communication devices at school; however, such devices shall remain turned off or silenced and stored away during the school day, unless their use is specifically authorized under this policy. For purposes of implementation, FCPS schools may establish reasonable site-level procedures regarding where devices are stored and when students may access them, provided those procedures are consistent with this policy and applicable law.

EXCEPTIONS

A student shall be permitted to possess or use a smartphone when its possession or use is authorized or required by applicable law, including:

1. In the case of an emergency or in response to a perceived threat of danger, subject to applicable law and the emergency procedures established in the school's Comprehensive School Safety Plan;
2. When a teacher or administrator grants the student permission to possess or use a smartphone, subject to reasonable limitations established by that teacher or administrator;
3. When a licensed physician and surgeon determines that possession or use of a smartphone is

- necessary for the student's health or well-being; or
4. When possession or use of a smartphone is required by the student's Individualized Education Program (“IEP”).

FCPS shall also provide accommodations or modifications required under applicable state or federal law.

EMERGENCY COMMUNICATION

Student safety remains FCPS's highest priority.

Parents and guardians who need to communicate with their child during the school day should contact the school office. FCPS will maintain procedures that allow families to communicate with students when necessary.

During an emergency, students, staff, and families shall follow the communication and safety procedures contained in the school's Comprehensive School Safety Plan and directions provided by school personnel and emergency responders.

SCHOOL-SUPPLIED TECHNOLOGY

This policy does not prohibit or restrict the educational use of technology provided or authorized by FCPS, including Chromebooks, tablets, computers, assistive technology, or other devices used as part of the instructional program.

IMPLEMENTATION AND ENFORCEMENT

FCPS believes implementation of this policy should emphasize education, consistency, and age-appropriate interventions.

Students who do not comply with this policy may be directed to put away their device and may be subject to progressive interventions consistent with the school's Student/Parent Handbook and applicable FCPS student discipline policies.

School administrators may establish reasonable procedures for temporary storage or parent/guardian retrieval of a device when repeated violations occur.

Implementation shall not prevent a student from exercising any right provided by applicable state or federal law.

FAMILY AND STUDENT COMMUNICATION

FCPS shall communicate smartphone expectations to students and parents/guardians through the Student/Parent Handbook, annual notices, school communications, and other appropriate means.

Schools shall provide students and families with information regarding:

When smartphones must be turned off, silenced, and stored;

How parents/guardians may contact students during the school day;

Procedures for emergencies;

Consequences for repeated violations; and

Applicable exceptions to the policy.

STAKEHOLDER PARTICIPATION

Consistent with Education Code section 48901.7, FCPS shall provide opportunities for meaningful stakeholder participation in the development and periodic review of this policy, including participation by students, parents/guardians, educators, and other members of the FCPS community, as appropriate.

STUDENT/PARENT HANDBOOK

The Chief Executive Officer or designee is authorized to incorporate this policy into the FCPS Student/Parent Handbook and to develop administrative and school-site procedures necessary to implement the policy consistently across FCPS schools.

Nothing in the Student/Parent Handbook or school-site procedures shall conflict with this Board-adopted policy or applicable law.

PERIODIC REVIEW

In accordance with Education Code section 48901.7, the FCPS Board of Directors shall review and update this policy at least once every five years, or sooner when necessary to reflect changes in law, guidance, FCPS practices, or the needs of the school community.



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the Professional Boundaries and Safe Learning Environments Policy Pursuant to Senate Bill 848

BACKGROUND

Fenton Charter Public Schools ("FCPS") is committed to maintaining safe, nurturing, respectful, and appropriately supervised learning environments for all students. FCPS has historically addressed expectations regarding employee conduct, professional responsibilities, student safety, mandated reporting, appropriate staff-student interactions, electronic communications, and related safeguards through its Employee Handbook, school safety plans, administrative procedures, training, and other organizational policies and practices.

In 2025, Governor Gavin Newsom signed Senate Bill 848 ("SB 848"), Pupil Safety: School Employee Misconduct: Child Abuse Prevention. SB 848 added Education Code section 32100 and established additional requirements for California school districts, county offices of education, charter schools, private schools, and specified state-operated schools.

Education Code section 32100 requires the governing body of a charter school to adopt written policies that promote safe environments for student learning and engagement. These policies must explicitly address professional boundaries:

- Between students and school employees, adult volunteers, and school contractors;
- Among and between students; and
- Among and between adults who are employed, volunteering, or under contract with the school.

The law also requires policies establishing appropriate limitations on communications between students and employees, volunteers, and contractors through social media, text messaging, and other forms of communication that do not include the student's parent or guardian. Such limitations may vary depending on the age or grade level of the student.

In addition, Education Code section 32100 requires the adoption of written policies, plans, or specifications concerning school facilities and furnishings that promote safe learning environments that can be readily supervised.

These requirements became operative no later than July 1, 2026.

ANALYSIS

Many of the principles contemplated by SB 848 have historically been incorporated into FCPS's Employee Handbook, mandated reporter requirements, Comprehensive School Safety Plans, employee expectations, training, and other established practices.

The enactment of SB 848, however, provides an opportunity and legal requirement for FCPS to formalize these expectations through a comprehensive Board-adopted policy specifically addressing professional boundaries and safe learning environments.

The proposed **Professional Boundaries and Safe Learning Environments Policy** consolidates and expands upon existing FCPS expectations and establishes a clear organizational framework applicable to employees, administrators, adult volunteers, contractors, students, and other adults working on behalf of FCPS.

The policy specifically addresses:

- Appropriate professional boundaries between adults and students;
- Appropriate boundaries among students;
- Professional boundaries among employees, volunteers, and contractors;
- One-on-one interactions between adults and students;
- Electronic communications, text messaging, and social media;
- Appropriate physical contact;
- Gifts, favoritism, and personal relationships;
- Safe and appropriately supervised classrooms and nonclassroom environments;
- Reporting suspected boundary violations or misconduct;
- Mandated reporter responsibilities;
- Protection against retaliation;
- Training requirements;
- Expectations applicable to volunteers and contractors;
- Procedures for responding to allegations or concerns; and
- Periodic review of FCPS facilities, furnishings, supervision practices, and related procedures.

The proposed policy is intended to supplement and strengthen, rather than replace, existing FCPS policies and practices. Where appropriate, existing provisions of the Employee Handbook and related organizational documents will be reviewed for consistency with the Board-adopted policy.

Adoption of a stand-alone Board policy also provides greater clarity by creating a single organizational standard applicable not only to employees, but also to students, adult volunteers, contractors, and other individuals specifically contemplated by SB 848.

FCPS administration will continue to review related policies, procedures, training materials, Comprehensive School Safety Plans, facility practices, and employee guidance to ensure consistency with the requirements of SB 848 and other applicable laws.

SB 848 further encourages charter schools to work with their public entity risk pool joint powers authority or insurance provider to identify and adopt best practices designed to prevent violent crimes, injuries, sex offenses, and egregious misconduct. Accordingly, FCPS administration may consult with its legal counsel and risk-management partners regarding implementation and future revisions to the policy.

RECOMMENDATION

It is recommended that the Board of Directors approve the Professional Boundaries and Safe Learning Environments Policy Pursuant to Senate Bill 848.

Attachment: [*Comprehensive Professional Boundaries and Safe Learning Environments Policy*](#)



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve Resolution #62: Submission of Charter Renewal for Fenton STEM Academy

BACKGROUND

Fenton STEM Academy (STEM) opened in August 2015 in Sun Valley and is currently authorized by the Los Angeles Unified School District (LAUSD) through June 30, 2027. In 2019, the FCPS Board approved a material revision to expand the school from TK–5 to TK–6, providing greater educational continuity for students and families.

ANALYSIS

The table below provides a historical overview of each school's original charter approval date, current charter term, authorizer, and prior renewal history. STEM's original charter date was 2013 and is currently authorized through June 30, 2027

School Name	Charter Date	Renewal Date	Authorizer	Past Renewals
FACS	1993	June 30, 2030	LAUSD	1998, 2003, 2008, 2012, 2017, 2025
SMBCCS	2002	June 30, 2030	LAUSD	2007, 2012, 2017, 2025
FPC	2007	June 30, 2030	LAUSD	2012, 2017, 2025
STEM	2013	June 30, 2027	LAUSD	2018, 2019
FCLA	2013	June 30, 2027	LAUSD	2018, 2019

Please see the [linked folder](#) for information regarding High Performance Status from the CDE and LAUSD.

RECOMMENDATION

It is recommended that the Board of Directors approve Resolution #54: Submission of Charter Renewal for Fenton STEM Academy.

Attachments: *Resolution #62: Submission of Charter Renewal for Fenton STEM Academy*
(*Charter Petition*)



**FENTON CHARTER PUBLIC SCHOOLS
BOARD OF DIRECTORS**

**RESOLUTION #62 AUTHORIZING SUBMISSION OF CHARTER RENEWAL PETITION
TO LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

WHEREAS, Fenton Charter Public Schools is a California nonprofit public benefit corporation that operates Fenton STEM Academy (the “Charter School”), a California public charter school; and

WHEREAS, the Board of Directors (“Board”) of Fenton Charter Public Schools finds it in the best interest of the Charter School to submit a charter renewal petition application (“Renewal”) of the Santa Monica Boulevard Community Charter School charter as authorized by the Los Angeles Unified School District (“LAUSD”) and provided for in Education Code Sections 47605, 47607 and 47607.2.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of the Fenton STEM Academy Renewal to the LAUSD Board of Education for a term of July 1, 2027 to June 30, 2032; and

BE IT FURTHER RESOLVED that the Board authorizes the following individuals to take all steps necessary pursuant to their roles to seek the approval of the Renewal:

- Dr. David Riddick will serve as “Lead Petitioner” and is hereby authorized to make any additional changes or revisions to the Renewal as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same;
- Beth Henschel is the Director;
- Dr. David Riddick is the Chief Executive Officer; and
- Jason Gonzalez, Chief Operating Officer, is the Financial Manager.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 13th day of August, 2026.

AYES:

NOS: 0

ABSTENTIONS: 0

By: _____
Joe Lucente, Chairman of the Board of Directors

By: *Irene Sumida*

Irene Sumida, Secretary



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve Resolution #63: Submission of Charter Renewal for Fenton Charter Leadership Academy

BACKGROUND

Fenton Charter Leadership Academy (FCLA) opened in August 2015 in Sun Valley and is currently authorized by the Los Angeles Unified School District (LAUSD) through June 30, 2027. In 2019, the FCPS Board approved a material revision to expand the school from TK–5 to TK–6, providing greater educational continuity for students and families.

ANALYSIS

The table below provides a historical overview of each school's original charter approval date, current charter term, authorizer, and prior renewal history. FCLA's original charter date was 2013 and is currently authorized through June 30, 2027

School Name	Charter Date	Renewal Date	Authorizer	Past Renewals
FACS	1993	June 30, 2030	LAUSD	1998, 2003, 2008, 2012, 2017, 2025
SMBCCS	2002	June 30, 2030	LAUSD	2007, 2012, 2017, 2025
FPC	2007	June 30, 2030	LAUSD	2012, 2017, 2025
STEM	2013	June 30, 2027	LAUSD	2018, 2019
FCLA	2013	June 30, 2027	LAUSD	2018, 2019

Please see the [linked folder](#) for information regarding High Performance Status from the CDE and LAUSD.

RECOMMENDATION

It is recommended that the Board of Directors approve Resolution #54: Submission of Charter Renewal for Fenton STEM Academy.

Attachments: *Resolution #63: Submission of Charter Renewal for Fenton Charter Leadership Academy ([Charter Petition](#))*



**FENTON CHARTER PUBLIC SCHOOLS
BOARD OF DIRECTORS**

**RESOLUTION #63 AUTHORIZING SUBMISSION OF CHARTER RENEWAL PETITION
TO LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

WHEREAS, Fenton Charter Public Schools is a California nonprofit public benefit corporation that operates Fenton Charter Leadership Academy (the “Charter School”), a California public charter school; and

WHEREAS, the Board of Directors (“Board”) of Fenton Charter Public Schools finds it in the best interest of the Charter School to submit a charter renewal petition application (“Renewal”) of the Fenton Charter Leadership Academy charter as authorized by the Los Angeles Unified School District (“LAUSD”) and provided for in Education Code Sections 47605, 47607 and 47607.2.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of the Fenton Charter Leadership Academy Renewal to the LAUSD Board of Education for a term of July 1, 2027 to June 30, 2032; and

BE IT FURTHER RESOLVED that the Board authorizes the following individuals to take all steps necessary pursuant to their roles to seek the approval of the Renewal:

- Dr. David Riddick will serve as “Lead Petitioner” and is hereby authorized to make any additional changes or revisions to the Renewal as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same;
- Beth Henschel is the Director;
- Dr. David Riddick is the Chief Executive Officer; and
- Jason Gonzalez, Chief Operating Officer, is the Financial Manager.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 13th day of August, 2026.

AYES:

NOS: 0

ABSTENTIONS: 0

By: _____
Joe Lucente, Chairman of the Board of Directors

By: *Irene Sumida*

Irene Sumida, Secretary



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve FCPS Professional Learning Advisor role

BACKGROUND

On December 1, 2025, the Board of Directors approved Angie Castellana Ferri to serve as a Professional Learning Advisor for Fenton Charter Public Schools for the 2025–2026 school year. In this role, Angie was instrumental in the comprehensive revision of the *Certificated Staff Supervision and Evaluation Handbook*. Her work included researching best practices and engaging administrators, Lead Teachers, faculty, and classified representatives to gather feedback and ensure the updated handbook reflects the needs and values of the Fenton organization.

Angie brought more than 30 years of experience at Fenton to this important work. Throughout her career, she served in numerous leadership roles, including Lead Teacher, Faculty Representative, Instructional Technology Coach, and Fenton’s founding Instructional Coach. In 2012, Angie was among the Fenton Lead Teachers who helped lead the transformation of Santa Monica Boulevard Community Charter School, and in 2014, she served as a Founding Lead Teacher at Fenton STEM Academy. Although Angie officially retired from Fenton in 2025, her continued service as a Professional Learning Advisor reflects her longstanding commitment to Fenton’s students, educators, and culture of continuous improvement.

ANALYSIS

Building upon her work with the *Certificated Staff Supervision and Evaluation Handbook*, Angie will next support the development of a comprehensive Student Behavior Handbook. This work will include reviewing and updating the School Discipline Rules and Consequences section of the Comprehensive School Safety Plan, as well as the Student Responsibilities Code contained within the Student Handbook. The goal of this work will be to create greater consistency and clarity across Fenton schools while ensuring that expectations for student behavior, responsibilities, interventions, and consequences reflect current best practices and the values of the Fenton organization.

RECOMMENDATION

It is recommended that the Board of Directors approve the FCPS Professional Learning Advisor role for Angie Castellana Ferri.



FENTON CHARTER PUBLIC SCHOOLS

January 16, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the revised FCPS General Accounting Policies and Procedures Manual

BACKGROUND

The Fenton Charter Public Schools have maintained documented accounting policies and procedures since the conversion of Fenton Avenue Charter School. On October 24, 2024, the FCPS General Accounting Policies and Procedures Manual was updated in preparation for the submission of the renewal petitions for Fenton Primary Center, Fenton Avenue Charter School, and Santa Monica Boulevard Community Charter School.

As part of the charter petition submission process with the Los Angeles Unified School District (LAUSD) Charter Schools Division, we are required to ensure that all board policies are updated and compliant with current legal and district requirements. Having current policies in place is essential for demonstrating our ongoing commitment to transparency, compliance, and sound governance during the charter renewal process.

ANALYSIS

The FCPS General Accounting Policies and Procedures Manual is in compliance with LAUSD Charter Schools Division requirements and state laws.

RECOMMENDATION

It is recommended that the Board of Directors approve the revised FCPS General Accounting Policies and Procedures Manual.

Attachment: [FCPS General Accounting Policies and Procedures Manual](#)



FENTON CHARTER PUBLIC SCHOOLS

January 16, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve Revised Procurement and Purchasing Procedures Handbook

BACKGROUND

On October 24, 2024, the Board of Directors approved a revision to the Procurement and Purchasing Procedures Handbook in preparation for the submission of the renewal petitions for Fenton Primary Center, Fenton Avenue Charter School, and Santa Monica Boulevard Community Charter School. The Handbook was reviewed by FCPS Financial Manager, Erik Okazaki, for accuracy and completeness.

As part of the charter petition submission process with the Los Angeles Unified School District (LAUSD) Charter Schools Division, we are required to ensure that all board policies are updated and compliant with current legal and district requirements. Having current policies in place is essential for demonstrating our ongoing commitment to transparency, compliance, and sound governance during the charter renewal process.

ANALYSIS

The FCPS Procurement and Purchasing Procedures Handbook is in compliance with LAUSD Charter Schools Division requirements and state laws.

RECOMMENDATION

It is recommended that the Board of Directors approve the revised FCPS Procurement and Purchasing Procedures Handbook.

Attachment: [FCPS Procurement and Purchasing Procedures Handbook](#)

V. ITEMS SCHEDULED FOR INFORMATION



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

SUBJECT: Update on ADA Incentive for 2026-2027

BACKGROUND

On May 23, 2024, the Board of Directors approved an attendance incentive recognizing classroom teachers whose classrooms meet or exceed an Average Daily Attendance (ADA) rate of 98.5%. The incentive provides additional illness hours to eligible teachers based on monthly student attendance:

- 98.6%–98.9% ADA: 3 additional illness hours per month
- 98.5% ADA: 2 additional illness hours per month

The incentive was established to recognize teachers' efforts to promote consistent student attendance while strengthening engagement with students and families.

ANALYSIS

CalSTRS recently issued Employer Directive 2026-03 regarding unused sick leave and employer reporting responsibilities. The directive distinguishes between basic sick leave and excess sick leave. Basic sick leave generally consists of up to 12 days of paid sick leave granted by an employer per school year. Sick leave granted in excess of this amount may constitute excess sick leave.

Importantly, CalSTRS has clarified that while the conversion of basic unused sick leave to retirement service credit is funded through existing employer contributions, employers may be billed for the actuarial cost of excess unused sick leave that is ultimately converted to service credit at retirement.

Because Fenton's current ADA incentive awards additional illness hours beyond employees' regularly provided sick leave, the incentive could potentially create an additional long-term CalSTRS financial obligation for the organization. An Ad Hoc meeting was scheduled for Thursday, August 13, 2026 with faculty and classified employee representatives to review the CalSTRS guidance, discuss the anticipated change, and ensure staff are informed of the reasons the current incentive will likely need to be revised. The Ad Hoc Committee will explore alternative approaches for recognizing employees' efforts to

support strong student attendance that do not create additional sick-leave accrual or unintended retirement-system liabilities.

RECOMMENDATION

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

Attachment: [*CalSTRS - Unused Sick Leave, Employer Directive*](#)



FENTON CHARTER PUBLIC SCHOOLS

August 13, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

SUBJECT: Update on FCPS OPEB Trust and FCPS Investment Account

BACKGROUND

FCPS OPEB Trust:

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

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

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

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

FCPS Investment Account:

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

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

ANALYSIS

FCPS Chief Operating Officer, Jason Gonzalez, will share an update on the FCPS OPEB Trust and the FCPS Investment Account.

RECOMMENDATION

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

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

VI. CLOSED SESSION

“The Board of Directors will move into closed session to discuss matters permitted by Government Code Section § 54956.9 -Anticipated Litigation (Initiation of Litigation).”

VII. RETURN TO OPEN SESSION