



FENTON CHARTER PUBLIC SCHOOLS

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

FCPS: 8928 B Sunland Boulevard, Sun Valley, CA 91352 • (818) 962-3630
FACS: 11828 Gain Street, Lake View Terrace, CA 91342 • (818) 896-7482
SMBCCS: 1022 North Van Ness Avenue, Los Angeles, CA 90038 • (323) 469-0971
FPC: 11351 Dronfield Avenue, Pacoima, CA 91331 • (818) 485-5900
STEM and FCLA: 8926 Sunland Boulevard, Sun Valley, CA 91352 • (818) 962-3636

REGULAR MEETING - BOARD OF DIRECTORS

September 17, 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 August 13, 2026 Regular Meeting of the Board of Directors will be presented for approval.

II. COMMUNICATIONS

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

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

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

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

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

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

Committee and Council reports are published here for review by the Board. Questions and comments may be posed during the meeting and Chair Lucente will call upon the committee/council chair to respond.

- 1. [Finance Committee](#): Victor Orellana & 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 & Vanessa Marcoe (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:** Victoria Hernandez & 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

C. Financial Business Manager's Report:

Vertex Education representatives will update the Board and present an executive summary of FY26 results, 2025-26 unaudited actuals, and the 2026-2027 budget.

D. Site Directors' Reports

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

Chair Lucente will call on each of the Site Directors to introduce their leadership teams: Assistant Directors, Administrative Coordinators, ELO-P Coordinators, Lead Teachers, Faculty and Classified Representatives.

Chair Lucente will call on one Director to present this month's site report to the Board.

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

E. FCPS Directors' Reports

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

Chair Lucente will call on one FCPS Director to present this month's 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

F. [FCPS Officers' Reports](#)

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

III. [CONSENT AGENDA ITEMS](#)

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

There are no items scheduled for the Consent Agenda this month.

IV. [ITEMS SCHEDULED FOR ACTION](#)

- A. [Recommendation to approve slate of directors and officers for the FCPS Foundation Board of Directors for 2026-2027](#)
- B. [Recommendation to receive June 30, 2026 Unaudited Actual Reports for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy](#)
- C. [Recommendation to approve the revised California Community Schools Partnership Program and Implementation budgets for the Fenton Charter Public Schools](#)
- D. [Recommendation to approve Resolution #64: Use of ERC Funds to be assigned to the FCPS Business Office](#)

V. [ITEMS SCHEDULED FOR INFORMATION](#)

- A. [LCAP Update and Instructional Report](#)
- B. [Update on FCPS OPEB Trust and Liability](#)
- C. [Update on CalPERS Health Benefits](#)
- D. [Employee Handbook Draft](#)

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.

VIII. ANNOUNCEMENTS

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, October 22, 2026 at 4:30 pm in the boardroom of the FCPS Business Office and via Zoom.

IX. FUTURE MEETINGS

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

X. ADJOURNMENT

Americans with Disabilities Act

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

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

August 13, 2026

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, August 13, 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 4:34 p.m. by the Board Chair, Joe Lucente.

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

Board Members Present

Yvette King-Berg, *Community Representative* (Ms. King-Berg joined the meeting at 4:45 p.m.)

Joe Lucente, *Community Representative*

Erin Studer, *Community Representative*

Carrie Wagner, *Community Representative*

Jed Wallace, *Community Representative*

Via Zoom: 3817 Halcon Place, Davis, CA 95618

Caprice Young, *Community Representative*

Via Zoom: 540 N. Rossmore Avenue, Unit 107, Los Angeles, CA 90068

Board Members Not Present

Daniel Laughlin, *Parent Representative*

C. Flag Salute – Chair Lucente

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

D. Approval of the Agenda – Chair Lucente

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

Aye: (5) Joe Lucente, Erin Studer, Carrie Wagner, Jed Wallace, Caprice Young

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Caprice Young, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 5 (YES) and 0 (NO), the minutes of the June 11, 2026 Regular Meeting (Item I.E.) were approved as presented.

Aye: (5) Joe Lucente, Erin Studer, Carrie Wagner, Jed Wallace, Caprice Young

Nay: (0)

Abstentions: (0)

II. COMMUNICATIONS

A. Presentations from the Public – Chair Lucente

There were no presentations from the public.

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:

A notice of public hearing regarding *California Education Code (EC) Section 60119, Sufficiency of Instructional Materials*, was posted on the Fenton website beginning on July 25, 2026. The Board encouraged 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.

There were no presentations from the public.

C. Committee/Council Reports

Committee and Council reports for meetings conducted since the official start of the 2026-2027 school year will be posted in the September agenda.

D. Financial Business Manager's Report

The current financial standing of each school and the organization will be presented at the September 17, 2026 meeting.

E. Site Directors' Reports

With the exception of the Nonclassroom-Based Director's report which was shared in the agenda, all Site Directors' reports will resume in September. Leadership Teams at each

site including Assistant Directors, Administrative Coordinators, ELO-P Coordinators, Lead Teachers and Focus Leads will also be introduced at the September 17 meeting.

Chair Lucente thanked Fenton's newest Director, Paige Piper, for her comprehensive report describing the nonclassroom-based model FCPS is implementing this school year under her leadership.

- 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 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 Chair Lucente called on the Director of Community Schools to present his report to the Board.

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

G. FCPS Officers' Reports

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

Board member King-Berg joined the meeting at 4:45 p.m.

III. 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, leadership positions,**

recommendations for regular status, 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**

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

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

IV. ITEMS SCHEDULED FOR ACTION

- A. **Recommendation to approve slate of FCPS Board Officers for the 2026-2027 school year**

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the slate of FCPS Board Officers for the 2026-2027 school year (Item IV.A.) was approved as presented.

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

- B. **Recommendation to approve Resolution #61: Sufficiency of Instructional Materials**

On **MOTION** of Erin Studer, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Resolution #61: Sufficiency of Instructional Materials (Item IV.B.) was approved as presented.

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

C. Recommendation to approve FCPS Comprehensive School Safety Plan

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the FCPS Comprehensive School Safety Plan (Item IV.C.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

D. Recommendation to approve Expanded Learning Opportunities Program budget for the Fenton Charter Public Schools

On **MOTION** of Carrie Wagner, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Expanded Learning Opportunities Program budget for the Fenton Charter Public Schools (Item IV.D.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

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

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

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

Nay: (0)

Abstentions: (0)

Specific items approved:

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.

F. Recommendation to approve the Experience Waiver for Preliminary Administrative Services Credential – Adriana Baez

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the Experience Waiver for Preliminary Administrative Services Credential for Adriana Baez (Item IV.F.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Erin Studer, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the revised Fenton Charter Public Schools Student Smartphone Policy Pursuant to the Phone-Free School Act (AB 3216) (Item IV.G.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

H. Recommendation to approve the Professional Boundaries and Safe Learning Environments Policy Pursuant to Senate Bill 848

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the Professional Boundaries and Safe Learning Environments Policy Pursuant to Senate Bill 848 (Item IV.H.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Resolution #62: Submission of Charter Renewal for Fenton STEM Academy (Item IV.I.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Erin Studer, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Resolution #63: Submission of Charter Renewal for Fenton Charter Leadership Academy (Item IV.J.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

K. Recommendation to approve FCPS Professional Learning Advisor role

On **MOTION** of Yvette King-Berg, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve FCPS Professional Learning Advisor role (Item IV.K.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

L. Recommendation to approve the revised FCPS General Accounting Policies and Procedures Manual

On **MOTION** of Carrie Wagner, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the revised FCPS General Accounting Policies and Procedures Manual (Item IV.L.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

M. Recommendation to approve Revised Procurement and Purchasing Procedures Handbook

On **MOTION** of Yvette King-Berg, **SECONDED** by Erin Studer, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve the Revised Procurement and Purchasing Procedures Handbook (Item IV.M.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

V. ITEMS SCHEDULED FOR INFORMATION

A. Update on ADA Incentive for 2026-2027

B. Update on OPEB

These were information items only and no action was taken.

VI. CLOSED SESSION

Chair Lucente made the following announcement:

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

The Board convened to closed session at 5:25 p.m.

VII. RETURN TO OPEN SESSION

The Board returned to Open Session at 5:57 p.m.

Chair Lucente made the following announcement:

“The Board of Directors met in closed session to discuss matters described in Item VI. No action was taken.”

VIII. 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 p.m. in the FCPS Business Office Boardroom and via Zoom.

IX. FUTURE MEETINGS

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

X. ADJOURNMENT

The meeting was adjourned at 5:58 p.m.

Respectfully submitted:

Irene Sumida
Secretary of the Board

II. B.

Committee and Council Reports

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Blvd. Community Charter School

Unapproved Minutes of the Finance Committee

September 9, 2026

Call to Order: Isabella Rodriguez, Chair

The meeting was called to order at 7:18 a.m.

Roll Call: Isabella Rodriguez, Chair

Present Members: Emily Aaronson, Holly Putnam, Isabella Rodriguez, Jennifer Nishimoto, Tidarart Carsella, Richard Castro, Fanny Adnitt, Yennizel Duran, Victor Orellana, Janet Reyes, Marie Kirakossian and Walter Gomez

Excused Members: Jazmin Luna and Myra Valenzuela

Additions/Corrections to the Agenda: Isabella Rodriguez, Chair

There were no additions or corrections to the agenda.

Approval of Minutes: Isabella Rodriguez, Chair

Item #1 **Approval of Minutes from the May 6, 2026, meeting of the Finance Committee - Isabella Rodriguez, Co-Chair** (*Motion to Approve*)

With a **MOTION** from Holly Putnam, **SECOND** from Yennizel Duran, and **CARRIED**, the minutes from the May 6, 2026 meeting of the Finance Committee were **APPROVED**.

Presentations from the Public:

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

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Finance Committee Co-Chair - Isabella Rodriguez, Committee Chair** (*Motion to Approve*)

Thank you to Victor Orellana for volunteering as Finance Committee Co-Chair with Isabella Rodriguez.

With a **MOTION** from Holly Putnam, **SECOND** from Victor Orellana, and **CARRIED**, the selection of the Finance Committee Co-Chair was **APPROVED**.

Item #4 **Selection of Finance Committee Secretaries** - Isabella Rodriguez, Committee Chair (*Motion to Approve*)

Thank you to Jennifer Nishimoto and Richard Castro for volunteering as Finance Committee Secretaries.

With a **MOTION** from Yennizel Duran, **SECOND** from Emily Aaronson, and **CARRIED**, the selection of the Finance Committee Secretaries was **APPROVED**.

Item #5 **Enrollment Update (LCAP Goal 3 Action 3.1)** - Jazmin Luna, Assistant Director (*Informational Item*)

Enrollment continues to have a significant impact on our school's budget, with each student generating approximately \$18,000 in funding. Our 2026–2027 budget was built on a projected enrollment of 597 students, and as of Tuesday, September 8, 2026, we are currently at 620 students. We are also opening an additional Transitional Kindergarten class because both of our current TK classes have reached capacity at 24 students each, with two additional students on the waitlist and several enrollment packets still pending. While we are above our projected enrollment, we remain approximately 50 students below last year's ending enrollment of 670 students. Because of this, completing and capturing Independent Studies is increasingly important. Teachers should use their designated iLab and Art time each week to prepare Independent Study paperwork, collect student work and required parent signatures, and submit completed documentation to Mr. Vasquez on a weekly basis, rather than waiting until the reporting deadline approaches.

Item #6 **Average Daily Attendance (LCAP Goal Metric 2.3)** - Jazmin Luna, Assistant Director (*Informational Item*)

Student attendance continues to be an area of concern. During the month of August, SMBCCS averaged approximately 35 student absences per day, compared to an average of 27 absences per day in August of the previous school year. Our highest absence days were Monday, August 24, with 54 absences, and Monday, August 31, with 55 absences. This trend has continued into September, where we are currently averaging approximately 43 absences per day. Given the increase in daily absences and the impact attendance has on both student learning and our school's ADA, we have communicated these concerns and are awaiting additional guidance on strategies and next steps to address this trend.

Item #7 **Facilities & Technology Update (LCAP Goal 3, Action 3. 4 & 3.5)** - Walter Gomez, Director (*Informational Item*)

During the summer, our technology team collected all student iPads, wiped and updated each device, replaced cracked or damaged cases, and ordered new headphones to replace those that were missing or no longer usable. In addition, Mr. Najera serviced all Promethean panels and ELMO document cameras to ensure that classroom technology was in good working condition and ready for the start of the school year.

On the facilities side, Mr. Castro and his team completed a thorough deep cleaning of all classrooms from top to bottom, including buffing and waxing the floors. New tile was also installed on the first floor of the third grade building and the first floor of the fourth grade wing, providing an updated and improved learning environment for our students and staff. In addition, new murals are currently being

painted on the handball courts featuring positive sayings that represent what it means to be a Fenton student and reinforce our R.O.A.R. behavior expectations and ideals throughout the school campus.

Item #8 **Review of Financials (LCAP Goal 3) -** Walter Gomez, Director (*Informational Item*)

The most recently approved budget was presented at the June board meeting, with an updated budget scheduled to be shared at the September board meeting. As we began the new school year, Dr. Riddick met with all Directors to review current enrollment numbers and discuss how enrollment may impact each school's budget. Once the September budget update is presented, we will have a clearer picture of our current financial position and whether we are on track to remain within our established budget parameters for the 2026–2027 school year.

Item #9 **Safety Procedures and Crisis Response (LCAP Goal 3 Metric 3.6) -** Walter Gomez, Director (*Informational Item*)

Campus safety and emergency preparedness continue to be a priority at SMBCCS. During the month of August, we conducted both a fire drill and a lockdown drill to practice our emergency procedures, evaluate our response, and ensure that students and staff understand what to do in the event of an emergency. These drills provide us with an opportunity to identify areas where we can strengthen our procedures and improve our overall campus response.

We have also begun using Bright Arrow, a messaging system that allows us to quickly communicate important information and campus updates to all staff. This provides an additional layer of communication during situations that require staff to be notified of what is occurring on campus. As we continue to learn and explore the different functions available through Bright Arrow, we will provide additional guidance and training to staff on how the system can be used to strengthen communication, safety, and our overall emergency response procedures.

Item #10 **Local Control Accountability Plan (LCAP Goal 1-3) -** Walter Gomez, Director (*Informational Item*)

The Local Control and Accountability Plan (LCAP) serves as Santa Monica Boulevard Community Charter School's roadmap for connecting student needs, school priorities, and resources. It establishes measurable goals, identifies the actions and services needed to achieve those goals, and provides a process for monitoring progress and making adjustments based on student outcomes and data. The LCAP is developed collaboratively with input from our educational partners to ensure that our goals and priorities reflect the needs of our students, families, staff, and school community.

At SMBCCS, our work is centered around three LCAP goals. Goal 1: Focuses on increasing student achievement for all student groups through high-quality instruction, the use of data, and targeted academic supports. Goal 2: Focuses on strengthening student and family engagement while providing the supports necessary to promote student success and a positive school experience. Goal 3: Focuses on maintaining the conditions necessary to provide a high-quality educational program, including qualified staff, ongoing professional development, instructional materials and technology, and a safe, supportive, and well-maintained learning environment.

Together, these three goals provide the foundation for our work at SMBCCS. They guide how we make decisions, allocate resources, monitor student progress, and identify areas where additional support or adjustments may be needed to ensure that all students have access to the opportunities and resources necessary to succeed.

Announcements:

None

Next Regular Meeting:

October 14, 2026

Adjournment:

With a **MOTION** from Holly Putnam, **SECOND** from Fanny Adnitt, and **CARRIED**, the Finance Committee Meeting was adjourned at 7:41 a.m.

Respectfully submitted: Jennifer Nishimoto and Richard Castro

FENTON CHARTER PUBLIC SCHOOLS
Fenton Charter Leadership Academy

Unapproved Minutes of the Finance Committee

September 10, 2026

A meeting of the Finance Committee was held on Thursday, Sept. 10, 2026 at 7:15 a.m. in the Hands-on Lab at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

Call to Order: Jennifer Hines, Chair

The Finance Committee meeting was called to order at 7:21 a.m. by Chair, Jennifer Hines.

Roll Call: Jennifer Hines, Chair

Finance Committee Members Present: Jennifer Hines, Loren Caballero, Jeremy Forman, Sabrina Gonzalez, Beth Henschel, Krystal Rodriguez

Excused Members: Raquel Martinez

Non-Committee Members: Mercedes Meeks, Ana Gutierrez, Deborah Allan

Additions/Corrections to the Agenda: Jennifer Hines, Chair

There were no additions or corrections

Approval of Minutes from May 14, 2026: Jennifer Hines, Chair

Item #1 **Minutes from the May 14, 2026 meeting of the Finance Committee -** Jennifer Hines, Chair (*Motion to Approve*)

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

Presentations from the Public: Jennifer Hines, Chair

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

There were no presentations from the public.

Old Business:

None

New Business:

Item #3 **Selection of Committee Secretary (LCAP 3) -** Jennifer Hines, Committee Chair

(Motion to Approve)

Jennifer Hines presented the need for a volunteer to serve as Committee Secretary. Loren Caballero volunteered to take on the role of Finance Committee Secretary for the 2026-2027 school year.

On **MOTION** of Krystal Rodriguez, **SECONDED** by Sabrina Gonzalez, and **CARRIED**, the selection of Loren Caballero for the position of secretary was approved..

Item #4 **2026-2027 Enrollment Update (LCAP Goal 2, Metric 3)** - Dr. Beth Henschel, Director (*Informational Item*)

Fenton Charter Leadership Academy currently has an enrollment of 263 students, which is 2 above the 261 students projected. Most classes are currently within the 20–25 student range.

Item #5 **Average Daily Attendance (LCAP Goal 3, Metric 3)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel reported that the ADA for August 2026 will be presented at the next Finance Committee meeting.

Announcements:

There are no announcements.

Next Regular Meeting:

The next FCLA Finance Committee meeting will be held on October 13, 2026

Adjournment:

On **MOTION** of Loren Caballero, **SECONDED** by Beth Henschel, and **CARRIED**, the Finance Committee was adjourned at 7:27 a.m.

FENTON CHARTER PUBLIC SCHOOLS
Fenton STEM Academy

Unapproved Minutes of the Finance Committee

September 10, 2026

A meeting of the Finance Committee was held on Thursday, Sept. 10, 2026 at 7:15 a.m. in the Hands-on Lab at Fenton STEM Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

Call to Order: Dr. Mercedes Meeks, Chair

The Finance Committee meeting was called to order at 7:21 a.m. by Dr. Mercedes Meeks, Chair

Roll Call: Dr. Mercedes Meeks, Chair

Finance Committee Members Present: Dr. Mercedes Meeks, Ana Gutierrez, Deborah Allan, Dr. Beth Henschel, Krystal Rodriguez

Excused Members: Julie Nguyen

Non-Committee Members: Jennifer Hines, Jeremy Forman, Loren Caballero, Sabrina Gonzalez

Additions/Corrections to the Agenda: Dr. Mercedes Meeks, Chair There are

There were no additions or corrections to the agenda.

Approval of Minutes from May 14, 2026: Dr. Mercedes Meeks, Chair

Item #1 Minutes from the May 14, 2026 meeting of the Finance Committee - Dr. Mercedes Meeks, Chair (*Motion to Approve*)

On **MOTION** of Deborah Allan, **SECONDED** by Krystal Rodriguez, and **CARRIED**, the minutes were approved as corrected.

Presentations from the Public: Dr. Mercedes Meeks, Chair

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

There were no presentations from the public.

Old Business:

None

New Business:

Item #3 **Selection of Committee Secretary (LCAP 3) - Dr. Mercedes Meeks, Chair**
(Motion to Approve)

Dr. Mercedes Meeks presented the need for a volunteer to serve as Committee Secretary. Deborah Allan and Ana Gutierrez volunteered to take on the role of Finance Committee Secretary for the 2026-2027 school year.

On **MOTION** of Beth Henschel, **SECONDED** by Deborah Allan, and **CARRIED**, the secretaries were approved as nominated.

Item #4 **2026-2027 Enrollment Update (LCAP Goal 2, Metric 3) - Dr. Beth Henschel,**
Director (Informational Item)

Fenton STEM Academy currently has an enrollment of 277 students, which is 20 above the 257 students projected. Most classes are currently within the 20–25 student range.

Item #5 **Average Daily Attendance (LCAP Goal 3, Metric 3) - Dr. Beth Henschel,**
Director (Informational Item)

Dr. Henschel reported that the ADA for August 2026 will be presented at the next Finance Committee meeting.

Announcements:

There are no announcements.

Next Regular Meeting:

The next STEM Finance Committee meeting will be held on October 13, 2026.

Adjournment:

On **MOTION** of Ana Gutierrez, **SECONDED** by Deborah Allan, and **CARRIED**, the Finance Committee was adjourned at 7:27 a.m.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the Budget, Facilities, and Safety Council

September 10, 2026

A meeting of the Budget, Facilities, and Safety Council was held on Friday, September 11, 2026, at 7:25 A.M., in the Conference Room of Fenton Avenue Charter School, 11828 Gain St., Lake View Terrace, CA 91342.

Call to Order: Leticia Padilla Parra, Chair

The Budget, Facilities, and Safety Council was called to order at 7:25 a.m. by Chair Leticia Padilla-Parra.

Roll Call: Leticia Padilla Parra, Chair

Members Present: Leticia Padilla Parra, Jose Aceves, Patricia Aparicio, Jorge Carmona, Monica Castañeda, Kelley Christenson, Nelson Funes, Carmen Hernandez, Nichole Melendez, Alex Muñoz, Kevin Santos, Charlotte Spainhower, Jessi Tello, Gurpreet Viridi

Members Excused: Myriam Arechiga, Jessica Diaz

Members Absent: N/A

Non-members Present: Nicole Langlois

Additions/Corrections to the Agenda: Leticia Padilla Parra, Chair

Item #7 Room 15A Renovations was added to the agenda.

Approval of Minutes from June 5, 2026: Leticia Padilla Parra, Chair

Item #1 Minutes from the June 5, 2026 meeting of the Budget, Facilities, and Safety Council - Leticia Padilla Parra, Chair *(Motion to Approve)*

On **MOTION** of Nichole Melendez, **SECONDED** by Gurpreet Viridi, and **CARRIED**, the Minutes of the Budget, Facilities, and Safety Council Meeting of June 5, 2026, were approved as corrected.

Presentations from the Public: Leticia PadillaParra, Chair

There were no presentations from the public.

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

Old Business:

None

New Business:

Item #3 Selection of Council Secretary - Leticia Padilla Parra, Council Chair (*Motion to Approve*)

On **MOTION** of Nelson Funes, **SECONDED** by Gurpreet Viridi, and **CARRIED**, Nichole Melendez and Carmen Hernandez were approved to serve as Co-Secretaries.

Item #4 Enrollment Update (LCAP Goal 2; Action 3.1) - Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda reported that FACS currently has 692 enrolled students, which is 18 students above the school's initial enrollment projection. FACS is also hosting the Fenton Launchpad Academy program, which currently serves five students. Four of these students were previously enrolled at FACS, while one is new to the school. At this time, all Launchpad students are enrolled as FACS students.

Since the start of the school year, approximately 30 students who were expected to attend were identified as "no-shows" and removed from enrollment. Despite this adjustment, FACS remains above its projected enrollment. The school will continue its marketing and recruitment efforts throughout the year to maintain enrollment and attract new families.

Current average class sizes are approximately 18 students in TK, 25–26 in Kindergarten, 23–24 in 1st grade, 26 in 2nd grade, 22–23 in 3rd grade, 25–26 in 4th grade, and 26–27 in 5th grade.

Although 3rd grade enrollment is lower than anticipated, the smaller class sizes provide an opportunity for teachers to offer more individualized attention and targeted academic support to students.

Item #5 Average Daily Attendance (LCAP Goal 3; Metric 2.3) - Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda reported that Average Daily Attendance (ADA) continues to be a priority for FACS. The FCPS monthly attendance goal is 98.5%, and FACS exceeded this benchmark during the most recent reporting period with an attendance rate of 99.4%. Ms. Castañeda expressed appreciation for the efforts of staff and families in supporting consistent student attendance.

Independent Study remains an important strategy for supporting students during eligible absences while helping the school maintain strong ADA. Staff are encouraged to work with families to ensure Independent Study assignments are completed and submitted when appropriate.

Ms. Castañeda reviews attendance data monthly to monitor schoolwide, classroom, and individual student trends. When attendance falls below the established goal, she follows up with staff to identify concerns and determine what additional support may be needed. This may include support with Independent Study or targeted follow-up for students experiencing chronic absenteeism. These efforts are intended to address attendance concerns early and help students maintain consistent access to instruction.

Item #6 Emergency Preparedness Plan (LCAP Goal 3; Metric 3.6) - Kelley Christenson, ELO-P Coordinator (*Informational Item*)

Mrs. Christenson stated that all emergency backpacks have been distributed to staff members across campus. All staff have access to both digital and hard copies of our School Safety Plan, emergency procedures for each type of drill, and campus evacuation maps. Teachers will also receive an updated School Safety Plan that includes Fenton Launchpad Teacher Elisa Vallejo. Teachers will receive an updated roster monthly to place in their emergency folders.

We will continue to remain in compliance with required emergency drills, including one fire drill each month, as well as one earthquake drill and one lockdown drill per semester. We have already completed our first fire drill of the school year.

We are continuing our “Week of” fire drill model, as requested by staff. All school staff are notified of the week in which the fire drill will take place, allowing teachers and staff to be prepared to safely and efficiently evacuate with their classes.

As a reminder, all staff should bring their charged walkie-talkies with them when evacuating and ensure they are on Channel 6 during an emergency evacuation. Staff should also follow all established evacuation protocols, including bringing designated fire extinguishers and trash cans and maintaining accurate student accountability throughout the evacuation process.

Thank you to everyone for continuing to take our emergency preparedness procedures seriously and for helping us maintain a safe, organized, and prepared campus.

Item #7 **Facilities Update (LCAP Goal 3, Metric 3.5, 3.6) – Jose Aceves, Plant Manager**
(Informational Item)

Mr. Aceves reported that interviews are currently being conducted to fill a vacant custodian position. The position is expected to be a full-time evening shift. Mr. Aceves noted that finding a candidate who is a strong fit for the existing custodial team has been challenging.

In addition, the facilities team is currently overseeing a project to replace 17 doors throughout the campus. The project began approximately two weeks ago and is being completed during the evenings and over the weekends to minimize disruptions to school operations. The door replacement project is being completed by a third-party company.

Item #8 **Room 15A Renovations (LCAP Goal 3, Metric 3.5, 3.6) – Jose Aceves, Plant Manager**
(Informational Item)

Ms. Castañeda reported that FACS will be hosting the Fenton Launchpad Academy program on campus. As the program requires a dedicated classroom, Room 15A, formerly used as the sensory room, has been designated for Launchpad. The location is well suited for the program, as it is ADA accessible and includes a ramp for entry. The space is currently being repurposed and prepared to function as a classroom.

Ms. Castañeda expressed her sincere appreciation to Tony Zamora, Jose Aceves, Ziggy Del Toro, and the custodial and maintenance teams for taking on this additional project and working diligently to prepare the classroom within a very short timeframe.

Ms. Castañeda also thanked Wendy Kaufman for stepping in to temporarily serve as the Launchpad teacher while the position was being filled. Ms. Kaufman volunteered to take on this additional responsibility, helping to provide consistency and support for students during the transition.

Announcements:

There are no announcements.

Next Regular Meeting:

The next Budget, Facilities, and Safety Council meeting will be held on Thursday, October 15, 2026.

Adjournment:

On **MOTION** of Patricia Aparicio, **SECONDED** by Jessi Tello and **CARRIED**, the Budget, Facilities, and Safety Council was adjourned at 7:56 A.M.

Minutes respectfully submitted by Nichole Melendez, Co-Secretary

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

Unapproved Minutes of the Instruction Committee

September 1, 2026

Call to Order: Ana Wolfer and Sandy Hernandez, Co-Chairs

Roll Call: Ana Wolfer and Sandy Hernandez, Co-Chairs

Present Members: Bunny Wolfer, Diana Ramos, Jennifer Flynn, Jocelyn Condo, Jordan Jones, Megan Rol, Sandra Hernandez, Laura Gerow, Aleeya Culhane, Patience Moore, Lizette Adkisson, Walter Gomez, Ariana Gomez

Absent: Christian Hidalgo

Non-Members: Jazmin Luna, Carmen Solis

Additions/Corrections to the Agenda: Ana Wolfer and Sandy Hernandez, Co-Chairs

There were no additions or corrections.

Approval of Minutes: Ana Wolfer and Sandy Hernandez, Co-Chairs

Item #1 **Approval of Minutes from the April 28, 2026, meeting of the Instruction Committee - Ana Wolfer and Sandy Hernandez, Co-Chairs** (*Motion to Approve*)

On **MOTION** of Jordan Jones, **SECONDED** by Jennifer Flynn, and **CARRIED**, the minutes were approved as submitted.

Presentations from the Public: Ana Wolfer and Sandy Hernandez, Co-Chairs

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

There were no presentations to the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Instruction Committee Secretaries - Ana Wolfer and Sandy Hernandez, Co-Chairs** (*Motion to Approve*)

The committee discussed the selection of secretaries for the Instruction Committee. The selection of

Diana Ramos and Jennifer Flynn as the Instruction Committee Secretaries was made.

On **MOTION** of Jocelyn Condo, **SECONDED** by Aleeya Culhane, and **CARRIED**, the selection of secretaries was approved.

Item #4 **2025-2026 Review of Internal and State Testing Growth (LCAP Goal 1, Metric 1.1) - Walter Gomez, Director (*Informational Item*)**

Santa Monica's preliminary 2026 CAASPP results show 35% of students meeting or exceeding standards in English Language Arts and 33% in Mathematics. Sixth grade demonstrated the strongest performance in both areas, with 40% meeting or exceeding standards in ELA and 44% in Math. Compared with 2025, schoolwide performance decreased from 42% to 35% in ELA and from 34% to 33% in Math. In Science, 25% of students met or exceeded standards, compared with 27% in 2025. Official CAASPP results are expected to be released sometime in October. This preliminary data will drive our instructional focus for the 2026–27 school year as we identify areas of need, strengthen standards-based instruction, and provide targeted support to improve student achievement across ELA, Mathematics, and Science.

Item #5 **i-Ready Beginning of Year Assessments (LCAP Goal 1 Metric 1.5 & 1.6) - Ariana Gomez, Assistant Director (*Informational Item*)**

Ms. Gomez provided an update on the i-Ready Beginning of Year Assessments. Students in Grades 1–6 began testing on August 25th on the Reading portion, and K–6 Math testing began September 1st. Currently, approximately 85% of students have completed the Reading Diagnostic, not including Kindergarten, indicating that testing is on track. Kindergarten will complete the Reading Diagnostic next week starting Tuesday September 8th.

Item #6 **Initial ELPAC Update (LCAP Goal 1, Metric 1.4), Ariana Gomez, Assistant Director (*Informational Item*)**

Ms. Gomez provided an update on Initial ELPAC testing. An informational meeting was held for parents, and testing began during the second week of school. The number of students requiring testing increased from 55 to 56 students, consisting primarily of Kindergarten students and one 5th grade student. Currently, 20 students remain to be tested. Testing will continue throughout the week and will be scheduled to avoid conflicts with the i-Ready testing schedule.

Item #7 **Acceleration Program Update (LCAP Goal 1, Metric 1.1 & 1.2) - Sandra Hernandez and Jocelyn Condo, Acceleration Specialist (*Informational Item*)**

Ms. Hernandez and Ms. Condo provided an update on the Acceleration Program. Tier 3 services began August 17th. As Beginning of Year assessment data becomes available, student groupings will be reviewed, and any updated groupings are expected to be ready by September 14th. Ms. Hernandez and Ms. Condo have been supporting grade levels with BOY testing. Their schedules are available in the Weekly Bulletin through a live monthly calendar, allowing staff to view upcoming services and any schedule changes. Currently, there is one WIN TA, and beginning September 14, the TA will be shared between both Acceleration Specialists until another WIN TA is available. The next Instructional Leadership Support Team meeting will take place October 1, bringing together all Acceleration Coaches to collaborate and discuss program updates.

Item #8 **Behavior Coalition Update (LCAP Goal 3 Metric 3.6) - Jazmin Luna, Assistant**

Director (*Informational Item*)

Ms. Luna provided an update from the Behavior Coalition Meeting. The coalition reviewed August SWIS data, the schoolwide behavior goal, walkthroughs, behavior logs, SchoolBeat implementation, and student referrals. Referral data showed a significant decrease from an average of 3.79 referrals per day last August to 0.60 referrals per day this August, averaging less than one referral per day. Lead Teachers were reminded to include Coalition Updates on their grade-level agendas so representatives have an opportunity to share information with their teams. SchoolBeat lessons have also been linked in Ms. Luna's email for teachers to access. The coalition reviewed feedback from the beginning-of-the-year Passport Activity. Based on feedback, the team is considering changing the activity next school year from one hour-long session to two 30-minute sessions. Coalition members also reviewed the presentation outlining where and how teachers should document behavior data. Next week, the Tier 3 Behavior Team will meet first, followed by an administrative behavior meeting across schools to continue reviewing behavioral supports and next steps.

Item #9 **Expanded Learning Program Update (LCAP Goal 2 Metric 2.2)** - Walter Gomez, Expanded Learning Coordinator (*Informational Item*)

Activity Hero registration for ELOP enrichment classes began this week. The first weekend field trip is scheduled for September 12, with sixth grade students visiting Universal Studios. Field trips for lower-grade students on October 29 are currently being finalized. On the same day, upper grade students will participate in three on-campus enrichment rotations, including a Mad Science assembly, Reptacular Petting Zoo, and a STEAM activity. Additional details will be shared as plans are finalized.

Item #10 **ELD and STEAM Coalition Update (LCAP Goal 1, Metric 1.4)** - Arianna Gomez, Assistant Director and Carmen Solis Administrative Coordinator (*Informational Item*)

Ms. Gomez and Ms. Solis provided updates regarding the ELD and STEAM Coalitions. STEAM leads have worked on developing pacing plans for all grade levels, with an emphasis on identifying opportunities to connect STEAM instruction with ELD strategies and language development. The first STEAM Coalition meeting will take place September 18, and each grade level will need a representative. The team also reviewed work shared on August 21 demonstrating how STEAM instruction can connect to ELD and support individual instructional goals. ELD leads will present at the September 2 staff meeting to share additional information and expectations. Moving forward, the STEAM and ELD Coalitions will work closely together to intentionally integrate language-development skills and strategies across content areas.

Item #11 **2026-2027 Professional Learning Team Lead - T.E.A.M.S. September Share-Out (LCAP Goal 1)** - PLT Lead Teachers (*Informational Item*)

PLT Lead Teachers shared updates on how each grade level is implementing the T.E.A.M.S. framework. Teams highlighted their academic focus areas, including data chats, curriculum planning, ELA groupings, Beginning of Year unit planning, and adjusting assessments and instruction to better support student needs. Grade levels also discussed the use of WIN groups, collaborative planning, and systems for tracking student progress.

Announcements:

None

Next Regular Meeting:

The next Instruction Committee meeting will be held on October 6, 2026.

Adjournment:

On **MOTION** of Ms. Culhane, **SECONDED** by Ms. Condo, and **CARRIED**, the Instruction Committee was adjourned at 7:41 a.m.

Minutes respectfully submitted by: Diana Ramos

FENTON CHARTER PUBLIC SCHOOLS
Fenton Charter Leadership Academy

Unapproved Minutes of the Instruction Committee Meeting

September 3, 2026

A meeting of the Instruction Committee was held on Friday, September 3, 2026 at 7:18 AM in the Hands-On Lab at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

Call to Order: Kalea Wright, Chair

Roll Call: Kalea Wright, Chair

Additions/Corrections to the Agenda: Kalea Wright, Chairperson

Finance Committee Members Present: Kalea Wright, Damion Morbley, Lindsey Western, Beth Henschel, and Cecilia Quijano

Non-Committee Members: Bianca Bell-Reed, Daisy Cruz, Michelle Menjivar, Maria Cardenas, Amarjeet Gonzalez, and Yesenia Fuentes

Members Excused: Nikole De La Rosa

Item #1 **Approval of Minutes from the May 8, 2026, meeting of the Instruction Committee - Kalea Wright, Chair** (*Motion to Approve*)

On **MOTION** of Cecilia Quijano, **SECONDED** by Beth Henschel, and **CARRIED**, the minutes from the May 8, 2026 meeting of the Instruction Committee were **APPROVED** as submitted.

Presentations from the Public: Kalea Wright, Chair

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

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Committee Secretary (LCAP 3) - Kalea Wright, Committee Chair** (*Motion to Approve*)

Kalea Wright presented the need for a volunteer to serve as Committee Secretary. Lindsey Western volunteered to take on the role of Instruction Committee Secretary for the 2026-2027 school year.

On **MOTION** of Cecilia Quijano, **SECONDED** by Lindsey Western, and **CARRIED**, the selection of Kalea Wright for the position of secretary was approved as presented.

Item #4 **BOY i-Ready Diagnostic Assessments and Personalized Instruction (LCAP Goal 1, Metric 1) - Dr. Beth Henschel, Director** (*Informational Item*)

The Beginning-of-Year (BOY) i-Ready Inform window opened on August 25 for first through sixth grades, and closes on September 11. The testing window opened on August 31 for Kindergarten and closes on September 18. As of September 1, FCLA classes have completed roughly 81% of Reading assessments and 44% of Math assessments. Following diagnostic completion, students will be assigned personalized learning paths. To accelerate growth and close learning gaps, FCPS requires Kindergarten through sixth grade students to complete 30 to 49 minutes per week in both Reading and Math. Fostering student self-monitoring, goal-setting, and timely feedback will further enhance engagement and performance.

Item #5 **Acceleration Program (LCAP Goal 1, Metric 5) - Elisa Vallejo, Acceleration Specialist** (*Informational Item*)

The Acceleration Program began the year with beginning of year assessments to establish instructional goals and identify areas for targeted review. Primary students already on Tier 3 intensive support rosters completed the Basic Phonics Skills Test (BPST) and a high-frequency word assessment. This data will be used to select group goals for each reading team and identify specific skills for targeted practice. Upper grade students completed grade level fluency assessments, with a phonics screener administered as needed. Second grade underwent a more extensive identification process: students who were flagged through last year's i-Ready data or recommended by their classroom teacher completed the BPST and high-frequency word assessment to determine the need for Tier 3 support. Most acceleration groups began meeting during the week of August 17, with second grade groups beginning the week of August 24.

The Acceleration Program overview was shared with staff on Wednesday, August 26, along with learning criteria for entry into and exit from Tier 3 support. Current groups will continue through the end of the i-Ready Inform assessment window. At that point, groups will briefly pause while i-Ready Inform data is reviewed for newly flagged students who may need to be assessed and/or added to the Tier 3 roster. In addition, the newcomer emergent bilingual group is currently being identified. Because only one instructional time slot is available for this group, students will be clustered across grade levels as appropriately as possible to provide targeted language support.

Item #6 **Initial ELPAC (LCAP Goal 1, Metric 3) - Cecilia Quijano, Assistant Director** (*Informational Item*)

The administrative team began testing students for the Initial ELPAC on Tuesday, August 25, with a target completion date of Friday, September 11. To date, 15 students have completed testing, 4 are scheduled to test, and 4 are pending eligibility determination. This brings the current student count to 19 confirmed (11 FCLA, 12 STEM across both campuses) and up to 23 total pending eligibility checks. Testing remains on track to conclude by the September 11 goal.

Item #7 **2026 CAASPP Outcomes (LCAP Goal 1, Metric 1) - Dr. Beth Henschel, Director** (*Informational Item*)

The available CAASPP scores are currently preliminary. Initial results indicate that FCLA met grade level standards, with approximately 56% of students achieving proficiency or above in reading and 47% in mathematics.

Item #8 **BOY Goal Setting Meetings (LCAP Goal 1, Metric 1) - Dr. Beth Henschel, Director** *(Informational Item)*

Goal-setting meetings will be held from September 23rd through September 30th. Teachers will participate in a 30-minute meeting with Dr. Henschel to review student performance and i-Ready Inform results. The discussion will also focus on grade level plans for AIM and Tier 2 instruction, strategies for multi-lingual learners, strategies to engage parents, and the responsibilities for being an active PLT member. A roving substitute will be present to cover a teacher's class while they are at their meeting.

Announcements:

N/A

Next Regular Meeting:

The next Instruction Committee meeting will be held on October 8, 2026.

Adjournment:

On **MOTION** of Lindsey Western, **SECONDED** by Cecilia Quijano, and **CARRIED**, the Instructional Committee adjourned at 7:41 AM.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the Instruction Committee

September 8, 2026

A meeting of the Instruction Committee was held on Tuesday, September 8, 2026, at 7:15 a.m in the Conference Room (Room 201) of Fenton Primary Center at 11351 Dronfield Avenue, Pacoima, CA, 91331.

Call to Order: Coco Salazar, Chair

The Instruction Committee Meeting was called to order at 7:18 a.m. by Chair, Coco Salazar.

Roll Call: Coco Salazar, Secretary

Members Present: Caitlin McMabell, Coco Salazar, Gloria Rangel, Juan Gomez, Judy Lee, Laura Holmes, Maria Reyes, Martha May, Max Young, Nitima Angus, Sarah Ananta

Members Excused: Elisa Vallejo, Gina Garcia, Lorena Sanchez

Members Absent: N/A

Additions/Corrections to the Agenda: Coco Salazar, Chair There were

There were no additions or corrections to the agenda.

Approval of Minutes from May 11, 2026: Coco Salazar, Chair

Item #1 Minutes from the May 11, 2026 meeting of the Instruction Committee - Coco Salazar, Chair (*Motion to Approve*)

On **MOTION** of Martha May, **SECONDED** by Sarah Ananta, and **CARRIED**, the Minutes of the Instruction Committee Meeting of May 11, 2026, were approved as submitted.

Presentations from the Public: Coco Salazar, Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Committee Secretary** - Coco Salazar, FPC Instruction Committee Chair (*Motion to Approve*)

On **MOTION** of Nitima Angus, **SECONDED** by Laura Holmes, and **CARRIED**, the selection of Gloria Rangel and Sarah Ananta as co-secretaries of the Instruction Committee has been approved.

Item #4 **BOY i-Ready Inform Assessments and Personalized Instruction (LCAP Goal 1; Metric 1.5, 1.6)** - Juan Gomez, FPC Director (*Informational Item*)

The i-Ready Inform Beginning of the Year (BOY) assessment is currently underway across all grade levels. First and second grade students are entering their third and final week of testing, while kindergarten students are entering their second week. As of this report, 93% of students have completed the reading assessment and 60% have finished the math assessment. Teachers are asked to make every effort to finalize all remaining diagnostics this week to ensure data is available for review during professional goal-setting meetings, which begin the week of September 14, 2026. As a reminder, the recommended target for Personalized Instruction is 30–49 minutes of Lesson Time-on-Task per week per subject.

Item #5 **Bee Time (LCAP Goal 1; Metrics 1.5, 1.6, and 1.8)** - Juan Gomez, FPC Director (*Informational Item*)

Due to the recent transition of Mrs. Elisa Vallejo to her new role as Non-Classroom-Based Teacher for Fenton Launchpad Academy, FPC currently does not have an Acceleration Specialist to assist with Bee Time. First and second grade teams will continue moving forward with Bee Time planning, and grade levels have formally requested to utilize the October 2 Professional Development day for this purpose. The committee expressed interest in filling the position of the Acceleration Specialist for the remainder of the 26-27 academic year. Mr. Gomez shared the possibility of not filling the role as it impacts FPC differently in comparison to the other schools. He agreed to explore available options alongside the CEO and Director of the Academies, Dr. Henschel, and report back to the committee. At the moment, this item is still pending.

Item #6 **Initial ELPAC (LCAP Goal 1; Metric 1.3)** - Lorena Sanchez, FPC Administrative Coordinator (*Informational Item*)

The Initial English Language Proficiency Assessments for California (ELPAC) - a mandatory state screening test for newly enrolled K–12 students whose primary language is not English - is nearly complete. Out of 50 qualifying students, 49 have been assessed, with 16 students qualifying as Initial Fluent English Proficient (IFEP). Compliance Assistant, Ms. Maria Reyes, has one remaining student left to test to reach 100% completion. Additionally, Title I Parent Letter notifications have been successfully sent home to families.

Item #7 **BOY Goal Setting Meetings (LCAP Goal 3; Metric 3.2)** - Juan Gomez, FPC Director (*Informational Item*)

Director, Juan Gomez, will send an email inviting staff to schedule their Beginning of the Year Professional Goal-Setting meetings, which are scheduled to run from September 14 through September 30. Key agenda items for these sessions will include a welcome and check-in, a review and discussion of the Beginning of the Year (BOY) i-Ready data, and an overview of professional responsibilities alongside a review of the evaluation cycle.

Item #8 **Amira Refresher Training and BOY Testing (LCAP Goal 1, Metric 1.8)** - Juan Gomez, FPC Director (*Informational Item*)

All K–2 and support staff will participate in a mandatory 90-minute virtual refresher training on the Amira Reading Screener on Friday, September 11, 2026, from 1:00 p.m. to 2:30 p.m. Amira was selected to satisfy the Senate Bill 114 mandate requiring annual screening for risks of reading difficulties, including dyslexia, for all California K–2 students. FPC and FACS staff will join a shared Zoom session focused on assessment administration, troubleshooting strategies, and data report interpretation. The FCPS Amira Screener testing window is scheduled for October 5–23, 2026, with sites managing their own testing schedules. Director of Instruction, Jennifer Miller, will distribute login credentials to all eligible staff; rostered K–2 teachers and SDC teachers will access the portal via Clever, while administrators and support staff (such as Education Specialists and Acceleration Specialists) will receive direct logins or co-teacher access as needed. Teachers are asked to test their login credentials prior to the Friday training and report any technical issues to Mrs. Miller.

Item #9 **ELA and Science Curriculum Pilot (LCAP Goal 3, Metrics 3.3)** - Juan Gomez, FPC Director (*Informational Item*)

The Instructional Coaches and the Director of Instruction are seeking regular status FCPS educators to serve on the FCPS Curriculum Pilot Team as the organization begins selecting new ELA and Science curricula. Pilot teachers for the 2026–2027 school year will test new materials in their classrooms and provide feedback to guide final adoption decisions across all five Fenton schools, receiving professional development, planning time, and ongoing support throughout the process. FPC currently has four teachers who have expressed interest: Coco Salazar (Kindergarten ELA and Science), Caitlin McMabell (1st Grade ELA), Lisa Ibarra (1st Grade Science), Ms. Marquez (2nd Grade ELA) and Martha May (2nd Grade Science). Interested educators must review the tentative timeline and submit the Curriculum Pilot Interest Survey by Monday, September 14, 2026. Selection will prioritize balanced representation across grade levels and school sites, and chosen participants will be notified after the survey closes.

Item #10 **Math Manipulatives (LCAP Goal 3, Metrics 3.3)** - Juan Gomez, FPC Director (*Informational Item*)

Director, Juan Gomez, expressed gratitude to Instructional Coach, Yesenia Fuentes, for her hard work assembling and distributing grade level math manipulative kits. Following reports that some grade levels have not yet received all requested items, Mr. Gomez shared that additional materials have been ordered. Mr. Gomez will coordinate with Ms. Fuentes to ensure all remaining manipulatives are distributed as soon as possible so teachers can fully utilize them with the math curriculum. At the moment, Ms Fuentes has ordered a set of 15 sets of manipulatives for each classroom, in order to foster student collaboration.

Item #11 **PLT Planning Days (LCAP Goal 3, Metrics 3.2)** - Juan Gomez, FPC Director (*Informational Item*)

All grade levels have successfully scheduled their first Professional Learning Team (PLT) planning day for the upcoming fall. The confirmed dates are Kindergarten on September 25, First Grade on September 28, Second Grade on October 8, and TK on October 9. Teachers are responsible for securing their own substitute coverage and must ensure their absence is logged as a "Miscellaneous" day in Frontline.

Announcements:

The first Periodic Report will be sent home the week of September 21, 2026.

Next Regular Meeting:

October 13, 2026

Adjournment:

By order of **GENERAL CONSENSUS**, the Instruction Committee Meeting was adjourned at 7:58 a.m.

Minutes respectfully submitted by: Coco Salazar

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the Curriculum and Assessment Council

September 8, 2026

Call to Order: Evelyn Martínez, Chairperson at 2:49 P.M.

Roll Call: Monica Castañeda, Director

Council Members Present: Christopher Torres, Evelyn Martinez, Feather Gentry, Gigi Mares, Kelley Christenson, Katherine Sheppard, Kristin Tzintzun, Lainey Yanez, Lisa Morales, Monica Castañeda, and Nicole Langlois

Excused Members: Jann Manorothkul

Absent Members: None

Additions/Corrections to the Agenda: Evelyn Martínez, Chairperson

None

Item #1 **Minutes from the June 1, 2026, meeting of the Curriculum and Assessment Council - Evelyn Martínez, Chairperson (*Motion to Approve*)**

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

Presentations from the Public: Evelyn Martínez, Chairperson

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

There were no presentations from the public.

Old Business:

None

New Business:

Item #3 **Selection of Committee Secretary – Evelyn Martínez, Committee Chair (*Motion to Approve*)**

On **MOTION** of Feather Gentry, **SECONDED** by Lisa Morales, and **CARRIED**, Kristin Tzintzun and Gigi Mares were selected as Committee Secretaries.

Item #4 **BOY i-Ready Diagnostic Assessments and Personalized Instruction (LCAP Goal 1; Metric 1.5, 1.6)** – Monica Castañeda, Director (*Informational Item*)

The Diagnostic is now referred to as i-Ready Inform. As of this report, the school is 99% complete in Reading and 98% complete in Math. The Leadership Team previously discussed the shortened assessment. Moving forward, the testing window and schedule for grades 3–5 will be shortened, with the adjusted testing window taking effect for the MOY Diagnostic.

For Math, 15% of students are currently performing at or above grade level, while 54% are performing one grade level below. The goal is for 70% of students to be performing at or above grade level by the MOY i-Ready Inform Diagnostic.

For Reading, 26% of students are currently performing at or above grade level, with an additional group performing one grade level below. The school will continue to monitor student progress and provide targeted support to move students toward grade-level proficiency.

Item #5 **GLOW (LCAP Goal 1; Metric 1.5, 1.6, 1.8)** – Monica Castañeda, Director (*Informational Item*)

Grade levels will use BOY i-Ready data and/or CFA 1 data to form GLOW groups for both Math and ELA, with students grouped across classrooms as needed based on identified areas of need. Time will be provided on Friday for grade levels to review data and create their groups. GLOW groups will begin the week of Monday, September 14.

Item #6 **Initial ELPAC (LCAP Goal 1; Metric 1.3)** – Alex Muñoz, Assistant Director (*Informational Item*)

All currently eligible students have completed the Initial ELPAC assessment. When students enroll in a California public school and parents identify any language other than English as their first language on the home language survey, then they are eligible to complete the Initial ELPAC Assessment. Students are assessed in four domains (Listening, Speaking, Reading and Writing) in order to determine their English Language proficiency. The assessment must be administered within the first 30 days after being enrolled. Ms. Ramos and Mrs. Muñoz tested 20 kindergartners, and all assessments were administered 1-1. Score reports have been generated and will be sent home to all families by the end of this week. So far, we have had one student classified as IFEP (Initial Fluent English Proficient). If new students enroll, and they meet the criteria to complete the Initial ELPAC assessment, they will be assessed within the first 30 days of their enrollment. Thank you to Ms. Ramos for her assistance in this process.

Item #7 **CAASPP Outcomes (LCAP Goal 1; Metric 1.1)** – Monica Castañeda, Director (*Informational Item*)

Mrs. Langlois has worked hard to print student score reports, which have been sent home with current fourth- and fifth-grade students. Last year's fifth-grade students received their score reports by mail. We will continue to focus on strengthening testing strategies and instructional practices. CAASPP login cards will be completed soon. The first FIAB window will take place in October, and grade-level teams will be given time on Friday to plan for the implementation of the FIAB.

Item #8 **BOY Goal Setting Meetings (LCAP Goal 3; Metric 3.2)** – Monica Castañeda, Director (*Informational Item*)

BOY Goal Setting Meetings will take place during the week of September 21–25 and will be held all day in the conference room. Third grade, fourth grade, Primary, and the fifth-grade ELA and Math teams will each participate in designated sessions throughout the week. At the start of each meeting, grade-level teams will meet with Ms. Castañeda to review and analyze BOY i-Ready data before beginning individual goal-setting meetings and grade-level PLT. Each teacher will then meet individually with Ms. Castañeda to establish goals based on their class i-Ready data.

Item #9 Math Coaching with Christine Davis (LCAP Goal 3; Metric 3.2) – Monica Castañeda, Director (*Informational Item*)

Substitutes have been arranged to support grade level collaboration with Christine Davis. The fifth grade team will work with Christine for a full day, focusing on strategies for improving math scores across the grade level. Christine will also work with third grade, SDC, fourth grade, and Primary for half-day sessions. During these sessions, Christine will support each grade level in refining and organizing their unit plans for the current and upcoming units. Grade levels will be notified in advance if any additional materials, such as manipulatives or other instructional resources, will be needed for the sessions.

Item #10 Amira Assessment Screener (LCAP Goal 1; Metric 1.5, 1.6) – Nicole Langlois, Assistant Director (*Informational Item*)

Fenton Charter Public Schools will use the Amira Reading Screener as the approved assessment for meeting the Risk of Reading Difficulties screening mandate, which includes dyslexia. Senate Bill 114 requires California students in grades K–2 to be screened annually using a state-adopted screener.

On Friday, September 11, 2026, from 1:00–2:30 p.m., K–2 educators and support staff from FACS and FPC will participate in a joint 90-minute virtual training. The training will provide a refresher for test administrators, review tips and strategies for successful administration, and provide guidance on reviewing student data using Amira reports.

Mrs. Miller shared training information with staff via email and will provide login credentials to all FCPS K–2 educators and support staff before the training. Staff have been asked to log in before September 11 and contact Mrs. Miller if they experience any difficulties accessing the platform.

Announcements:

No Announcements

Next Regular Meeting:

Monday, October 12, 2026

Adjournment:

On **MOTION** of Lisa Morales, **SECONDED** by Lainey Yanez, and **CARRIED**, the meeting adjourned at 3:32 P.M.

Minutes respectfully submitted by Kristin Tzintzun.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Charter Leadership Academy

Unapproved Minutes of the Personnel Committee

September 1, 2026

A meeting of the Personnel Committee was held on Tuesday, September 1, 2026 at 7:17 a.m. at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

Call to Order: Kate Marrelli, Chair

The Personnel Committee meeting was called to order at 7:17 a.m. by Chair, Kate Marrelli

Roll Call: Kate Marrelli, Chair

Personnel Committee Members Present: Kate Marrelli, Alexander Hobby, Brennan Mack, Tiffany Walker, Beth Henschel, and Cecilia Quijano

Excused Members: none

Non-Committee Members: Veronica McCaughin, Lilia Padilla Zúñiga, Asma Sindhi, Krystal Rodriguez

Additions/Corrections to the Agenda: None

Approval of Minutes from May 4, 2026: Kate Marrelli, Chair

Item #1 Minutes from the May 4, 2026 meeting of the Personnel Committee - Kate Marrelli, Chair (*Motion to Approve*)

On **MOTION** of Brennan Mack, **SECONDED** by Tiffany Walker, and **CARRIED**, the minutes were approved as submitted.

Presentations from the Public: Kate Marrelli, Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Personnel Committee Secretary (LCAP 3) - Kate Marrelli, Chair**
(Motion to Approve)

Kate Marrelli presented the need for a volunteer to serve as Committee Secretary. Brennan Mack volunteered to take on the role of Personnel Committee Secretary for the 2026-2027 school year.

On **MOTION** of Cecilia Quijano, **SECONDED** by Beth Henschel, and **CARRIED**, the selection of Brennan Mack as Personnel Committee Secretary was approved.

Item #4 **2026-2027 Updated FCLA Staff Roster, Enrollment and Hiring Updates**
(LCAP Goal 3, Metric 1) - Dr. Beth Henschel, Director *(Informational Item)*

Dr. Henschel shared the 2026-2027 staff roster. FCLA currently has two new teachers, Leah Van Loon in 4th grade and Damion Morbley in the Upper ILC. The Academies also added three new shared staff members: Jeremy Forman (RSP TK-2nd), Alexander Hobby (Speech and Language Pathologist), and Diego Calderon (Compliance Assistant). FCLA enrollment is currently at 262 students.

Item #5 **Year 1-2 Probationary Teacher Formal Observations (LCAP Goal 3, AMO 1-2) - Dr. Beth Henschel, Director** *(Informational Item)*

Dr. Henschel reviewed the formal observation process for Year 1 and Year 2 probationary teachers. FCLA currently has three probationary teachers who will first meet with Dr. Henschel to review the process. The first observation may be in ELA or Math and two administrators will be present. Teachers should reference the handbook and work with their Lead Teacher to review their lesson plan before the formal observation. Mrs. Fuentes, our Instructional Coach, is also available to support the process.

Item #7 **Professional Goal Setting Meetings (LCAP Goal 3, AMO 1-2) - Dr. Beth Henschel, Director** *(Informational Item)*

Dr. Henschel shared information with the committee about the beginning-of-year goal setting meetings. These meetings will take place from September 23rd through September 30th. Teachers will have a 30-minute meeting with Dr. Henschel to discuss student performance and i-Ready diagnostic results. The conversation will also address grade level plans for AIM and Tier 2 instruction, strategies for supporting multilingual learners, ways to engage parents, and expectations for active PLT participation. A roving substitute will be available to cover classes while teachers attend their meetings.

Announcements:

There were no announcements.

Next Regular Meeting: The next Personnel Committee meeting will be held on October 6, 2026.

Adjournment:

On **MOTION** of Brennan Mack, **SECONDED** by Tiffany Walker, and **CARRIED**, the Personnel Committee was adjourned at 7:29 a.m.

Minutes respectfully submitted by: Kate Marrelli

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Blvd. Community Charter School

Unapproved Minutes of the Personnel Committee

September 2, 2026

Call to Order: Gabriela Arroyo and Vanessa Marcoe, Co-Chairs

The Personnel Meeting was called to order at 7:19 am by Co-Chair Gabriela Arroyo.

Roll Call: Gabriela Arroyo and Vanessa Marcoe, Co-Chairs

Members Present: Izaro Telleria, Fabiola Vega, Gabriela Arroyo, Sandra Campos, Shanjana Hossain, Alexis Ribakoff, Heather Garnica, Vanessa Marcoe, Walter Gomez

Members Excused: Carmen Solis, Maria Sanderson, Gemini Guadamuz, Xareni Robledo, Carolina Luna Cruz

Others Present: Bunny Wolfer, Ariana Gomez

Additions/Corrections to the Agenda: Gabriela Arroyo and Vanessa Marcoe, Co-Chairs

There was a correction to Item 4 on the agenda. The 2026–2027 Updated SMBCCS Staff Roster, Enrollment and Hiring Updates (LCAP Goal 3 Action 3.1) will now be presented by Carmen Solis, Administrative Coordinator, instead of Ariana Gomez as Carmen is now overseeing paraprofessional staffing.

Approval of Minutes: Gabriela Arroyo and Vanessa Marcoe, Co-Chairs

Item #1 **Approval of Minutes from the April 29, 2026 meeting of the Personnel Committee - Gabriela Arroyo and Vanessa Marcoe, Co-Chairs** (*Motion to Approve*)

On **MOTION** of Sandra Campos, **SECONDED** by Izaro Telleria, and **CARRIED**, the minutes of the SMBCCS Personnel Committee Meeting of April 29th, 2026 were approved as submitted.

Presentations from the Public: Gabriela Arroyo and Vanessa Marcoe, Co-Chairs

There were no presentations from the public.

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

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Personnel Committee Secretaries** - Gabriela Arroyo and Vanessa Marcoe, Co-Chairs Committee Chairs (*Motion to Approve*)

On **MOTION** of Sandra Campos, **SECONDED** by Heather Garnica, and **CARRIED**, the selection of Alexis Ribakoff and Maria Sanderson as Personnel Committee Secretaries was approved as submitted.

Item #4 **2026-2027 Updated SMBCCS Staff Roster, Enrollment and Hiring Updates (LCAP Goal 3 Action 3.1)** - Walter Gomez, Director & Carmen Solis, Administrative Coordinator (*Informational Item*)

Mr. Gomez presented an updated 2026-2027 SMBCCS staff roster, enrollment, and hiring updates. For the 2026–27 school year, our budgeted enrollment projection is 597 students, and we currently have 618 students enrolled, placing us 21 students above our projected enrollment. While this is positive, our current enrollment is approximately 52 students lower than last year’s ending enrollment of 670 students. We currently have two RSP openings and are utilizing TES and Cross Country to provide coverage and ensure that students with IEPs continue to receive their required services while we work to fill these positions. Additionally, we are currently interviewing candidates for a TK teaching position due to students on our waiting list with the goal of expanding capacity and retaining these prospective students.

For paraprofessional updates, Rosie and April are now officially SNP employees and are therefore no longer able to perform supervision aide duties. This includes supervising students during recess and lunch, as well as assisting with gate duty. The school is currently working to hire additional supervision staff, with two candidates still in the hiring process. One new supervision aide and one new one-on-one paraprofessional have recently been hired. The school is also looking to hire additional one-on-one paraprofessionals to support younger students who are demonstrating significant needs, while remaining mindful of budget considerations.

Item #5 **Year 1-2 Probationary Teacher Formal Observations (LCAP Goal 3, Metric 3.1 & 3.2)** - Walter Gomez, Director (*Informational Item*)

We currently have five probationary teachers. Mrs. Wolfer, our Instructional Coach, has been meeting with them regularly to provide guidance, instructional support, and feedback as they continue to strengthen their teaching practice. Formal observations will begin on October 5 and conclude on December 4. The instructional focus for the fall semester will be ELA, with the spring semester focusing on mathematics.

Item #6 **Professional Goal Setting Meetings (LCAP Goal 3, Metric 3.1 & 3.2)** - Walter Gomez, Director (*Informational Item*)

Beginning-of-Year (BOY) goal setting meetings will take place from September 28 through October 9. Mrs. Wolfer, our Instructional Coach, will join us during these meetings to support the goal-setting process. Discussions will include a review of last year’s instructional data and this year’s i-Ready BOY Diagnostic results, areas in which teachers would like additional support, and the identification of an individual professional goal for the school year. These meetings will help ensure that teacher goals are aligned with student needs and that appropriate instructional support is provided throughout the year.

Item #7 **Grade Level Planning Days (LCAP Goal 3, Metric 3.2)** - Walter Gomez, Director (*Informational Item*)

Our first round of grade level planning days will take place from September 21 through September 30. These planning days provide each grade level team with a full, uninterrupted day to collaborate, review student data, discuss instructional trends, and determine any adjustments needed to better support student learning. Teams will also use this time to plan instruction for the upcoming months and identify areas of focus based on current student needs. Planning sessions will take place in Room 43 under the guidance and support of Mrs. Wolfer, our Instructional Coach.

Announcements:

N/A

Next Regular Meeting:

The next Personnel Committee meeting will be held on October 7, 2026

Adjournment:

On **MOTION** of Fabiola Vega, **SECONDED** by Shanjana Hossian, and **CARRIED**, the SMBCCS Personnel Committee Meeting was adjourned at 7:29 am.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the Human Resource and Personnel Council

September 9, 2026

A meeting of the Human Resource and Personnel Council was held on Wednesday, September 9, 2026 at 7:30 A.M., in the Conference Room of Fenton Avenue Charter School, 11828 Gain St., Lake View Terrace, CA 91342.

Call to Order: Wendy Kaufman, Chairperson

Roll Call: Wendy Kaufman, Chairperson

The Human Resource and Personnel Committee was called to order at 7:32 A.M by Chairperson, Wendy Kaufman.

Members present: Leann Chapman, Christian Fuentes, Leanna Hendrix, Nicole Langlois, Rachel Lee, Vivian Matute, Bridget Moreno, Stacey Rodriguez, Ileana Venegas, Rebecca Williamson

Members excused: Monica Castañeda, Nereyda Gonzaga, Myra Valenzuela

Non-Members present: Alex Muñoz

Additions/Corrections to the Agenda: Wendy Kaufman, Chairperson

There were no additions or corrections to the agenda.

Item #1 **Minutes from the June 3, 2026, meeting of the Human Resource and Personnel Council -** Wendy Kaufman, Chairperson *(Motion to Approve)*

On **MOTION** of Leanna Hendrix, **SECONDED** by Vivian Matute, and **CARRIED**, the minutes were **APPROVED** as submitted.

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

There were no presentations from the public.

Old Business:

None

New Business:

Item #3 **Selection of Committee Secretary -** Wendy Kaufman, Committee Chair *(Motion to Approve)*

On **MOTION** of Leanna Hendrix, **SECONDED** by Vivian Matute, and **CARRIED**, Leanna Hendrix was **APPROVED** to serve as council secretary.

Item #4 **2026-2027 Updated FACS Staff Roster, Enrollment and Hiring Updates (LCAP Goal 3; Metric 3.1, Action 3.1)** - Monica Castañeda (*Informational Item*)

At this time, all FACS classroom positions are fully staffed. FACS is pleased to welcome Leticia Osuna, our newly hired Speech-Language Pathology Assistant (SLPA), who began on September 8, as well as Ms. Elizabeth Cerna, who has joined the team in the newly established Special Education Clerk position.

Current enrollment is 692 students, exceeding the projected enrollment of 674 students. To maintain strong enrollment and support ongoing student recruitment, FACS will continue promoting the school through social media and engaging families through well-attended community events. Upcoming events include Lotería Night on September 24 and the Fall Festival on October 24.

Item #5 **Custodial Staffing (LCAP Goal 3; Metric 3.5, 3.6, Action 3.4)** - Jose Aceves, Plant Manager (*Informational Item*)

FACS is currently seeking to fill one full-time custodian position. Mr. Aceves and Ms. Christenson are actively conducting interviews to identify a qualified candidate. In the interim, FACS has contracted with an outside custodial service to provide additional support and ensure the campus continues to be maintained as a clean, safe, and welcoming environment for students, staff, and families.

Item #6 **Paraprofessional Update (LCAP Goal 3; Action 3.2)** - Alex Muñoz, Assistant Director (*Informational Item*)

FACS currently employs 55 paraprofessional staff, including Supervision Aides, Primary Teacher Assistants, Adult Assistants, Special Education Teacher Assistants, and ELO-P Supervision Aides. Supervision Aide staffing is nearly complete, with two additional hires—one for the morning shift and one for the afternoon shift—currently completing onboarding and anticipated to begin on September 16. With eight Supervision Aides per shift, we are able to provide coverage for each 3rd–5th grade classroom, as well as additional support for restroom supervision and staff absences. Primary Teacher Assistants, Adult Assistants, and Special Education Teacher Assistants are currently fully staffed.

All paraprofessional staff participated in a Beginning-of-the-Year Orientation, with additional professional development opportunities planned throughout the school year. Supervision Aides participate in weekly planning sessions focused on psychomotor programming, schoolwide procedures, and ongoing guidance. Adult Assistants will also participate in targeted minimum day trainings led by the school's Registered Behavior Technician (RBT), with the first session scheduled for September 11. Moving forward, FACS plans to expand training and coaching opportunities for Primary Teacher Assistants to ensure all paraprofessionals are equipped to provide consistent and effective support for students.

Announcements:

None

Next Regular Meeting:

October 13, 2026 at 7:30 am

Adjournment:

On **MOTION** of Bridget Moreno, **SECONDED** by Leann Chapman, and **CARRIED**, the meeting **ADJOURNED** at 7:40 A.M.

Minutes respectfully submitted by Wendy Kaufman, Chair

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the Personnel Committee

September 9, 2026

A meeting of the Personnel Committee was held on Wednesday, September 9, 2026, at 7:15 a.m. in the Conference (Room 201) of Fenton Primary Center at 11351 Dronfield Avenue, Pacoima, CA, 91331.

Call to Order: Laura Vasquez, Co-Chair

The Personnel Committee Meeting was called to order at 7:15 a.m. by Co-Chair, Laura Vasquez.

Roll Call: Angelica Salceda, Secretary

Members Present: Carla Carr, Cristina Moran, Diana Lucas, Elizabeth Marquez, Gurpreet Gill, Juan Gomez, Laura Vasquez, Angelica Salceda

Members Excused: Lorena Sanchez, Adriana Baez

Members Absent: N/A

Additions/Corrections to the Agenda: Laura Vazquez, Co-Chair There were

There were no additions or corrections to the agenda.

Approval of Minutes from May 7, 2026: Laura Vazquez, Co-Chair

Item #1 **Minutes from the May 7, 2026 meeting of the Personnel Committee -** Laura Vasquez, Co-Chair *(Motion to Approve)*

On **MOTION** of Elizabeth Marquez, **SECONDED** by Diana Lucas, and **CARRIED**, the Minutes of the Personnel Committee Meeting of September 9, 2026, were approved as submitted.

Presentations from the Public: Laura Vasquez, Co-Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Committee Secretary -** Laura Vasquez, Co-Chair *(Motion to*

Approve)

On **MOTION** of Angelica Salceda, **SECONDED** by Juan Gomez, and **CARRIED**, the selection of Elizabeth Marquez and Diana Lucas as co-secretaries of the Personnel Committee has been approved.

Item #4 **2026-2027 Updated Staff Roster, Enrollment and Hiring Updates (LCAP Goal 3; Metric 3.1, Action 3.1) – Juan Gomez, Director** (*Informational Item*)

Director Juan Gomez provided an informational update regarding enrollment and staffing for the 2026–2027 school year. As of September 10, student enrollment at Fenton Primary Center was 435, exceeding the projected enrollment of 426 students for the 26-27 school year. Staffing updates were also shared, including the hiring of Lindsay Moore as FPC’s Speech-Language Pathologist (SLP). In addition, FPC has contracted with a Speech-Language Pathology Assistant (SLPA) through Cross Country to support the campus’s high volume of students receiving speech services. The SLP currently has a caseload of more than 88 students. The additional SLPA support will assist with the transition of the new SLP into the role and help ensure that required speech-language service minutes are provided. The current support arrangement will be revisited in December 2026 after the SLP has had an opportunity to acclimate to the position and assess caseload and service needs.

Item #5 **Custodial Staffing (LCAP Goal 3; Metric 3.5, 3.6, Action 3.4) – Jaime Osornia, Plant Manager** (*Informational Item*)

Director Juan Gomez presented an informational update on behalf of Plant Manager Jaime Osornia regarding custodial and security staffing. Fenton Primary Center currently has a team consisting of three custodians, one Plant Manager, one full-time security staff member, and one additional part-time security staff member supporting ELOP. To supplement existing custodial services, the school has contracted with Peralta, an outside vendor, at an approximate cost of \$5,000 per month. This additional support will remain in place through December 2026, after which services are expected to be scaled back as part of ongoing budget considerations. With appropriate coordination and movement of custodial team members, the school does not anticipate that the reduction in contracted services will negatively impact the cleanliness and maintenance of the campus.

Item #6 Hiring of SLP and SLPA (LCAP Goal 3; Metric 3.1, Action 3.1) - Juan Gomez, Director (*Informational Item*)

Director Juan Gomez presented on Staffing updates including the hiring of Lindsay Moore as FPC's Speech-Language Pathologist (SLP). In addition, FPC has contracted with a Speech-Language Pathology Assistant (SLPA) through Cross Country to support the campus's high volume of students receiving speech services. The SLP currently has a caseload of more than 88 students. The additional SLPA support will assist with the transition of the new SLP into the role and help ensure that required speech-language service minutes are provided. The current support arrangement will be revisited in December 2026 after the SLP has had an opportunity to acclimate to the position and assess caseload and service needs.

Item #7 **Paraprofessional Update (LCAP Goal 3; Action 3.2)** – Lorena Sanchez,
Administrative Coordinator (*Informational Item*)

Director Juan Gomez presented an informational update on behalf of Administrative Coordinator Lorena Sanchez regarding Adult Assistant (AA) and supervision aide staffing. Fenton Primary Center currently has eight Scoot Education staff members supporting as Adult Assistant needs for the month of September. The school recognizes the budgetary impact associated with this additional staffing and will

continue to monitor the need on a month-to-month basis while evaluating student support needs. The goal is to fade out these systems of support while students get acclimated to the school. All Adult Assistants currently hired and rostered to FPC have been approved and are assigned in accordance with student IEP requirements. FPC has also been approved to hire two additional Adult Assistants to support student needs based on IEP entitlements, including students requiring Behavior Intervention Implementation (BII) and Behavior Intervention Development (BID) minutes. Additionally, supervision aides Chelsea Alvarado and Adrianna Gonzalez have resigned from their positions. FPC will proceed with recruitment to fill both open supervision aide positions.

Item #8 Professional Goal Setting Meetings (LCAP Goal 3, Metric 3.1 & 3.2) – Juan Gomez, Director (*Informational Item*)

Director Juan Gomez shared that the sign-up schedule for the 2026–2027 Beginning of Year (BOY) Professional GoalSetting Meetings has been emailed to staff. The meetings will include teachers, education specialists, school psychologists, and counselors. These individual sessions will take place between September 14, 2026, and September 30, 2026. The agenda includes a welcome check-in, a review and discussion of BOY i-Ready data, and a review of professional responsibilities and the evaluation cycle to support staff growth and school success.

Announcements:

N/A

Next Regular Meeting:

The next Personnel Committee meeting will be held on October 14, 2026.

Adjournment:

By order of **GENERAL CONSENSUS**, the Personnel Committee Meeting was adjourned at 7:28 a.m.

Minutes respectfully submitted by: Angelica Salceda

FENTON CHARTER PUBLIC SCHOOLS
Fenton Charter Leadership Academy

Unapproved Minutes of the Parent Advocacy Committee

September 8, 2026

A meeting of the Parent Advocacy Committee was held on Tuesday, September 8, 2026 at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

Call to Order: Melissa Sopitkuankan, Chair

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

Roll Call: Melissa Sopitkuankan, Chair

Parent Advocacy Committee Members Present: Melissa Sopitkuankan, Siranush Akopyan, Leah Van Loon, Annie Hai, Virginia Palma, Beth Henschel, Krystal Rodriguez

Members Excused: Susana Orozco

Non-committee Members Present: Cecilia Quijano, Sofia Scaglione, Nicholas Caldera, Robin McNutt, Melissa Allender

Additions/Corrections to the Agenda: Melissa Sopitkuankan, Chair

There were no additions or corrections to the agenda.

Approval of Minutes: Melissa Sopitkuankan, Chair

Item #1 **Approval of Minutes from the May 12, 2026, meeting of the Parent Advocacy Committee -** Melissa Sopitkuankan, Chair (*Motion to Approve*)

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

Presentations from the Public: Melissa Sopitkuankan, Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Parent Advocacy Committee Secretary (LCAP 3) -** Melissa Sopitkuankan, Chair (*Motion to Approve*)

Melissa Sopitkuankan presented the need for a volunteer to serve as Committee Secretary. Annie Hai volunteered to take on the role of Parent Advocacy Committee Secretary for the 2026-2027 school year.

On **MOTION** of Beth Henschel, **SECONDED** by Krystal Rodriguez, and **CARRIED**, the selection of Annie Hai as Parent Advocacy Committee Secretary was approved.

Item #4 **BOY i-Ready Diagnostic Assessment (LCAP Goal 1, AMO 5)** - Dr. Beth Henschel, Director (*Informational Item*)

The beginning of the year (BOY) i-Ready Diagnostic began on August 25 for first through sixth grade students and runs through September 11, 2026. As of September 8, FCLA students have completed approximately 86% of the Reading and 79% of Math Diagnostic testing. Kindergarten testing began on August 31 and will continue through September 18th. After testing, students will receive individualized learning paths based on their specific areas of need. FCPS requires Kindergarten through sixth grade students to spend 30–49 minutes per week in both Reading and Math on i-Ready lessons. Consistent participation, combined with opportunities for students to monitor their progress, set goals, and receive timely feedback, will help address learning gaps, accelerate growth, and strengthen overall student achievement.

Item #5 **2026 CAASPP Outcomes (LCAP Goal 1, AMO 2)** - Dr. Beth Henschel, Director (*Informational Item*)

The Preliminary CAASPP results indicate that approximately 56% of FCLA students met or exceeded grade level standards in English Language Arts (ELA), while 47% met or exceeded standards in Math. Overall, performance is slightly lower than the previous year. As we take a closer look at the result, grade level and student group data will help us identify areas of strength, pinpoint opportunities for growth, and inform instructional priorities and targeted supports for the upcoming school year.

Item #6 **English Language Advisory Committee (LCAP Goal 2, AMO 2)** - Dr. Beth Henschel, Director (*Informational Item*)

The English Learner Advisory Committee (ELAC) oversees the implementation of the English Learner Master Plan, and collaborates with teachers, administrators, students and parents to monitor the progress, achievement, and instructional program supporting English Learners. ELAC members serve a one to two-year term and meet three to five times during the school year. Nomination Forms were distributed on September 1st and were due by September 8, 2026. Ballots will be distributed on September 14th, and must be returned by September 30th. ELAC members will be announced on October 9, 2026 and the first ELAC meeting will take place on November 5, 2026.

Item #7 **School Site Council (LCAP Goal 2, AMO 2)** - Dr. Beth Henschel, Director (*Informational Item*)

The School Site Council (SSC) oversees the development and implementation of the Schoolwide Plans and Strategic Planning and collaborates with teachers, administrators, students, and parents to support the Charter School's mission of ensuring that all students demonstrate high academic achievement and successful post-high school pursuits. SSC members serve two-year terms and meet three to five times during the school year. Nomination forms were distributed on September 1st and were due on September 8th, 2026. Ballots will be distributed on September 14th and must be returned by September 30th. SSC members will be announced on September 30th. The first scheduled meeting of the SSC for the 2026-2027 school year will be held on November 5, 2026.

Item #8 **Initial ELPAC (LCAP Goal 1, AMO 4) - Cecilia Quijano, Assistant Director**
(Informational Item)

A letter of notification was sent to families on August 17, 2026, informing parents that their child would participate in the Initial ELPAC with testing beginning August 25, 2026. To date, fifteen students have completed testing, four students remain to be tested, and four students have pending eligibility determinations. The current total is nineteen students, with the potential for up to twenty-three students across STEM and FCLA. Testing is progressing as planned with completion anticipated by Friday, September 11.

Mrs. Quijano shared the need to clarify the primary language question on the enrollment form to ensure families understand that the question pertains specifically to the student's primary language rather than family's language. This clarification will help reduce instances of English only students being incorrectly identified as eligible for initial ELPAC testing.

Item #9 **Family Center Update (LCAP 2, AMO 1) - Virginia Palma, Community School**
Coordinator (Informational Item)

The Family Center is launching several new programs and opportunities to strengthen family engagement and community connection, including the first Parent Ambassador cohort with 26 parents representing all Fenton schools. K-2nd grade decodable booklets are nearly complete thanks to the support of staff and volunteers. Upcoming opportunities include the Popcornopolis & Snacks fundraiser, Tuesday Fitness Workshops, LAVC ESL Level II courses, and potential partnerships offering boxing inspired Muay Thai fitness workshops for families and community members. Together, these efforts aim to support student needs, build parent leadership, promote healthy habits, and provide meaningful educational and community opportunities for Fenton Families.

Item #10 **Fall Family Math Night (LCAP Goal 2, AMO 1) - Krystal Rodriguez, ELO-P**
Coordinator (Motion to Approve)

Fall Family Night will be held on Thursday, October 15, from 4:00pm - 5:30pm. Families will be welcomed on campus from 4:00pm - 4:30pm to visit vendors and community partner tables. Invited participants include Kona Ice, the school's uniform vendor, Think Together, and the Sun Valley Library. Families will participate in a variety of math activities facilitated by the grade level teams from 4:30pm - 5:30pm. Teachers will be compensated for one hour of participation in the event.

On **MOTION** of Beth Henschel **SECONDED** by Melissa Sopitkuankan, and **CARRIED**, the Fall Family Math Night was approved.

Item #11 **ELO-P Days (LCAP Goal 2, AMO 1)- Krystal Rodriguez, ELO-P Coordinator**
(Informational Meeting)

Mrs. Rodriguez shared that ELO-P Days are structured as expanded learning days rather than traditional instructional days. All ELO-P Day field trips have been confirmed, and the buses have been requested and scheduled for each grade level. On site assemblies for both days are currently being finalized based on cost to ensure the events remain within the budget. Once the on-site assemblies are scheduled, Mrs. Rodriguez will email a finalized schedule for all ELO-P Days. Lunch and recess schedules will not be affected or changed on ELO-P days for all grade levels.

Thursday, October 29

- TK and Lower ILC: Gilchrist Farms
- Kindergarten: LA Zoo
- First and Second Grade: Discovery Cube

Friday, October 30

- Third and fourth grade: California Science Center
- Fifth grade: Griffith Observatory
- Sixth grade and Upper ILC: Natural History Museum.

Announcements:

There were no announcements.

Next Regular Meeting:

The next Parent Advocacy Committee meeting will be held on Oct. 9, 2026.

Adjournment:

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

FENTON CHARTER PUBLIC SCHOOLS
Fenton STEM Academy

Unapproved Minutes of the Parent Advocacy Committee

September 8, 2026

A meeting of the Parent Advocacy Committee was held on Tuesday, September 8, 2026 at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

Call to Order: Robin McNutt, Chair

The Parent Advocacy Committee meeting was called to order at 7:19 a.m. by Robin McNutt, Chair

Roll Call: Robin McNutt, Chair

Committee Members Present: Sofia Scaglione, Nicholas Caldera, Robin McNutt, Melissa Allender, Beth Henschel, Krystal Rodriguez

Members Excused: Lynne Cuneo

Non-committee Members Present: Melissa Sopitkuankan, Siranush Akopyan, Leah Van Loon, Annie Hai, Virginia Palma, Cecilia Quijano

Additions/Corrections to the Agenda: Robin McNutt, Chair

There were no additions or corrections to the agenda.

Approval of Minutes: Robin McNutt, Chair

Item #1 **Approval of Minutes from the May 12, 2026, meeting of the Parent Advocacy Committee - Robin McNutt, Chair (*Motion to Approve*)**

On **MOTION** of Sofia Scaglione, **SECONDED** by Nicholas Caldera, and **CARRIED**, the minutes were approved as submitted.

Presentations from the Public: Robin McNutt, Chair

There were no presentations from the public.

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

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Parent Advocacy Committee Secretary (LCAP 3) - Robin McNutt, Chair (*Motion to Approve*)**

Robin McNutt presented the need for a volunteer to serve as Committee Secretary. Sofia Scaglione and Nicholas Caldera volunteered to take on the role of Parent Advocacy Committee Secretary for the 2026-2027 school year.

On **MOTION** of Nicholas Caldera, **SECONDED** by Melissa Allender, and **CARRIED**, the selection of Sofia Scaglione and Nicholas Caldera as Parent Advocacy Committee Secretaries was approved.

Item #4 **BOY i-Ready Diagnostic Assessment (LCAP Goal 1, AMO 5)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel shared that the Beginning-of-Year (BOY) i-Ready Diagnostic began on August 25 for students in grades 1–6 and will remain open through September 11, 2026.

As of September 8, STEM students have completed approximately 88% of Reading and 78% of Math Diagnostic Assessment.

Kindergarten testing began on August 31 and will continue through September 18. Once diagnostic testing is complete, students will receive individualized learning paths designed to provide targeted instruction based on their specific areas of need.

FCPS requires students in grades K–6 to complete 30–49 minutes per week in both Reading and Math. Consistent participation, combined with opportunities for students to monitor their progress, set goals, and receive timely feedback, will help address learning gaps, accelerate growth, and strengthen overall student achievement.

Item #5 **2026 CAASPP Outcomes (LCAP Goal 1, AMO 2)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel presented the Preliminary CAASPP results indicating that approximately 47% of students met or exceeded standards in ELA and 35% in Math. Overall, results are slightly lower than the previous year. As we review the data more closely, grade level and student group results will help identify areas of strength and guide instructional priorities and targeted support for the upcoming year.

Item #6 **English Language Advisory Committee (LCAP Goal 2, AMO 2)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel informed the committee that the English Learner Advisory Committee oversees the English Learner Master Plan, and works with teachers, administrators, students and parents in monitoring the progress, achievement, and instructional program for English Learners. English Learner Advisory Committee members serve a one to two-year term and meet 3 to 5 times during the school year. Nomination Forms were sent out on Sept. 1 and returned by September 8, 2026. Ballots will go out on September 14, and due by September 30th. ELAC members will be announced on October 9, 2026 and the first meeting will take place on November 5, 2026.

Item #7 **School Site Council (LCAP Goal 2, AMO 2)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel informed the committee that the School Site Council oversees Schoolwide Plans and Strategic Planning and works with teachers, administrators, students, and parents in achieving the Charter School’s mission of ensuring that all students demonstrate high academic achievement and

successful post-high school pursuits. School Site Council members serve a two-year term and meet 3 to 5 times during the school year.

Nomination forms were sent out on Sept. 1 and returned on September 8th, 2026. Ballots will be sent out on September 14th and are due by September 30th. School Site Council members will be announced on September 30th. The first scheduled meeting of the SSC for the 2026-2027 school year will be held on November 5, 2026.

Item #8 **Initial ELPAC (LCAP Goal 1, AMO 4) - Cecilia Quijano, Assistant Director**
(Informational Item)

Mrs. Quijano updated the committee on the status of Initial ELPAC testing. Families were notified on August 17, 2026, that their child would be participating in the assessment, and testing began on August 25. At this time, 15 students have completed testing, 4 are scheduled to test, and eligibility for 4 additional students is still under review. There are currently 19 students identified for testing, with the possibility of increasing to 23 students across STEM and FCLA. Testing remains on schedule for completion by Friday, September 11.

Mrs. Quijano also noted the importance of revising the enrollment form to clarify that the primary language question applies to the student rather than the family. Providing clearer direction will help ensure accurate identification of students who are eligible for the Initial ELPAC and prevent English-only students from being incorrectly identified for testing.

Item #9 **Family Center Update (LCAP 2, AMO 1) - Virginia Palma, Community School**
Coordinator (Informational Item)

Ms. Palma shared the following updates with the committee:

Parent Ambassador Program

The first cohort of the Fenton Parent Ambassador Program has officially launched with 26 parents representing all Fenton schools. The program will provide parents with opportunities to connect with school staff and other families, build leadership skills, and develop a stronger sense of belonging within the Fenton community. We are excited to support this first cohort and look forward to seeing our Parent Ambassadors grow as leaders, advocates, and partners in our school community.

K-2nd Grade Decodable Booklets

Decodable booklets for students in Kindergarten through 2nd grade are almost complete. This has been a huge task to make sure our teachers and scholars have the materials they need and Ms. Palma was fortunate to have a few helping hands to make sure everyone got what they needed. A huge thank you to the admin for sending Scoot aides and teacher assistants her way when they were available. Ms. Palma would also like to acknowledge and thank Ms. Perla Del Rio and Ms. Cinthya Abdellatif for generously taking booklets home to help support our scholars and staff.

Popcornopolis & Snacks Fundraiser

Our upcoming school fundraiser, starting Friday September 11th, will provide families with an opportunity to support our school. More information will be shared soon regarding dates, fundraising videos to share with families, online shopping and delivery. While participation in our school fundraiser is voluntary, we hope teachers encourage students and families to

participate since the funds raised will be submitted to our general student body funds for student related purchasing needs.

Fitness Tuesdays

Due to participant requests, our fitness workshop will now take place on Tuesdays instead of Fridays from 9am to 10:30am. It will continue to have a rotational schedule between campus and gathering off site to the actual gym location. Activities include simple fitness exercises, movement-based activities, and other accessible workouts designed to encourage healthy habits and community participation. A special thank you to our partner Ademir Mineros, the coach instructor and to San Fernando Fitness for allowing us to use their facilities.

LAVC ESL Level II Courses

The Family Center will offer families and community members access to ESL Level II courses provided by Los Angeles Valley College (LAVC). These courses would provide an opportunity for adult learners to continue developing their English language skills in a supportive educational environment. Additional information regarding registration, class schedule, and eligibility has been shared through flyers and Class Dojo.

Tentative Partnership with Boxing Coach and Muay Thai Coaches

Ms. Palma is exploring the possibility of offering boxing inspired exercise classes for parents, families, and members of the broader school community with a trained boxing coach. The goal would be to provide an accessible fitness opportunity focused on movement, conditioning, coordination, and basic boxing techniques rather than competitive boxing.

Ms. Palma is also connecting to form a potential partnership with MTK Gym to offer Muay Thai conditioning workshops for the school community. She has been connecting with their Community Outreach representative to explore what they can offer since the business has never considered partnering with schools so they are brainstorming ways we could potentially mutually benefit with this opportunity. This is currently a potential partnership involving two different entities. Additional details regarding programming, scheduling, and participation will be shared if the workshops move forward.

Item #10 Fall Family Math Night (LCAP Goal 2, AMO 1) - Krystal Rodriguez, ELO-P Coordinator (*Motion to Approve*)

Mrs. Rodriguez shared that Fall Family Math Night will be held on Thursday, October 15, from 4:00 p.m. – 5:30 p.m. Parents and families will be welcomed on campus from 4:00 p.m. – 4:30 p.m. to browse vendor and community partner tables. Invited participants include Kona Ice, the school's uniform vendor, Think Together, and the Sun Valley Library. From 4:30 p.m. – 5:30 p.m., families will participate in a variety of math activities facilitated by the grade-level teams. Teachers will be compensated for one hour of participation in the event.

On **MOTION** of Nicholas Caldera, **SECONDED** by Melissa Allender, and **CARRIED**, the Fall Family Math Night was approved.

Item #11 ELO-P Days (LCAP Goal 2, AMO 1) - Krystal Rodriguez, ELO-P Coordinator (*Informational Meeting*)

Mrs. Rodriguez presented that ELO-P Days are structured as expanded learning days rather than traditional instructional days. All ELO-P Day field trips have been confirmed and buses have been

requested and scheduled for each grade level. We are currently finalizing on site assemblies for both days based on costs to stay within budget. Once on site assemblies are scheduled, Mrs. Rodriguez will email a finalized schedule for all ELO-P Days. All grade level lunch and recess schedules will not be affected or changed on ELO-P Days.

- **Thursday, October 29:**
 - TK & Lower ILC: Gilchrist Farms
 - Kindergarten: LA Zoo
 - 1st & 2nd Grade: Discovery Cube
- **Friday, October 30:**
 - 3rd & 4th Grade: CA Science Center
 - 5th Grade: Griffith Observatory
 - 6th & Lower ILC: Natural History Museum

Announcements:

There were no announcements.

Next Regular Meeting:

The next Parent Advocacy Committee meeting will be held on October 9, 2026.

Adjournment:

On **MOTION** of Sofia Scaglione, **SECONDED** by Nicholas Caldera, and **CARRIED**, the meeting was adjourned at 7:38am.

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Boulevard Community Charter School

Unapproved Minutes of the Parent Advocacy Committee

September 8, 2026

Call to Order: Aaron Veals, Committee Chair

A meeting of the Parent Advocacy Committee was called to order on September 8, 2026 at 7:20 a.m. in Room 43 at Santa Monica Boulevard Community Charter School.

Roll Call: Aaron Veals, Committee Chair

Present Members: Aaron Veals, Evelia Prado, David Levinson, Johana Juarez, Vanessa Ettleman, Christy Namkung, Victoria Hernandez, Julia-Nelly Gregorio, Zoe Weiss

Excused Members: Vivana Fonseca, Amanda Hill, Erick Lazo, Walter Gomez

Absent Members: Jayla Lowery

Additions/Corrections to the Agenda: Aaron Veals, Committee Chair

Item #13 **Street Data (LCAP Goal 2, Metric 2.2),** Ariana Gomez, Assistant Director (*Informational Item*)

Approval of Minutes: Aaron Veals, Committee Chair

Item #1 **Approval of Minutes from the May 5, 2026, meeting of the Parent Advocacy Committee** (*Motion to Approve*)

On **MOTION** of Johana Juarez, **SECONDED** by Victoria Hernandez, and **CARRIED**, the minutes from the May 5, 2026 meeting of the Parent Advocacy Committee were approved.

Presentations from the Public: Aaron Veals, Committee Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Parent Advocacy Co-Chair** - Aaron Veals, Committee Chair (*Motion to Approve*)

Victoria Hernandez volunteered to serve as Co-Chair for the Parent Advocacy Committee.

On **MOTION** of Johana Juarez, **SECONDED** by Vanessa Ettleman, and **CARRIED**, the Selection of Parent Advocacy Co-Chair has been approved.

Item #4 **Selection of Parent Advocacy Committee Secretaries - Aaron Veals, Committee Chair** (*Motion to Approve*)

There were no volunteers from the committee. This item will be tabled for the next meeting.

Item #5 **Student Attendance Incentives (LCAP Goal 2, Metric 2.3) - Jazmin Luna, Assistant Director** (*Informational Item*)

Zoe Weiss presented **Student Attendance Incentives (LCAP Goal 2, Metric 2.3)** on behalf of Jazmin Luna. September's attendance incentive will be popsicles. Staff is encouraged to provide ideas for future incentives that are relatively inexpensive and easy to implement consistently, while considering available student body funding and administrator availability. Ms. Luna is awaiting confirmation of the current balance of available funds.

Item #6 **Semester Award Attendance Criteria (LCAP Goal 2, Metric 2.3) - Jazmin Luna, Assistant Director** (*Informational Item*)

Zoe Weiss presented **Semester Award Attendance Criteria (LCAP Goal 2, Metric 2.3)** on behalf of Jazmin Luna. Perfect attendance awards will be based on in-seat attendance only; independent study attendance will not qualify for the Perfect Attendance award. First semester awards will recognize students with perfect in-seat attendance from September 1st through December 18th, with no more than eight total tardies.

Second semester awards will recognize students with perfect in-seat attendance from January 12th through May 27th, with no more than ten total tardies.

Item #7 **SMBCCS Local Control Accountability Plan (LCAP Goal 1-3) - Walter Gomez, Director** (*Informational Item*)

Zoe Weiss presented the **SMBCCS Local Control and Accountability Plan (LCAP Goals 1–3)** on behalf of Walter Gomez. The Local Control and Accountability Plan (LCAP) serves as Santa Monica Boulevard Community Charter School's roadmap for aligning student needs, school priorities, and resources. The LCAP establishes measurable goals and action steps, with progress reviewed and adjusted based on student outcomes and input from educational partners. This year, the school's three LCAP goals focus on increasing student achievement, strengthening student and family engagement and support, and maintaining the conditions necessary for high-quality educational programs, including qualified staff, professional development, instructional materials, technology, and a safe learning environment. These goals help guide school decisions and the monitoring of student progress.

Item #8 **Community Schools Update (LCAP Goal 2, Metric 2.2) - Johana Juarez, Family Center Director** (*Informational Item*)

Johana Juarez presented **Community Schools Update (LCAP Goal 2, Metric 2.2)**. Ms. Juarez reported that 68 parents are enrolled in the Family Center, with approximately 22–25 attending daily. The Family Center calendar, which lists classes and activities, will be shared with families again this month. ESL

classes will continue, and beginning in September, LA City College will offer ESL, citizenship, and GED classes on Thursdays. These classes will be open to all community members.

Family fitness and nutrition classes will continue, including online nutrition classes with Providence beginning the following week and in-person cooking classes during the new semester. The school will also continue its Community Schools Initiative and begin participating in the Street Data initiative, which will include staff, a parent, and a student and involve approximately 10 meetings throughout the school year.

Item #9 **Parent Workshops (LCAP Goal 2 Metric 2.2)** - Johana Juarez, Family Center Director (*Informational Item*)

Johana Juarez presented **Parent Workshops (LCAP Goal 2 Metric 2.2)**. Parenting workshops are listed on the calendar and will take place every other week. An invitation for this week's session will be sent to parents. The workshop will be conducted in Spanish, with English translation available if needed. Additional workshop information is available on the calendar.

Item #10 **Student Council Update (LCAP Goal 2, Metric 2.2)** - David Levinson, 6th Grade Teacher (*Informational Item*)

David Levinson presented **Student Council Update (LCAP Goal 2, Metric 2.2)**. The first Student Council meeting will be held Monday, September 14th. There are currently 31 student representatives, including three representatives from each fifth-grade class and 19 sixth-grade students. Mr. Parra and Ms. Pimentel will attend the first Student Council meeting to discuss expanding Student Council responsibilities, including a possible neighborhood cleanup, with the goal of making Student Council more community-focused. Student behavior and being a positive example on campus were emphasized as expectations. Staff are encouraged to share any concerns regarding student behavior.

Item #11 **Expanded Learning ELO-P Update (LCAP Goal 2, Metric 2.2)** - Zoe Weiss, Expanded Learning Coordinator (*Informational Item*)

Zoe Weiss presented **Expanded Learning ELO-P Update (LCAP Goal 2, Metric 2.2)**. After school club sign-ups are going well, with several classes already full or nearly full, including cooking, soccer, and chess.

Parents are encouraged to register students through Activity Hero, with assistance available in the office if needed. The platform is available in English and Spanish. Classes begin Monday and will run for 12 weeks ending at winter break.

The first ELO-P field trip will be September 12th for sixth grade to Universal Studios. For ELO-P Days, TK–2nd grade will attend field trips on October 29th, while 3rd–6th grade will participate in rotations including a petting zoo, STEAM assembly, and classroom STEAM activity. On October 30th, the school will visit Paramount Studios and return to campus for the Halloween Parade.

Item #12 **Initial ELPAC Update (LCAP Goal 1, Metric 1.4)** - Ariana Gomez, Assistant Director (*Informational Item*)

Zoe Weiss presented **Initial ELPAC Update (LCAP Goal 1, Metric 1.4)** on behalf of Ariana Gomez. There are 56 students who need to be tested, including all kindergarten students and one fifth-grade

student. Currently, 20 students remain to be tested before the end of the 30-day testing period. Initial LPAC testing will continue throughout the school year as new students enroll, including students who are new to the country or attending school for the first time and whose families indicate a language other than English on the home language survey.

Item #13 **Street Data (LCAP Goal 2, Metric 2.2)** - Ariana Gomez, Assistant Director
(Informational Item)

Zoe Weiss presented **Street Data (LCAP Goal 2, Metric 2.2)** on behalf of Ariana Gomez. This year, Santa Monica was selected to participate in the Street Data Community of Practice through the Community Schools Grant. Director of Community Schools Richard Parra, Community School Liaison Jennifer Pimentel, and a team representing staff, educators, counseling, students, and families will participate throughout the full cycle. The team includes Richard Parra, Jennifer Pimentel, Ariana Gomez, Johana Juarez, Aaron Veals, Xareni Robledo, student Marcelo Salguero, and parent Iris Salguero.

The initiative supports one of Santa Monica’s LCAP goals of strengthening family engagement. Rather than relying mainly on surveys and traditional meetings, the team will gather “street-level data” by listening directly to the experiences and needs of students, families, and staff. This will help the school better understand equity-centered challenges, develop and test strategies for improvement, and ensure that student and family voices meaningfully inform decisions. Meetings will take place both virtually and in person.

Announcements:

None

Next Regular Meeting:

October 13, 2026

Adjournment:

On **MOTION** of Evelia Prado, **SECONDED** by Johana Juarez, and **CARRIED**, the Parent Advocacy Meeting adjourned at 7:53 a.m.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the School-Community Relations Council

September 10, 2026

A meeting of the School-Community Relations Council was held on Thursday, September 10, 2026 at 7:20 am, in the Conference Room of Fenton Avenue Charter School, 11828 Gain St., Lake View Terrace, CA 91342.

Call to Order: Tony Peña, Chairperson

Roll Call: Tony Peña, Chairperson

The School-Community Relations Council was called to order at 7:27 A.M by Chairperson, Tony Peña.

Members present: Samantha Alarcon, Elsie Orellana, Nallely Del Rio, DeeAnne Drake Ferraro, Ivan Hernandez, Bernite Oandasan, Sara Shalaby, Perla Manzo, Bethany Montajes, Tony Pena, Veronica Ramos, Monica Castañeda, Alex Muñoz, Kelley Christenson

Members excused: Edith Cervantes

Non-Members present: None

Additions/Corrections to the Agenda: Tony Peña, Chairperson

There were no additions or corrections to the agenda.

Item #1 **Minutes from the June 4, 2026 meeting of the School-Community Relations Council - Tony Peña, Chairperson (*Motion to Approve*)**

On **MOTION** of Veronica Ramos, **SECONDED** by Ivan Hernandez, and **CARRIED**, the minutes were **APPROVED** as submitted.

Presentations from the Public: Tony Peña, Chairperson

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

There were no presentations from the public.

Old Business:

None

New Business:

Item #3 **Selection of Committee Secretary** - Tony Peña, Committee Chair (*Motion to Approve*)

The committee discussed the selection of a committee secretary for the year. Secretary responsibilities were discussed, and the possibility of being a co-secretary was shared. At this time, there were no volunteers

Item #4 **Back to School Parent Orientations (LCAP Goal 2; Metric 2.1, 2.2)** - Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda shared that Back-to-School Orientations were held on August 11, 2026. Each grade level participated in a scheduled orientation designed to welcome students and families and prepare them for the start of the new school year. The orientations began with a presentation from the administration team highlighting important school-wide information, policies, procedures, and expectations. Families then attended a grade level presentation focused on curriculum, instruction, and what students can expect during the school year. To conclude the orientation, grade level teams led families on a campus tour to help students become familiar with the school and feel prepared for their first day. The orientations drew strong attendance and created a welcoming, enthusiastic start to the 2026–2027 school year.

Item #5 **BOY i-Ready Diagnostic Assessments and Personalized Instruction (LCAP Goal 1; Metric 1.5, 1.6)** - Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda provided an update on the beginning-of-year i-Ready assessments, now referred to as i-Ready Inform. She shared that the assessment is significantly shorter than in previous years, allowing students to complete testing in less time and reducing the overall testing window. Students completed i-Ready Inform assessments in Reading and Mathematics to establish baseline performance and inform instructional planning and intervention supports. Ms. Castañeda shared that teachers will take a closer look at their BOY data during goal-setting meetings the week of September 21 to identify student needs, establish instructional groupings, and develop goals for the school year. She also reviewed expectations for i-Ready Personalized Instruction, including weekly usage, lesson completion, student tracking, and the schoolwide incentive system.

Item #6 **GLOW (LCAP Goal 1; Metric 1.5, 1.6, 1.8)** - Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda provided an update on GLOW (Growth Learning Opportunity Window), FACS' designated time for targeted instruction based on student needs. Homogeneous GLOW groups will begin the week of September 14. Initial student groupings will be determined using BOY i-Ready data and phonics assessment results to identify specific areas of need and appropriate instructional skills. Moving forward, GLOW groups will remain flexible and will be adjusted based on student performance on summative assessments administered at the conclusion of each unit of study. This process will allow teachers to regularly regroup students and provide targeted instruction aligned to their most current learning needs.

Item #7 **CAASPP Outcomes (LCAP Goal 1; Metric 1.1)** - Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda reviewed FACS' most recent CAASPP results, sharing that 50% of students met or exceeded standards in English Language Arts and 39% met or exceeded standards in Mathematics. Both

areas showed improvement from the previous year; however, Ms. Castañeda emphasized the need for continued growth, particularly in Mathematics. She shared that math coach Christine Davis will continue working with grade level teams throughout the school year to strengthen mathematics instruction, analyze student performance, and support the school's ongoing efforts to increase student proficiency.

Item #8 **Expanded Learning ELO-P Update (LCAP Goal 2, Metric 2.2)** - Kelley Christenson, ELO-P Coordinator (*Informational Item*)

Our Expanded Learning programs have gotten off to a strong start this year, with clear expectations and protocols in place across both afterschool programs. Think Together is currently serving approximately 200 students daily, with the waitlist now closed, while LA's BEST is enrolled with 55 students and has the capacity to accept up to 75 students. A big thank you to the leadership and teams at both programs for establishing such a strong start and creating a positive experience for our students.

We are also in full planning mode for our October Expanded Learning Days. Students will have opportunities to participate in grade level field trips as well as engaging experiences on campus, including teacher-led activities and a Prismatic Laser Assembly.

For Session 1 Clubs, the start date is still to be determined. For this session, we are no longer utilizing outside vendors, which allows us to shift our focus toward academic intervention and our school's instructional priorities. Teachers will be able to lead clubs that directly support student learning while still providing opportunities for enrichment. This adjustment allows us to continue offering teacher-led clubs while making sure our Expanded Learning programming is aligned with the needs and goals of our students and school.

Item #9 **English Language Advisory Committee (LCAP Goal 2; Metric 2.2)** - Alex Muñoz, Assistant Director (*Informational Item*)

Mrs. Muñoz informed the committee that each Fenton school will continue to establish an English Learner Advisory Committee (ELAC) for the 2026–2027 school year as a subcommittee of the Parent Advocacy Committee/School-Community Relations Council. ELAC advises school leadership on the English Learner Master Plan, schoolwide needs assessment, attendance, and annual language census. Membership must appropriately represent the school's English Learner population, with members serving one- or two-year terms and meeting approximately 3–5 times annually. The nomination and election process will take place throughout September, with members finalized and publicly announced by September 25. The first official ELAC meeting is scheduled for October 6, 2026, at 3:00 p.m. The meeting time was adjusted to take place in the afternoon, in the hopes of attracting more members to regularly attend. One of our FCPS focuses for the 26-27 school year is strengthening support for English language learners and improving our reclassification rates. We strongly encourage staff members to please consider joining this important council so that they can further strengthen support for our English learners.

Item #10 **School Site Council (LCAP Goal 2; Metric 2.2)** - Nicole Langlois, Assistant Director (*Informational Item*)

Mrs. Langlois provided an update on the School Site Council (SSC) election process for the 2026–2027 school year. She reviewed the role of the SSC in school governance, including monitoring school programs, reviewing schoolwide goals and plans, and supporting Federal and State compliance. Nomination forms were distributed to families on September 3 and are due September 11. Ballots will

be distributed September 15 and are due September 22, with final results announced by September 25. The first SSC meeting is scheduled for October 6 at 3:30 p.m.

Item #11 **Initial ELPAC (LCAP Goal 1; Metric 1.3)** - Alex Muñoz, Assistant Director
(Informational Item)

Mrs. Muñoz shared that all currently eligible students have completed the Initial ELPAC assessment. When students enroll in a California public school and parents identify any language other than English as their first language on the home language survey, then they are eligible to complete the Initial ELPAC Assessment. Students are assessed in four domains (Listening, Speaking, Reading and Writing) in order to determine their English Language proficiency. The assessment must be administered within the first 30 days after being enrolled. Ms. Ramos and Mrs. Muñoz tested 20 kindergartners, and all assessments were administered 1-1. Reports have been generated, and will be sent home to all families by the end of this week. Two of our tested students were eligible to be classified as IFEP (Initial Fluent English Proficient). If new students enroll, and they meet the criteria to complete the Initial ELPAC assessment, they will be assessed within the first 30 days of their enrollment. Thank you to Ms. Ramos for her assistance in this process.

Item #12 **Family Center Update (LCAP Goal 2)** - Tony Peña, Community Schools
Coordinator *(Informational Item)*

Mr. Peña reported that several workshops and programs are currently being offered to families. Lake View Terrace Neighborhood Watch meetings are held on the first and third Tuesday of each month and provide families with an opportunity to discuss neighborhood concerns, including issues related to mini bikes and vacant properties. ESL, citizenship, and GED classes are offered every Monday and Wednesday, with five participants currently enrolled. The Family Center will continue advertising these classes to increase participation. FEAST classes begin September 11 and will be held every Friday through December 11. Flyers are being distributed during dismissal to encourage families to participate.

The Parent Ambassador Program began on September 3, with Ms. Sumida providing participants with an overview of Fenton's history. A total of 26 parents from all five schools are participating, including five FACS parents. Teachers were encouraged to continue promoting the program to increase FACS participation.

Mr. Peña also shared that upcoming Family Center activities include Big Smiles on October 1 and Popcornopolis Fundraiser beginning on October 2.

Item #13 **Lotería Night (LCAP Goal 2; Metric 2.2)** - Kelley Christenson, ELO-P
Coordinator *(Informational Item)*

Mrs. Christenson stated that Lotería Night will take place on Thursday, September 24, from 4:30–6:00 p.m. as a celebration of Hispanic Heritage Month and an opportunity to bring our Fenton community together. Families will enjoy Lotería games, teacher-led activity booths, and traditional frutas and aguas frescas provided by Think Together. We look forward to celebrating the rich culture and traditions represented within our school community. A special thank you to all of the staff members who are volunteering their time and helping make this event possible!

Item #14 **Fall Festival (LCAP Goal 2; Metric 2.2)** - Kelley Christenson, ELO-P
Coordinator *(Informational Item)*

Mrs. Christenson stated that the Fenton Fall Festival will be held on Saturday, October 24, from 3:30–6:30 p.m. This cherished community event brings together Fenton families, staff, and community partners for an afternoon of fun and connection. This year’s festival will feature teacher-led engagement booths, community vendors, and a special cheer performance. Teacher sign-ups to participate in the Fall Festival will be shared during the week of September 13. We look forward to another wonderful event that celebrates and strengthens our Fenton community!

Announcements:

None

Next Regular Meeting:

October 14, 2026

Adjournment:

On **MOTION** of DeeAnne Ferraro, **SECONDED** by Nallely Del Rio, and **CARRIED**, the meeting **ADJOURNED** at 8:01 am.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the Parent Advocacy Committee

September 10, 2026

A meeting of the Parent Advocacy Committee was held on Thursday, September 10, 2026, at 7:15 a.m. in the Conference Room (Room 201) of Fenton Primary Center at 11351 Dronfield Avenue, Pacoima, CA, 91331.

Call to Order: Coco Salazar, Co-Chair

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

Roll Call: Coco Salazar, Secretary

Members Present: Adriana Baez, Bridget Ruiz, Coco Salazar, Gloria Rangel, Laura Vasquez, Lindsay Moore, Lorena Sanchez, Magaly Fernandez, Nina Ferman, Paola Ramirez, Sandra Valle, Nury Gonzalez, Jasmin Gonzalez, Sara Fillerup, Maricela Marquez

Non-Members Present: Giselle Flores (parent from FPC)

Members Excused: Juan Gomez, Shirley Saetang

Members Absent: N/A

Additions/Corrections to the Agenda: Coco Salazar, Co-Chair

Item #8 was changed from **September and October School Spirit Days** to **September and October School Events**

Approval of Minutes from May 28, 2026: Bridget Ruiz, Co-Chair

Item #1 **Minutes from the May 28, 2026 meeting of the Parent Advocacy Committee -**
Coco Salazar, Co-Chair (*Motion to Approve*)

On **MOTION** of Laura Vasquez, **SECONDED** by Jasmin Gonzalez, and **CARRIED**, the Minutes of the Parent Advocacy Committee Meeting of May 28, 2026, were approved as submitted.

Presentations from the Public: Coco Salazar, Co-Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 Selection of Parent Advocacy Committee Secretaries (LCAP 2, Metric 2.1) - Coco Salazar, FPC PAC Co-Chair (*Motion to Approve*)

Magaly Fernandez and Jasmin Gonzalez volunteered to serve as secretaries for the Parent Advocacy Committee. Secretary responsibilities are as follows:

- Attend all committee meetings and record detailed discussion minutes.
- Submit draft minutes to the committee chairs for review (recommended within 24 hours post-meeting) and before posting and emailing to the organization.
- Post and distribute the final meeting minutes via email within 48 hours following the meeting.

On **MOTION** of Bridget Ruiz, **SECONDED** by Lorena Sanchez, and **CARRIED**, the selection of Parent Advocacy Secretaries was approved.

Item #4 Back to School Parent Orientations (LCAP 2, Metric 2.2) - Juan Gomez, FPC Director (*Informational Item*)

This year's Parent Orientation took place in conjunction with the "Meet and Greet" on Tuesday, August 11. Families gathered in the Multi-Purpose Room (MPR) for an administrative presentation on essential school information before being escorted to classrooms by teachers for grade level overviews.

The sessions followed a staggered schedule throughout the morning:

- **Transitional Kindergarten (TK):** 8:00 AM
- **Kindergarten:** 9:00 AM
- **1st Grade:** 10:00 AM
- **2nd Grade:** 11:00 AM

Item #5 Initial ELPAC (LCAP 1, Metric 1.3) - Lorena Sanchez, FPC Administrative Coordinator (*Informational Item*)

The Initial English Language Proficiency Assessments for California (ELPAC) - a mandatory state screening test for newly enrolled K–12 students whose primary language is not English - is nearly complete. Out of 50 qualifying students, 49 have been assessed, with 16 students qualifying as Initial Fluent English Proficient (IFEP). Compliance Assistant, Ms. Maria Reyes, has one remaining student left to test to reach 100% completion.

Item #6 School Site Council (LCAP 2, Metric 2.2) - Lorena Sanchez, FPC Administrative Coordinator (*Informational Item*)

The committee received an overview of the School Site Council (SSC), a legally mandated body comprised of staff, parents, and community members. The SSC monitors the effectiveness of school programs, reviews school-wide plans such as the Local Control Accountability Plan (LCAP), and helps oversee strategic and school improvement goals to support student achievement.

For the 2026–2027 school year, the SSC will operate as a subcommittee of the Parent Advocacy

Committee. Elementary school council membership requires a minimum of 10 members, structured to maintain equal representation between school staff (1 principal/designee, 1 additional staff member, and 3 teachers) and parents or community members (5 representatives).

There are currently four open positions: three for certificated staff and one for classified staff. No prior experience is required. SSC members serve a one- to two-year term and meet approximately 3 to 7 times per school year.

Nomination forms for available positions will be distributed soon.

Item #7 **English Language Advisory Committee (LCAP 2, Metric 2.2)** - Lorena Sanchez, FPC Administrative Coordinator (*Informational Item*)

An update was provided regarding the English Learner Advisory Committee (ELAC), a school-level committee composed of parents, staff, and community members dedicated to advising school officials on programs and services for English learners.

Key details regarding the committee's responsibilities and current membership include:

- **Core Responsibilities:**
 - Advise the Director and staff on the development of the site plan for English learners for submission to the School Site Council (SSC) as part of the School Plan for Student Achievement.
 - Assist in creating a schoolwide needs assessment to identify key support areas for English learners.
 - Develop strategies to help parents understand the critical impact of regular school attendance on student success.
 - Oversee the English Learner Master Plan and partner with teachers, administrators, students, and parents to monitor academic progress and instructional programming.

There are currently four open positions. ELAC members serve a one- to two-year term and meet 5 to 7 times during the school year. Nomination forms for the open positions will be distributed soon.

Item #8 **September and October School Events, (LCAP 2, Metric 2.1)** - Bridget Ruiz, FPC PAC Co-Chair (*Motion to Approve*)

The following dates were presented to the committee for formal review and approval:

- **Week of September 14:** School Community Coordinator Appreciation Week
- **September 15 - October 15:** Hispanic Heritage Month
- **September 18:** Latin American Flag Colors Spirit Day (wear colors from any Latin American flag)
- **September 21:** Coffee with the Principal
- **September 22:** First Day of Fall (wear best fall attire)
- **September 25:** Hispanic Sports Team Jersey Spirit Day
- **September 25:** Coffee with Counselor
- **October:** Bully Prevention Month
- **October 9:** Hispanic Heritage Attire Spirit Day
- **October 21:** Unity Day (wear orange)
- **October 30:** Halloween Parade (TK and Kindergarten at 8:30 a.m. and 1st and 2nd Grade at 9:30 a.m.)

On **MOTION** of Gloria Rangel, **SECONDED** by Sandra Valle, and **CARRIED**, the September and October School Events was approved.

Item #9 **Hispanic Heritage Month (LCAP 2, Metric 2.1) - Coco Salazar, FPC PAC Co-Chair** (*Motion to Approve*)

FPC will celebrate Hispanic Heritage Month with three themed Friday Spirit Days:

- **September 18:** Latin American Flag Colors Spirit Day (wear colors from any Latin American flag)
- **September 25:** Hispanic Sports Team Jersey Spirit Day
- **October 9:** Hispanic Heritage Attire Spirit Day

In addition to spirit days, daily morning announcements will highlight notable Hispanic Americans throughout the month. Teachers will also receive an educational video explaining the history of Hispanic Heritage Month, along with an interactive presentation featuring read-alouds celebrating Latinx/Hispanic authors and illustrators, plus clickable flags to explore individual countries.

On **MOTION** of Sandra Valle, **SECONDED** by Magaly Fernandez, and **CARRIED**, the Hispanic Heritage Month was approved.

Item #10 **Family Center Events (LCAP 2, Metric 2.1 & 2.2), Laura Vasquez, FPC Community School Coordinator** (*Informational Item*)

Ms. Laura Vasquez, School Community Coordinator, presented updates on several Family Center and Community Schools initiatives:

- **Parent Ambassador Program Update:** Community Schools launched the Parent Ambassador Program, hosting an initial Zoom informational meeting on Wednesday, August 26, with 45 parent representatives across all five schools. A second in-person meeting was held on Thursday, September 3, at Fenton Academies with high engagement.
- **Popcornopolis/Snack Fundraiser:** The first fundraiser of the school year ran from August 21 through September 8. Final fundraising totals and results will be shared soon.
- **Big Smiles Dental Clinic:** The Big Smiles Dental Clinic will be hosted in the Family Center on September 23 to provide dental screenings, X-rays, and cleanings. Signed parent permission forms—which have been distributed to teacher boxes—are required for students to participate.
- **Parent/Adult Education:** Community Schools continue to offer adult education resources to empower families, including ESL, GED prep, citizenship classes, digital literacy, parenting education, workforce development, and financial literacy.
- **Student Uniforms and Backpacks:** To remove barriers for families experiencing financial hardship or mid-year enrollment, the Family Center has assisted approximately 25 newly enrolled families with essential uniforms and backpacks.
- **Metro TAP Cards:** Through the Metro GoPass Program, the Family Center provides eligible parents and students with TAP Cards to support reliable transportation to and from school, work, and essential appointments.
- **Parent Volunteers:** The Family Center is processing volunteer applications. Currently, 30 parents are cleared to volunteer, and approximately 20 applications remain pending. Teachers have been notified via email regarding cleared volunteers.

Item #11 **Expanded Learning Opportunity Program (LCAP 2, Metric 2.2) - Adriana**

An update on the Expanded Learning Opportunities Program (ELO-P) was provided, highlighting the upcoming ELO-P days scheduled for October 29 and 30. ELO-P Coordinator, Ms, Baez, clarified that the two upcoming ELO-P days are structured as expanded learning experiences rather than traditional instructional days.

All ELO-P Day field trips and transportation for TK/K have been confirmed and scheduled. Based on feedback from first and second grade teachers, their proposed field trip to Discovery Cube was superseded to allow all grade levels to participate in the annual FPC Halloween parade. Assemblies for both days are fully finalized, and student lunch and recess schedules will remain unchanged across all grade levels. Fall STEM and Halloween activities will be planned for grade levels during their respective class times.

ELO-P Days Schedule Overview

- **Thursday, October 29:**
 - **TK & K:** Field Trip to 9 O'clock Theater to watch the Wizard of Oz
 - **1st, 2nd & ILC:** Mad Science "Fire and Ice" Assembly
- **Friday, October 30:**
 - **All Grades:** Annual FPC Halloween Parade
 - **TK & K:** Mad Science "Fire and Ice" Assembly

Item #12 BOY i-Ready Diagnostic Assessments and Personalized Instruction (LCAP 1, Metric 1.5 & 1.6) - Juan Gomez, FPC Director (*Informational Item*)

The i-Ready Inform Beginning of the Year (BOY) assessment is currently underway across all grade levels. First and second-grade students are entering their third and final week of testing, while kindergarten students are entering their second week. As of this report, 95% of students have completed the reading assessment and 94% have finished the math assessment. Teachers are asked to make every effort to finalize all remaining diagnostics this week to ensure data is available for review during professional goal-setting meetings, which begin the week of September 14. As a reminder, the recommended target for Personalized Instruction is 30–49 minutes of Lesson Time-on-Task per week per subject.

Item #13 Coffee with the Director (LCAP 2, Metric 2.2) - Juan Gomez, FPC Director (*Motion to Approve*)

The first “Coffee with the Director” meeting of the school year will be held on Monday, September 21, 2026 at 8:15 a.m.

On **MOTION** of Bridget Ruiz, **SECONDED** by Lorena Sanchez, and **CARRIED**, the “Coffee with the Director” was approved.

Announcements:

Mrs. Ruiz announced that the annual Pacoima Parade is scheduled for December 12, 2026. The committee will be seeking volunteers interested in leading and taking charge of parade coordination. Planning for this event will remain on the agenda for further discussion at the next meeting.

Next Regular Meeting:

Thursday, October 15, 2026 at 7:15 a.m.

Adjournment:

By order of **GENERAL CONSENSUS**, the Parent Advocacy Committee Meeting was adjourned at 7:54 AM.

Minutes respectfully submitted by: Coco Salazar

**FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Boulevard Community Charter School**

Unapproved Minutes of the School Site Council Meeting

June 5, 2026

Call to Order: Carmen Solis, Chair

A meeting of the School Site Council was held on Friday June 5, 2026 at 3:36pm.

Roll Call: Carmen Solis, Interim Secretary

Additions/Corrections to the Agenda: Carmen Solis, Chair

There were no additions or corrections to the agenda.

Approval of Minutes: Carmen Solis, Chair

Item #1 **Approval of Minutes from the March 3, 2026, meeting of the School Site Council** - Carmen Solis, Chair (*Motion to Approve*)

On **MOTION** of Ariana Gomez, **SECONDED** by Angela Boyd, and **CARRIED**, the minutes were approved as submitted.

Presentations from the Public: Carmen Solis, Chair

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

Old Business:

There was no Old Business.

New Business:

Item #3 **English Learner Reclassification (LCAP Goal 1, Metrics 3-4)** - Carmen Solis, SMBCCS Administrative Coordinator (*Informational Item*)

Ms. Solis presented English Learner reclassification data, reporting that 15 students qualified for reclassification during the 2025-2026 school year. Reclassification criteria were reviewed, along with comparative data from the previous two years and from other school sites within the organization.

Item #4 **2026-2027 LCAP Stakeholder Input (LCAP Goal 2)** - Carmen Solis, SMBCCS Administrative Coordinator (*Discussion Item*)

Ms. Solis reviewed the updated 2026-2027 LCAP draft with the ELAC Committee, including an overview of the three LCAP goals and corresponding metrics. She explained that FCPS is currently in

Year 3 of the LCAP cycle and shared Mrs. Miller's presentation highlighting the alignment between LCAP goals and FCPS priorities and initiatives. Committee members were provided an opportunity to review and discuss the draft.

Item #5 **EOY State and Local Assessments (LCAP Goal 1, Metrics 1 and 7) - Carmen Solis, SMBCCS Administrative Coordinator** (*Informational Item*)

Ms. Solis shared overall End-of-Year i-Ready Diagnostic results in reading and mathematics, including student achievement and growth data. She also provided an update on the administration of the Smarter Balanced Assessment Consortium (SBAC) and California Science Test (CAST). Preliminary assessment data that had been released to date was shared with the committee, along with historical assessment data from previous years to provide context and identify trends in student performance. Information regarding testing participation, completion status, and next steps for reviewing finalized results were also discussed. Assessment results were reviewed to evaluate progress toward LCAP Goal 1 metrics and identify areas for continued academic growth and support.

Item #6 **Summer Programing (LCAP Goal 1, Metric 8)-Zoe Weiss, ELO-P Coordinator** (*Informational Item*)

Ms. Solis shared information on behalf of Ms. Weiss regarding summer programming opportunities available to students through the Expanded Learning Opportunities Program (ELO-P). Information regarding program offerings, student participation, and enrichment opportunities was reviewed to support continued learning and engagement during the summer months. The committee was informed of the resources and opportunities available to students and families throughout the summer break.

Announcements:

None

Next Regular Meeting:

TBD

Adjournment:

On **MOTION** of Angela Boyd, **SECONDED** by Ariana Gomez, and **CARRIED**, the School Site Council Meeting was adjourned at 3:52 p.m.

Minutes respectfully submitted by Carmen Solis

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Boulevard Community Charter School

English Learner Advisory Committee Meeting

June 5, 2026

Call to Order: Vanessa Ettleman, Chair

A meeting of the English Language Advisory Committee was held on Friday June 5, 2026 at 3:05pm.

Roll Call: Carmen Solis, Interim Secretary

Roll call was documented on Zoom.

Additions/Corrections to the Agenda: Vanessa Ettleman, Chair

There were no additions or corrections to the agenda.

Approval of Minutes: Vanessa Ettleman, Chair

Item #1 **Approval of Minutes from the March 3, 2026, meeting of the English Learner Advisory Council** - Vanessa Ettleman, Chair (*Motion to Approve*)

On **MOTION** of Carmen Solis **SECONDED** by Vanessa Ettleman and **CARRIED**, the minutes of the English Learner Advisory Committee Meeting from March 3, 2026 were approved as submitted.

Presentations from the Public: Vanessa Ettleman, Chair

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

There were no presentations from the public.

Old Business:

There was no old business.

New Business:

Item #3 **English Learner Reclassification (LCAP Goal 1, Metrics 3-4)** - Carmen Solis, Administrative Coordinator (*Informational Item*)

Ms. Solis presented English Learner reclassification data, reporting that 15 students qualified for reclassification during the 2025-2026 school year. Reclassification criteria were reviewed, along with comparative data from the previous two years and from other school sites within the Organization.

Item #4 **2026-2027 LCAP Stakeholder Input (LCAP Goal 2)** - Carmen Solis,
Administrative Coordinator (*Discussion Item*)

Ms. Solis reviewed the updated 2026-2027 LCAP draft with the ELAC Committee, including an overview of the three LCAP goals and corresponding metrics. She explained that FCPS is currently in Year 3 of the LCAP cycle and shared Mrs. Miller's presentation highlighting the alignment between LCAP goals and FCPS priorities and initiatives. Committee members were provided an opportunity to review and discuss the draft.

Item #5 **EOY i-Ready Diagnostic (LCAP Goal 1, Metrics 1 and 7)** - Carmen Solis,
Administrative Coordinator (*Informational Item*)

Ms. Solis shared overall End-of-Year i-Ready Diagnostic results in reading and mathematics, including student achievement and growth data. Data specific to English Learners was also reviewed to examine academic progress and identify areas of need. The committee discussed the importance of strengthening supports for English Learners, and Ms. Solis noted that enhancing targeted interventions and services for EL students will be a key focus for the 2026-2027 school year in collaboration with the site's ELD Lead Teachers.

Item #6 **SBAC and CAST Update (LCAP Goal 1, Metrics 1 and 7)** - Carmen Solis,
Administrative Coordinator (*Informational Item*)

Ms. Solis provided an update on the administration of the Smarter Balanced Assessment Consortium (SBAC) and California Science Test (CAST). Preliminary assessment data that had been released to date was shared with the committee, along with historical assessment data from previous years to provide context and identify trends in student performance. Information regarding testing participation, completion status, and next steps for reviewing finalized results were also discussed.

Announcements:

None.

Next Regular Meeting:

TBD

Adjournment:

On **MOTION** of Carmen Solis, **SECONDED** by Vanessa Ettleman, and **CARRIED**, the English Learner Advisory Committee Meeting adjourned at 3:13 pm.

Minutes respectfully submitted by Carmen Solis

II. C.

Financial Business Manager's Report

See separate [slides](#) of Financial Presentation.

II. D.

Site Directors' Reports

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

September 17, 2026

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

State Charter Number: 30

ATTENDANCE AND ENROLLMENT

AVG. Monthly ADA – 99.4%

Date	TK	K	1st	2nd	3rd	4th	5th	Total
9/11/2026	36	52	47	55	167	150	185	692

Date	TK	K	1st	2nd	3rd	4th	5th	Total
9/12/2025	32	46	49	50	151	184	184	696

Fenton Avenue Charter School is excited to begin the 2026–2027 school year with our students, families, and staff back on campus. The first several weeks of school have focused on establishing strong routines, building relationships, assessing student needs, and setting the foundation for a successful year of learning and growth. We are especially encouraged by the positive energy across campus and our staff's commitment to ensuring students feel supported, challenged, and confident as they begin the new school year.

FACS is also starting the year from a strong position with both enrollment and attendance. Current enrollment stands at 692 students, including five students enrolled in Fenton Launchpad Academy. This places FACS 18 students above our projected enrollment of 674 and only four students below our enrollment at this same time last year. Average Daily Attendance (ADA) is also off to an excellent start at 99.4%.

As we move further into the school year, we will continue to closely monitor enrollment and attendance while maintaining our focus on academic growth, strong instruction, and student success. This first Director's Report highlights our beginning-of-year efforts, early accomplishments, and the work already underway to support a successful 2026–2027 school year.

CURRICULUM AND ASSESSMENT

i-Ready Inform (formerly Diagnostic Assessments) and Personalized Instruction Lessons

Between August 24 and September 4, students at FACS completed the beginning-of-year (BOY) i-Ready Inform assessments in both Reading and Mathematics. These assessments provide a baseline measure of each student's current academic performance and are instrumental in informing instructional decisions across all grade levels.

This year, the i-Ready Inform assessments were significantly shorter than in previous years, allowing students to complete testing in less time and reducing the amount of instructional time dedicated to assessment. As a result, FACS was able to shorten the BOY testing window. Based on this experience, the school will formally adjust and shorten the testing window for the middle-of-year (MOY) assessment administration.

The data collected will be used to establish instructional groupings for Tier 2 and Tier 3 interventions and to identify areas in which students may need additional support or enrichment. These groupings allow teachers to provide targeted instruction that is responsive to individual student needs.

To further support personalized learning, students continue to use their i-Ready data tracking folders. Following each assessment, teachers and students complete goal-setting activities together, allowing students to reflect on their performance, identify areas for growth, and establish realistic academic goals.

Students also use trackers to monitor their progress with i-Ready Personalized Instruction throughout the year. Students track whether they have met the recommended 45 minutes of weekly usage in both Reading and Mathematics and monitor lessons passed with a score of 70% or higher.

To reinforce motivation and celebrate achievement, FACS continues its schoolwide i-Ready incentive system. Beginning at 10 passed lessons and at every 10-lesson milestone thereafter, students earn an i-Ready sticker recognizing their accomplishment. When students reach each milestone, they receive a special visit to the Director's Office to personally claim their sticker and celebrate their progress. This recognition provides an opportunity to acknowledge students individually for their hard work while promoting consistent engagement with personalized instruction, student ownership, goal-setting, and the celebration of academic growth.

Initial ELPAC Testing and ELD Support

FACS has successfully completed Initial ELPAC testing for 20 newly enrolled students. The Initial ELPAC is administered individually to students whose home language survey indicates a language other than English and is used to determine their initial English language proficiency status. All assessments were completed within the state-required 30-day timeline. Families will receive their student's score report and information regarding their English language proficiency classification. Special thanks to Ms. Ramos and Mrs. Muñoz for their efforts in coordinating and completing all Initial ELPAC testing in a timely manner.

As part of an FCPS-wide ELD initiative, each school is offering monthly workshops to strengthen instructional support for English Learners. At FACS, Mrs. Muñoz and Ms. Martínez are leading these sessions and providing teachers with practical strategies, resources, and supports to incorporate into

classroom instruction. The first workshop was held on August 26, and the next session is scheduled for September 16. These workshops will continue throughout the school year, giving teachers ongoing opportunities to strengthen their practices and better meet the needs of English Learners.

CAASPP Outcomes and Next Steps in Math

FACS saw improvement in both English Language Arts and Mathematics on the most recent CAASPP administration. In ELA, 50% of students met or exceeded standards, while 39% of students met or exceeded standards in Mathematics. Although results increased in both subject areas from the previous year, continued growth remains a priority, particularly in Mathematics.

To support this work, FACS will continue its partnership with math coach Christine Davis throughout the 2026–2027 school year. Ms. Davis will work directly with grade-level teams to strengthen Tier 1 mathematics instruction, analyze student data, refine instructional practices, and identify targeted supports for students who have not yet demonstrated proficiency. Coaching sessions will give teachers dedicated time to plan collaboratively, examine student learning, and make instructional adjustments based on identified areas of need.

This continued focus on mathematics is directly aligned with the school’s goal of increasing the percentage of students meeting or exceeding standards on CAASPP. While this year’s results show encouraging growth, FACS recognizes the need to accelerate progress and will continue investing in teacher development, strong instructional practices, and data-driven intervention to improve mathematics outcomes for all students.

BOY Goal Setting and Collaborative Planning

During the week of September 21, FACS teachers will participate in beginning-of-year goal-setting and planning meetings. These meetings give teachers dedicated time to examine student performance, identify strengths and needs, and set meaningful goals that will guide their instructional focus throughout the school year.

Grade-level teams will begin by reviewing key data, including i-Ready BOY results, CAASPP performance when applicable, attendance information, and other relevant student indicators. Ms. Castañeda will then meet individually with each teacher to review class-specific data more closely and collaboratively set personal, classroom, and student achievement goals for the year.

Throughout the individual conferences, grade-level team members will use the remaining time to continue analyzing data and planning together. Teams will identify instructional priorities, develop student groupings, and determine appropriate supports based on current student needs. Teachers will have access to individual data reports, planning resources, and reflection tools to help translate the information into clear instructional next steps.

This process aims to ensure each teacher begins the year with a focused growth plan while maintaining strong alignment between individual goals, grade-level priorities, and FACS’ broader schoolwide goals.

Upcoming LAUSD District Validation Review

FACS is preparing for its upcoming LAUSD District Validation Review (DVR), scheduled for September 29. The DVR is a review process that ensures schools meet special education requirements and appropriately implement programs and services for students with disabilities. The visit includes a review of documentation, staff and parent input, and school practices related to delivering special education services.

Under the leadership of Kristine Khachian, Director of Special Education, and with the support of school psychologist Illeana Venegas, the FACS team has been diligently preparing all required documentation, surveys, and supporting materials for the review. We appreciate their leadership and the collaboration of our Special Education team as they work to ensure FACS is well prepared for a successful visit.

HUMAN RESOURCE AND PERSONNEL

Staffing Updates

FACS is pleased to welcome Leticia Osuna, our new Speech-Language Pathology Assistant (SLPA), to the team. After more than a year without an SLPA on staff, Ms. Osuna’s addition will provide much-needed support to our Special Education team and help strengthen the delivery of speech and language services to students. Filling this position will also positively impact the school’s budget by reducing our reliance on outside service providers.

With Ms. Osuna's addition, FACS is fully staffed in all instructional and support positions. The only remaining vacancy is a custodial position, and the school is actively recruiting for it. We are excited to begin the year with a strong team in place.

New Hires

Fenton Avenue Charter School has welcomed six new educators this year. Fenton Avenue Charter School welcomes the following staff members:

Sara Shalaby (3rd)	Perla Manzo (5th)
Charlotte Spainhower (3rd)	Bethany Montajes (2nd)
Kevin Santos (TK)	Stacey Rodriguez (RSP)

The FACS Instructional Coach, Evelyn Martinez, will regularly support these educators. Monthly workshops are scheduled for the school year to ensure new teachers have the tools and guidance they need to be successful Fenton Educators.

BUDGET, FACILITIES, AND SAFETY

Average Daily Attendance

FACS is off to a strong start with attendance, reporting an Average Daily Attendance (ADA) rate of 99.40% for Reporting Period 1. This exceeds the FCPS organizational benchmark of 98.5% and reflects

the continued efforts of staff and families to ensure students attend school consistently and are ready to learn.

Attendance will continue to be closely monitored throughout the school year, with additional attention given to classrooms and students whose rates begin to fall below the established target. When concerns are identified, teachers will work with families to address barriers, utilize independent study contracts when appropriate, and implement strategies to improve attendance. Ms. Castañeda will also meet individually with teachers as needed to review attendance patterns and develop next steps. This ongoing monitoring allows FACS to respond early to attendance concerns while reinforcing the importance of consistent attendance for student achievement and school funding.

Emergency Preparedness Plan 2026-2027

FACS began the school year with a continued focus on ensuring that staff and students are prepared to respond safely and effectively in the event of an emergency. The school's Emergency Preparedness Plan establishes a coordinated response system with clearly defined staff responsibilities, communication procedures, and protocols for a variety of emergency situations. Staff are assigned to specific response teams, including Incident Command, First Aid and Mental Health, and Search & Rescue, so that each team understands its role should an emergency occur.

As part of beginning-of-year preparations, staff reviewed the Emergency Preparedness Plan during a dedicated training on August 19. Emergency materials across campus were also reviewed and updated, with classrooms equipped with essential supplies such as emergency backpacks, lockdown buckets, fire extinguishers, and non-perishable food and water.

FACS will continue reinforcing these procedures through regularly scheduled emergency drills throughout the school year. The first fire drill took place on August 28, followed by the Great California ShakeOut on October 15. Practicing these procedures gives students and staff opportunities to become familiar with expectations, evaluate the effectiveness of current systems, and identify any adjustments needed to maintain a safe, prepared campus.

Facilities Projects

Several facilities projects were completed over the summer, including routine HVAC maintenance, painting, flooring replacement, plumbing and electrical repairs, and improvements to campus grounds and safety. Currently, 17 doors across campus are being replaced as part of ongoing facility improvements.

FACS is also preparing to welcome Fenton Launchpad Academy students, staff, and families to our campus. Room 15A, formerly the sensory room, has been designated as their classroom. Our custodial and maintenance teams are working diligently to prepare the space, and we look forward to welcoming Launchpad Academy to their new classroom the week of September 21.

Special thanks to Ziggy Del Toro, Tony Zamora, Jose Aceves, and their teams for working diligently to expedite the necessary improvements and prepare the space within such a short timeline. Their responsiveness and teamwork have been greatly appreciated.

SCHOOL-COMMUNITY RELATIONS

Back-to-School Parent Orientations

On August 11, Fenton Avenue welcomed students and families to its annual Back-to-School Orientation. The school continued the combined student and parent format introduced last year, beginning with a schoolwide presentation from the administrative team followed by grade-level presentations, campus tours, and opportunities for students and families to meet their teachers and become familiar with the campus. The orientations were well attended across all grade levels and provided a positive start to the new school year. The continued success of this format has made it an effective way to welcome families, share important information, and prepare students for their first day of school.

Family Center Updates

The FACS Family Center is off to an active start, continuing to provide resources, programs, and opportunities that support both our families and the surrounding community. Families continue to receive assistance with school uniforms and Metro TAP passes, while volunteer applications are being processed for parents interested in becoming more involved on campus. The Family Center is also offering a variety of workshops and classes, including ESL, citizenship and GED support, FEAST classes, and Lake View Terrace Neighborhood Watch meetings.

Parent engagement is also being strengthened through the FCPS Parent Ambassador Program, which launched on September 3 with 26 parents representing all five schools, including five FACS parents. The Family Center will continue promoting these opportunities throughout the year to increase participation and provide families with meaningful ways to connect with and engage in the school community.

Hispanic Heritage Month Celebrations

FACS will kick off Hispanic Heritage Month with a weeklong celebration from September 15–18, highlighting the rich cultures, histories, and traditions represented within our school community. Throughout the week, students will learn about and celebrate Central American Independence Day, Mexican Independence Day, South American culture, and Caribbean culture. Students are also invited to participate by wearing traditional clothing, colors, or sports apparel representing the country or culture being recognized. This celebration gives students a meaningful opportunity to learn about the diverse cultures within the Hispanic and Latino community while building pride, connection, and appreciation across our campus. Special thanks to our counselor, Ivan Hernandez, for organizing the week's activities and creating opportunities for our students and staff to celebrate together.

Second Annual Lotería Night

As part of FACS' Hispanic Heritage Month celebrations, the school is excited to host its Second Annual Lotería Night on Thursday, September 24, from 4:30–6:00 p.m. Following last year's success, families will once again come together for an evening of Lotería games, teacher-led activity booths, and traditional frutas and aguas frescas provided by Think Together. The event offers a fun, meaningful opportunity to celebrate Hispanic culture and traditions while strengthening connections among our

students, families, and staff. Special thanks to Mrs. Christenson for coordinating the event, Think Together for their continued partnership, and the many FACS staff members volunteering their time to make this community celebration possible.

Fall Festival

FACS is excited to continue one of its most cherished traditions with the annual Fenton Fall Festival on Saturday, October 24, from 3:30–6:30 p.m. This year, the festival will take place later in the day, creating an evening atmosphere for families to enjoy the festivities together. The Fall Festival has become a signature Fenton Avenue event and is well known throughout the surrounding community, bringing together current and prospective families, staff, and community partners.

This year's festival will feature teacher-led engagement booths, community vendors, and a special cheer performance. In addition to strengthening connections with our current families, the Fall Festival provides an important opportunity to showcase Fenton Avenue to prospective families and support ongoing recruitment efforts. Special thanks to Mrs. Christenson for coordinating this longstanding tradition and to our staff and community partners who help make the event possible each year.

Looking Ahead:

9/21-25	Periodic Progress Reports Week of Fire Drill
9/24	Loteria Night
9/29	On-Site DVR Visit
10/1	Big Smiles Dental Grade Level COST Meetings Begin
10/2	FCPS PD Day 5 Popcornopolis Fundraiser Begins
10/5	Formal Observations Begin
10/12	Curriculum & Assessment Council Meeting
10/13	Human Resource & Personnel Council Meeting
10/14	School Community Relations Council Meeting
10/15	Budget, Facilities, & Safety Council Meeting Great CA Shakeout
10/16	BOY Lead Teacher Meeting (3rd - 6th)
10/21-23	Christine Davis Coaching

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

September 17, 2026

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

State Charter Number: 446

ENROLLMENT

Date	TK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total	Monthly ADA	Cumulative ADA
9/11/2026	48	76	64	72	93	102	79	85	619	98.96%	98.96%

3-Year Enrollment Comparison

Date	TK		K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total
	Unfunded	Funded								
Sept. 2026	0	48	76	64	72	93	102	79	85	619
Sept. 2025	0	38	63	73	96	108	81	123	87	669
Sept. 2024	6	30	74	88	106	81	123	122	73	703

Santa Monica Boulevard Community Charter School currently has 620 students enrolled, which is 50 students fewer than the school began with last year. While the continued decline in enrollment remains a concern, influenced by factors such as the rising cost of living in California, out-of-state migration, and broader political and policy conditions affecting our school community, there are several encouraging indicators as we begin the 2026–2027 school year. Most significantly, current enrollment is 23 students above our projected enrollment of 597, the figure upon which the school's operating budget was developed. This marks an important improvement, as in recent years SMBCCS has begun the school year below its projected enrollment. We are also seeing positive growth in our youngest grade levels, with 10 more TK students and 12 more kindergarten students than at this same point last year. Strengthening enrollment in TK and kindergarten is especially important because these grade levels provide the foundation for sustained enrollment in future years. Attendance has also started the year exceptionally strong, with a current Average Daily Attendance (ADA) of 98.96% and 10 of our 34 classes achieving 100% attendance during the first month of school. We will continue our attendance incentive program, including monthly recognition and special activities designed to encourage students and families to prioritize consistent, in-seat attendance. We would also like to thank Attendance Manager, Rolando Gutierrez, for visiting SMBCCS and providing staff with a presentation on Salesforce and Digital Independent Studies. Teachers utilizing the digital process have reported that it has made obtaining completed and signed Independent Study agreements more efficient.

Increasing enrollment while sustaining strong student attendance remains a priority for SMBCCS throughout the 2026–2027 school year. We are continuing our partnership with Councilmember Hugo

Soto-Martínez's office to strengthen our presence within the surrounding community and create additional opportunities to introduce families to our school. On August 14, SMBCCS participated in a backpack giveaway sponsored by the Councilmember's office at Lemon Grove Park, where Mr. Hidalgo, Mrs. Wolfer, and Mrs. Gomez represented the school from 5:00–8:00 p.m., distributed enrollment information, and connected with families interested in touring our campus. Additional community events are planned throughout the year to showcase the learning taking place at SMBCCS and open our doors to families from surrounding neighborhoods so they can experience our school firsthand. Although the overall enrollment decline continues to present challenges, beginning the year above our budgeted enrollment projection, experiencing growth in TK and kindergarten, and maintaining an ADA near 99% are encouraging signs. We will continue building on this momentum through intentional community outreach, increased opportunities for prospective families to visit our campus, and continued efforts to ensure that current students and families feel connected to and proud of the SMBCCS community.

INSTRUCTION

Professional Learning Community (PLC)

Santa Monica Boulevard Community Charter School continues to strengthen its Professional Learning Community by creating intentional opportunities for teachers to use data collaboratively and translate their findings into instructional action. Grade-level teams continue to have two protected PLC/PLT meeting times each week, while Lead Teachers meet every Monday with administration to address instructional priorities, schoolwide needs, and strategies that can be taken back to their respective teams. A key area of emphasis for 2026–2027 is strengthening how teachers analyze and respond to student data. Approximately every two to three weeks, grade-level teams will participate in focused data conversations in the Instructional Coach's conference room, with the coach supporting and facilitating the discussion. Teams will examine student performance at multiple points throughout an instructional unit rather than waiting until the end of a unit to determine whether students have mastered the content. These conversations will allow teachers to share best practices, identify areas where instruction needs to be adjusted, and determine appropriate next steps for students. Teachers have already begun this process by reviewing the 2025–2026 unofficial state assessment results and identifying areas in which instruction can be strengthened to improve upon last year's performance. Additionally, each grade level will receive a dedicated full day of collaborative planning during September, providing teams with extended time to plan instruction, examine student needs, develop common formative assessments, and ensure that their instructional priorities are aligned across the grade level. On September 15 and 16, Christine Davis from Solution Tree will also visit SMBCCS to work directly with our grade-level teams, providing coaching focused on strengthening mathematics instruction, identifying effective instructional practices, and helping teachers maximize student learning and achievement in mathematics.

Our Master Block Schedule continues to provide the structure necessary to ensure that the work taking place within our PLCs translates directly into classroom instruction and appropriate levels of student support. This year, particular attention has been given to ensuring that all staff clearly understand the distinction between intervention levels: W.I.N. is designated as Tier 2 instructional time, while services provided by the Acceleration Specialist are specifically identified as Tier 3 intervention within each grade level's schedule. This distinction allows teams to use student data more purposefully when determining which students require reteaching, targeted intervention, or more intensive support, while continuing to protect Tier 1 instruction. We have also expanded the Master Block Schedule to intentionally address students' social-emotional development. Our counselor now follows a dedicated schedule to provide classroom lessons on alternating weeks when students do not have Art, and teachers have designated time to implement our new School Beat SEL program. Staff have found School Beat

beneficial in providing insight into how students are beginning their day and helping identify social-emotional needs that may impact learning. Together, our weekly PLC structures, extended collaborative planning, instructional coaching, clearly defined intervention systems, and SEL supports reinforce a shared responsibility for student success and ensure that collaboration leads to meaningful adjustments in instruction throughout the school year.

Acceleration Program for 2025-2026

This year, SMBCCS has placed greater emphasis on clearly defining and coordinating the levels of academic intervention available to students. W.I.N. (What I Need) Time serves as our designated Tier 2 support, providing targeted reteaching and additional opportunities for students to master essential grade-level skills, while the Acceleration Program provides Tier 3 intervention for students requiring more intensive academic support. Ms. Hernandez and Ms. Condo began Tier 3 services on August 17 and have also been supporting grade-level teams with Beginning of Year assessments. As BOY data becomes available, they will review student performance and make adjustments to intervention groups, with updated groupings expected to be in place by September 14. This process ensures that Tier 3 services remain responsive to current student needs and that intervention decisions are based on multiple sources of academic data.

To strengthen communication and coordination across the school, Acceleration Specialist schedules are available to staff through a live monthly calendar included in the Weekly Bulletin, providing teachers with up-to-date information regarding services and scheduling changes. The program currently has one WIN Teaching Assistant who, beginning September 14, will support both Acceleration Specialists until an additional TA becomes available. The Acceleration Specialists will also continue collaborating with colleagues through the Instructional Leadership Support Team, which will meet next on October 1 to review implementation, share effective intervention practices, and discuss program needs. By more clearly distinguishing Tier 2 W.I.N. support from Tier 3 Acceleration services, our goal this year is to strengthen the continuum of intervention at SMBCCS and ensure that students receive the appropriate level of support based on their individual academic needs.

Expanded Learning at Santa Monica Blvd. Community Charter School

The Expanded Learning Opportunities Program at Santa Monica Boulevard Community Charter School continues to provide students with experiences that extend learning beyond the traditional school day. Registration for this year's enrichment classes opened the week of September 1st through Activity Hero, giving families an opportunity to select from a variety of activities based on student interests. In addition to after-school enrichment, ELOP is expanding opportunities for students to participate in experiences outside of the regular school setting. Our first weekend excursion is scheduled for September 12, when sixth-grade students will visit Universal Studios. Additional field trip opportunities for our younger students are currently being finalized for October 29. Through these experiences, we continue to provide students with opportunities to explore their interests, build connections with their peers, and participate in activities they may not otherwise experience during the traditional instructional day.

ELOP will also bring enrichment directly to our campus. On October 29, upper-grade students will rotate through three interactive experiences, including a Mad Science assembly, Reptacular Petting Zoo, and a STEAM activity, while lower-grade students participate in their planned field trip experiences. This approach allows us to provide age-appropriate opportunities while ensuring that enrichment reaches students across multiple grade levels. Under Ms. Weiss's continued leadership, the program is focused on creating a balance of academic, creative, recreational, and hands-on experiences that complement students' classroom learning. As additional activities and excursions are finalized throughout the year, ELOP will continue to provide opportunities that encourage students to discover new interests, develop

skills, and create positive experiences that strengthen their connection to the SMBCCS school community.

Behavior Coalition Team Update

SMBCCS continues to build upon the schoolwide behavior systems established through our Behavior Coalition, with early data indicating a positive start to the 2026–2027 school year. The coalition regularly reviews PBIS SWIS data, progress toward our schoolwide Behavior SMART goal, behavior logs, walkthrough observations, SchoolBeat implementation, and student referrals to determine where supports may need to be strengthened. August referral data showed a significant improvement compared with the same period last year, decreasing from an average of 3.79 referrals per day to 0.60 referrals per day. While we recognize that this represents only the beginning of the school year, the reduction is an encouraging indicator that our continued emphasis on clearly communicated expectations, consistent routines, and proactive behavioral supports is having a positive impact. The coalition also reviewed feedback from our beginning-of-year Passport Activity and is already considering adjustments for next year, including moving from one hour-long session to two 30-minute sessions to make the experience more focused and effective for students.

This year, our focus is on using behavior data not simply to respond to incidents, but to identify patterns early and determine the appropriate level of support before behaviors become more significant barriers to learning. To strengthen consistency, staff have received clarification on how and where behavior information should be documented, and Lead Teachers will include Behavior Coalition updates during grade-level meetings so that expectations, trends, and strategies are communicated across teams. Our implementation of SchoolBeat provides another proactive layer of support by helping teachers better understand students' social-emotional needs and providing lessons that can be incorporated into the school day. For students requiring more individualized intervention, the Tier 3 Behavior Team will meet to review needs and determine appropriate supports, while administrators across FCPS will continue collaborating around behavioral practices and next steps. Through this multi-tiered approach, our goal is to sustain the positive progress seen at the beginning of the year while ensuring that behavioral supports protect instructional time and contribute to a safe, consistent, and supportive learning environment for all students.

iReady Beginning of Year Assessments

SMBCCS has nearly completed its Beginning-of-Year i-Ready Diagnostic, with 99.6% of students completing the Reading assessment and 98.6% completing the Math assessment in grades 1–6. The Kindergarten assessment window remains open through September 17. Initial results provide an encouraging starting point when compared with last year's beginning-of-year data. In Reading, 58% of students are currently performing within Tiers 1 and 2, while 42% are identified within Tier 3, representing a three-percentage-point improvement in Tiers 1 and 2 compared with last year's 55%. In Math, 64% of students are performing within Tiers 1 and 2 and 36% within Tier 3, a two-percentage-point improvement from last year's 62% in Tiers 1 and 2. While there remains significant work ahead, these early results provide a positive foundation and will help teachers identify specific skills and standards requiring additional attention as instruction progresses.

The focus now shifts from completing the diagnostic to using the results to guide instruction and monitor student growth. Grade-level teams will incorporate i-Ready results into their ongoing data conversations, using multiple points of data throughout instructional units to adjust teaching, share effective practices, and determine appropriate support for students. In addition to differentiated classroom instruction, every student will complete 30 minutes of i-Ready Personalized Instruction each week, providing individualized practice aligned with identified areas of need. Beginning September 28

through October 9, teachers will also participate in Goal Setting meetings with the SMBCCS Director to review student performance, establish measurable instructional goals, and identify strategies for supporting continued growth. As additional assessment data becomes available throughout the year, we will continue monitoring progress and adjusting instruction and interventions to ensure that the encouraging gains reflected in our beginning-of-year data translate into sustained academic growth.

ELPAC Initial Assessments

SMBCCS has completed the administration of the Initial ELPAC for all students identified as requiring assessment this school year. Prior to testing, families were invited to an informational meeting to learn more about the assessment process and its role in identifying students who may benefit from English language development support. A total of 56 students, primarily Kindergarten students along with one fifth-grade student, were identified for Initial ELPAC testing.

Testing began during the second week of school and was coordinated with other beginning-of-year assessments to minimize disruptions to instructional time. All 56 students have now completed the Initial ELPAC, allowing the school to review results and ensure students receive appropriate language development support based on their individual needs. We would also like to recognize and thank Mrs. Gomez and Mrs. Solis for their work in administering and completing the Initial ELPAC assessments for our students.

ELD and STEAM Team Coalition Update

This year, SMBCCS has intentionally expanded the role of our Focus Leads by developing ELD and STEAM Coalitions that provide teacher leaders with greater opportunities to support schoolwide instructional priorities. Our Focus Leads have worked collaboratively to develop pacing plans across grade levels and identify meaningful opportunities to connect STEAM instruction with effective English language development practices.

A primary goal of bringing the ELD and STEAM Coalitions together is to strengthen the connection between Designated ELD and Science instruction. Both English language development and Science are measured through state assessments, creating an opportunity to intentionally address two important instructional priorities through aligned and purposeful practices. While this work is especially important for our English Learners, strategies such as academic discourse, vocabulary development, evidence-based explanations, and opportunities for students to communicate their thinking will benefit all students. By utilizing our Focus Leads in this capacity, SMBCCS is developing teacher leadership while creating greater consistency across grade levels and ensuring that coalition work is directly connected to improving instruction and student achievement.

PERSONNEL

Staffing Updates

SMBCCS has welcomed two new certificated staff members for the 2026–2027 school year. Mr. Alfredo Gonzalez has joined our Special Education team as an RSP Intern, and Ms. Mackenzie Fargo has joined our Kindergarten team as an Intern Teacher. We are also responding to encouraging enrollment growth in our youngest grade levels. Due to higher than anticipated Transitional Kindergarten enrollment and a current TK waitlist, the school made the decision to open an additional TK classroom. Following a strong recruitment process that generated 22 applicants, the school interviewed six candidates and extended an offer to a selected candidate, who is currently completing the hiring process. Administration

has also met with TK families to communicate the need for the additional classroom and explain how the expansion will help us better serve our growing number of TK students.

Special Education staffing continues to be an area of focus due to the high RSP caseloads at SMBCCS. To ensure that students continue receiving required services while we recruit permanent staff, two RSP teachers from outside agencies are currently supporting our Special Education program. At the same time, we are actively seeking two permanent RSP candidates who will be a strong fit for our students, staff, and school community. While these temporary supports allow us to meet current student needs, our priority remains building a stable, long-term Special Education team. The addition of another TK classroom and our continued efforts to strengthen RSP staffing reflect our commitment to responding proactively to enrollment and student needs while maintaining appropriate staffing and high-quality services across the school.

Probationary Teacher Formal Observations

This year, SMBCCS will continue its formal observation process for all Year 1 and Year 2 probationary teachers. Prior to the first observation, each teacher will meet with the Director to review expectations, discuss the observation process, and identify available resources and supports. The first formal observation will focus on ELA instruction, followed by a second observation in the spring centered on mathematics. Two administrators and the Instructional Coach will participate in each observation, providing multiple perspectives on instructional practice and student engagement. Teachers will also be encouraged to work closely with their Lead Teachers and the Instructional Coach as they plan and refine their lessons. Through this process, formal observations are intended not only to evaluate instructional practice, but also to provide meaningful feedback, strengthen teacher capacity, and support the continued professional growth of our probationary staff.

Professional Goal Setting Meetings

From September 28 through October 9, SMBCCS teachers will meet individually with the Director for BOY Goal Setting Conferences. These conversations are designed to establish a clear instructional focus for the year by bringing together teacher reflection, student achievement data, and professional expectations. Teachers will celebrate areas of success, examine their BOY i-Ready results, and identify specific areas where they would like to see measurable student growth. The Charlotte Danielson Framework will serve as a reference for discussing professional practice, while teachers will also establish instructional goals and identify strategies they will implement to move students toward those goals. Expectations for i-Ready Personalized Instruction, including 30 minutes of individualized instruction each week, will also be discussed along with each teacher's evaluation status and other instructional priorities specific to SMBCCS.

Rather than viewing goal setting as a single beginning-of-year activity, SMBCCS will use these conferences as the starting point for an ongoing cycle of reflection and instructional adjustment. Goals established during the meetings will connect to the data conversations occurring within grade-level PLCs, where teachers will regularly examine student progress, share successful practices, and determine whether instructional approaches or interventions need to be adjusted. As additional assessment data is collected throughout the year, teachers and administration will revisit student performance to determine whether students are responding to instruction and making progress toward established goals. This approach allows us to connect individual professional growth with grade-level collaboration and student outcomes, ensuring that the encouraging gains reflected in our BOY data are continually monitored and supported throughout the school year.

COMMUNITY RELATIONS

2025-2026 Parent Orientation Night

For the second consecutive year, SMBCCS held its Meet and Greet and Parent Orientation during the afternoon rather than during the instructional day. This year, the event was scheduled on the first day of school, allowing families to connect with their child's teacher, become familiar with classroom expectations and routines, and receive important beginning-of-year information from the start. Holding the event outside of core instructional time continues to support our goal of protecting the first days of classroom instruction, when teachers are establishing relationships, routines, and behavioral expectations with students. Family participation appeared to be comparable to last year's attendance, indicating continued support for the afternoon format.

As we reflect on this year's event, we are exploring ways to make the experience even more accessible to families. One consideration for next year is to begin Meet and Greet closer to the regular dismissal time, when a significant number of parents and guardians are already on campus to pick up their children. Aligning the start time more closely with dismissal may remove an additional barrier to participation and provide more families with an opportunity to engage directly with teachers. We will continue reviewing the format and timing of the event with the goal of increasing family participation while maintaining our commitment to protecting valuable instructional time.

Parent Ambassador Program

Fenton has introduced its inaugural Parent Ambassador Program, bringing together 26 parents from across the Fenton schools to take a more active role in strengthening family engagement and school-community partnerships. Through the program, participants will build relationships across school sites, work alongside staff, and develop skills that will help them serve as valuable resources and voices within their respective school communities. As the program develops, Parent Ambassadors will have opportunities to strengthen their leadership and advocacy skills while helping create greater connections between families and schools. This first group represents an important step toward expanding meaningful parent involvement and developing family leaders who can contribute to a stronger, more connected Fenton community.

Street Data Program

SMBCCS has been selected to participate in the Street Data Community of Practice through the Community Schools Grant, providing our school with a new opportunity to strengthen how we engage students, families, and staff in shaping school improvement efforts. A representative team will participate throughout the full cycle and includes Director of Community Schools Richard Parra, Community School Liaison Jennifer Pimentel, Ariana Gomez, Johana Juarez, Aaron Veals, Xareni Robledo, student Marcelo Salguero, and parent Iris Salguero. By intentionally including voices from different parts of our school community, the team will be able to examine school experiences and needs from multiple perspectives rather than relying solely on traditional sources of information.

This work directly supports our LCAP priority of strengthening family engagement by creating additional ways for families and students to have a meaningful voice in school decision-making. Through the Community of Practice, the team will learn methods for gathering qualitative, "street-level" information through conversations and direct listening to better understand the experiences of those we serve. The information collected will help SMBCCS identify equity-centered needs, explore possible solutions, and evaluate whether new approaches are having the intended impact. Meetings will occur in both virtual and in-person formats throughout the year, with the ultimate goal of moving beyond simply

asking for feedback to ensuring that the experiences and perspectives of students and families actively inform how we improve our school.

SMBCCS Family Center

The SMBCCS Family Center continues to serve as an important resource for strengthening connections between our school, families, and the surrounding community. Currently, 68 parents are registered with the Family Center, with approximately 22–25 participating on a typical day. Families receive a monthly calendar highlighting available classes, workshops, and activities. ESL instruction remains an important component of the program, and beginning in September, Los Angeles City College will expand the educational opportunities available on campus by offering ESL, citizenship, and GED classes on Thursdays. These courses will be available not only to SMBCCS families but also to members of the surrounding community, further establishing our campus as a resource for continued learning and family support.

The Family Center will also continue providing opportunities that promote family wellness and engagement, including fitness, nutrition, and cooking classes. Providence will offer virtual nutrition classes, while in-person cooking classes will be available during the new semester.

FACILITIES AND SAFETY

Significant work was completed over the summer to prepare SMBCCS technology and facilities for the 2026–2027 school year. The technology team refreshed all student iPads, installed necessary updates, replaced damaged cases, and purchased new headphones where needed. Mr. Najera also serviced Promethean panels and ELMO document cameras throughout the school to ensure classroom equipment was operational before students returned. At the same time, Mr. Castro and the facilities team completed a campuswide deep cleaning, including buffing and waxing classroom floors. Additional facility improvements included new flooring on the first floor of the third-grade building and fourth-grade wing, as well as new handball court murals featuring positive messages that reinforce our R.O.A.R. expectations and Fenton school culture.

Several campus spaces are also being repurposed this year in response to enrollment and program needs. With TK enrollment exceeding last year's numbers and additional students on the waitlist, Room 44 has been returned to its original use as a TK classroom, providing the space necessary to open an additional class. We are also relocating the staff lounge to a bungalow so that the existing lounge can become a larger instructional space for one of our Special Day Classes. The additional space will provide students with greater room for movement and allow staff to more effectively deliver the specialized services and supports required throughout the school day. Together, these changes allow SMBCCS to make more effective use of existing facilities while responding to both enrollment growth and the diverse needs of our students.

Upcoming Events:

9/21-Oct.1st	Fall Parent Night Meetings
10/2	FCPS PD #5 Site
10/5-12/4	Fall Formal Observations
10/14	Math Night
10/15	Great CA Shakeout
10/19-10/22	COST Meetings
10/23	FCPS Minimum Day
10/29-10/30	ELOP Days 1 & 2

FENTON PRIMARY CENTER (FPC) DIRECTOR'S REPORT

September 17, 2026

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

State Charter Number: 911

ATTENDANCE AND ENROLLMENT

AVG. Monthly ADA – 99.66%

Date	TK	K	1st	2nd	Total	Monthly ADA	Cumulative ADA
September 2026	73	111	118	130	432	99.66%	99.66%
September 2025	67	141	136	143	456	99.37%	99.54%
September 2024	53	134	147	129	467	99.11%	99.11%

Fenton Primary Center (FPC) is pleased to welcome our students, families, and staff to the 2026–2027 school year. As we begin the new school year, our focus has been on creating a strong and welcoming foundation for our TK–2 students through consistent routines, meaningful relationships, and a clear focus on student learning. Our staff has worked diligently to establish classroom and schoolwide expectations while creating an environment where students feel safe, supported, and ready to learn.

The opening weeks of the school year have also provided an opportunity to assess student needs, strengthen instructional systems, and ensure that our practices are aligned with our schoolwide goals. We are encouraged by the enthusiasm and positive energy throughout the campus, as well as the dedication of our staff to providing students with engaging learning experiences and the support they need to thrive.

FPC is beginning the school year from a strong position in both enrollment and attendance. Current enrollment stands at **432 students**, compared to our projected enrollment of **426**. Our Average Daily Attendance (ADA) is also off to a strong start at **99.66%**, reflecting the commitment of our students, families, and staff to consistent attendance and engagement in learning. As the year progresses, we will continue to monitor these indicators closely to ensure that we remain responsive to the needs of our students and families.

As we move further into the school year, our work will remain centered on academic growth, strong instruction, student well-being, meaningful family partnerships, and fiscal responsibility. This first Director's Report provides an overview of the priorities, accomplishments, and initiatives underway at FPC as we establish the foundation for a successful 2026–2027 school year. The following sections highlight our work in Instruction, Budget and Safety, Parent Advocacy, and Personnel.

INSTRUCTION

FPC's instructional priorities during September centered on the collection and application of Beginning-of-Year (BOY) assessment data, strengthening collaborative instructional practices, preparing for required literacy screening, and expanding opportunities for intervention and enrichment.

BOY i-Ready Diagnostic, Goal Setting Meetings, and Amira Screener

BOY i-Ready diagnostic administration is nearing completion, with approximately 96% of students completing the Reading and Mathematics diagnostics. Completion of the remaining assessments remains a site priority to ensure that teachers and administrators have access to comprehensive baseline data for instructional planning and BOY professional goal-setting meetings. Personalized Instruction also remains an important component of the school's instructional framework, with students expected to engage in approximately 30–49 minutes of lesson time-on-task per subject each week.

The continued development of Bee Time, FPC's intervention and enrichment structure, remains an instructional priority. Following the transition of the site's acceleration specialist to another assignment in support of our Fenton Launchpad Academy, grade-level teams have continued collaborative planning while site and organizational leadership evaluate sustainable options for supporting the program throughout the remainder of the academic year. At the moment, FPC is reconsidering filling the position of the Acceleration Specialist on site in order to remain fiscally responsible for the 27-28 academic year given the 3% decline in enrollment year after year.

FPC is concurrently preparing for implementation of the Amira Reading Screener for all K–2 students. Staff participated in refresher training on Friday September 11, 2026 during our staff PD in preparation for the October 5–23 screening window. Implementation of the screener will strengthen the school's early literacy assessment system while supporting compliance with state requirements regarding the identification of students who may be at risk for reading difficulties, including dyslexia.

FPC educators have also expressed interest in participating in the FCPS ELA and Science Curriculum Pilot Team. Selected educators will implement prospective instructional materials, analyze their effectiveness within classroom settings, and provide practitioner feedback to inform future organization-wide curriculum adoption decisions. Thank you to Coco Salazar, Lisa Ibarra, Martha May, Elizabeth Marquez, and Caitlin McMabell for their support in piloting both our ELA and Science programs.

BOY Professional Goal-Setting Meetings are scheduled from September 14 through September 30 for teachers, education specialists, school psychologists, and counselors. These conferences provide an

important structure for professional reflection and accountability and will include analysis of BOY student achievement data, discussion of professional responsibilities, and review of the employee evaluation cycle.

Finally, grade-level Professional Learning Team (PLT) planning days have been established for the Fall and Spring. These dedicated collaborative opportunities will allow educators to analyze student performance, align instructional practices, and engage in collective planning around grade-level and schoolwide priorities.

Communication Focus Lead

Planning continues for FPC's student leadership and Communication initiative, with an emphasis on developing communication, responsibility, service, and positive citizenship among participating students. The leadership curriculum will explicitly reinforce FPC's three schoolwide behavioral expectations: Responsible, Respectful, and Safe. Students will apply these principles through authentic leadership experiences, including public speaking during awards assemblies. Student leaders will prepare and deliver welcoming remarks to families, providing structured opportunities to strengthen confidence, oral communication, and presentation skills.

The TK Buddies Program will further extend leadership development through service. Participating students will be assigned to Transitional Kindergarten classrooms, where they will read with younger students, assist with classroom activities and routines, and model appropriate schoolwide expectations. These experiences are intentionally designed to move leadership development beyond conceptual instruction by providing students with opportunities to practice communication, responsibility, collaboration, and service within their own school community.

Initial ELPAC Testing

FPC has made substantial progress toward completing the Initial English Language Proficiency Assessments for California (ELPAC) for newly enrolled students whose primary language is other than English. Of the 50 students identified for Initial ELPAC administration, 49 have completed the assessment, representing a 98% completion rate, with one student remaining to achieve full compliance. Of those assessed, 16 students were identified as Initial Fluent English Proficient (IFEP). In addition, required Title I parent notifications have been distributed to families. Completion of the Initial ELPAC process remains an important component of FPC's commitment to timely identification, appropriate instructional placement, and responsive support for multilingual learners.

PERSONNEL

Personnel planning continues to focus on aligning staffing allocations with enrollment, student service requirements, and the operational needs of the campus while maintaining attention to long-term fiscal sustainability. FPC enrollment currently stands at 432 students, exceeding the projected enrollment of 426 students for the 2026–2027 academic year. Enrollment trends will continue to be monitored to ensure appropriate alignment among staffing, instructional programming, facilities, and student services.

Staffing Updates

FPC welcomed Lindsay Moore as the site's Speech-Language Pathologist (SLP). Given a speech-language caseload exceeding 88 students, the school has also contracted with a Speech-Language Pathology Assistant (SLPA) through Cross Country. This supplemental support is intended to facilitate the SLP's transition, maintain continuity of services, and support the delivery of required student service minutes. Site leadership will reassess this allocation in December after sufficient time has been provided to evaluate caseload demands and service delivery needs.

The school is additionally utilizing eight Scoot Education staff members to address current Adult Assistant needs. These supplemental staffing allocations are being evaluated monthly in consideration of student needs, IEP requirements, and associated fiscal implications. Two additional Adult Assistant positions have been authorized by the CMO based on student IEP entitlements and to support with the resignation of Lucy Figueroa and Stephanie Higareda. At the moment, we have a total of 14 AA's rostered to FPC, who support students with BII/BID minutes in their IEP's.

FINANCE AND SAFETY

The September Finance & Safety Committee agenda focused on four principal areas of site operations: enrollment, Average Daily Attendance (ADA), emergency preparedness, and facilities. Enrollment remains an important fiscal and operational indicator, particularly as current enrollment exceeds the site's initial projection. Site leadership will continue monitoring enrollment patterns and their implications for staffing, programming, and resource allocation.

Average Daily Attendance similarly remains a priority because of its relationship to student access to instruction and broader organizational operations. FPC will continue emphasizing consistent student attendance through schoolwide systems and family engagement. FPC remains committed to maintaining strong Average Daily Attendance (ADA), particularly as declining enrollment underscores the importance of maximizing daily student attendance. Strong ADA not only supports consistent access to instruction and improved student outcomes, but also contributes to the fiscal stability of the school by supporting attendance-based funding.

Emergency preparedness and facilities management remain integral components of the school's commitment to maintaining a safe and effective learning environment. Ongoing attention to preparedness protocols, campus procedures, and facility conditions supports FPC's responsibility to provide students and staff with an environment conducive to learning and responsive to potential emergencies.

Facilities

As part of FPC's continued focus on campus safety, facility improvement, and organizational visibility, the school partnered with TGX Graphics to update exterior and interior campus branding to better reflect Fenton Primary Center's current logo and visual identity. A new branded mesh covering was installed

along the perimeter fencing, serving the dual purpose of enhancing campus security and increasing the school's visibility within the surrounding community.

This improvement also supports FPC's broader enrollment strategy. Feedback from several newly enrolled families indicated that they had previously been unaware that Fenton Primary Center was a school, in part because the word "Center" in the school's name did not immediately communicate the campus's educational purpose. The updated exterior branding provides clearer identification of FPC as a school and creates a more visible and welcoming presence within the community. In addition, updated logo decals and branding elements have been installed throughout the facility to establish a more cohesive campus identity. Collectively, these improvements represent a strategic investment in the physical environment that supports safety, school identity, community awareness, and enrollment sustainability.

PARENT ADVOCACY

FPC continues to prioritize authentic family engagement as an essential component of student achievement, school improvement, and organizational effectiveness. September initiatives focused on expanding parent leadership, increasing opportunities for participation in school governance, and reducing barriers that may affect students and families.

The Community Schools Parent Ambassador Program officially launched with substantial family participation. The initial virtual informational meeting included 45 parents representing all five Fenton schools, followed by an in-person meeting at Fenton Academies. The level of participation reflects continued interest among families in developing meaningful leadership roles within the broader FCPS community.

FPC is also expanding opportunities for parent participation through the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Recruitment efforts are underway to fill available positions. Both bodies provide important mechanisms through which families and staff can participate in school planning, program evaluation, and decision-making processes related to student achievement and English learner programming.

The Parent Advocacy Committee approved a series of September and October community-building activities, including Hispanic Heritage Month programming, school spirit days, Unity Day, and the annual Halloween Parade. Hispanic Heritage Month activities incorporate schoolwide celebrations as well as instructional resources intended to increase students' exposure to Hispanic and Latinx history, authors, illustrators, cultures, and contributions.

Family Center

The FPC Family Center continues to advance the school's broader family and community engagement strategy through parent leadership development, volunteerism, family education, resource coordination, and direct support. The Parent Ambassador Program has established a strong foundation for cross-campus parent leadership, beginning with participation from 45 parents representing all five FCPS schools. The Family Center also continues to serve as a critical point of connection between families,

school services, and community resources. Approximately 30 parents have completed the volunteer clearance process, with approximately 20 additional applications pending. The center has also supported approximately 25 newly enrolled families with uniforms and backpacks and continues to connect eligible students and parents with Metro TAP Cards through the GoPass Program.

Adult and family education opportunities remain available in areas including English as a Second Language, GED preparation, citizenship, digital literacy, parenting education, workforce development, and financial literacy. Collectively, these initiatives are intended to strengthen family capacity while reducing barriers that may indirectly affect student attendance, engagement, and academic success.

The Big Smiles Dental Clinic is scheduled to provide dental screenings, X-rays, and cleanings to participating FPC students on September 23, 2026. This partnership represents another component of the school's broader effort to connect families with services that support student well-being and readiness to learn.

FPC also concluded its first Popcornopolis/Snack Fundraiser of the academic year, which operated from August 21 through September 8. We were able to raise close to 13,000 dollars at the conclusion of this fundraising event. Thank you to Laura Vasquez and all members that supported these efforts.

The Family Center continues to coordinate parent volunteer applications, facilitate access to adult education opportunities, provide uniforms and backpacks to families experiencing need, and connect eligible families with transportation resources through Metro TAP Cards.

Collectively, these services reflect FPC's continued commitment to addressing barriers to school participation while strengthening the capacity of families to engage meaningfully in their children's educational experience.

Music Program

The addition of Dr. Cuneo to FPC's instructional programming has expanded student access to structured music education during the 2026–2027 academic year. This was in response to the retirement of Jackie Penner, who served as FPC's art teacher. FPC wants to publicly recognize Dr. Henschel and Dr. Cuneo for their support in sharing the role across two campuses; FCLA/STEM and FPC.

Students participate in music instruction incorporating singing, movement, active listening, and introductory percussion performance. During weeks in which Dr. Cuneo provides instruction at the Academies campus, FPC classroom teachers receive asynchronous music appreciation lessons to support continuity of student exposure to the program. As the year progresses, students will be introduced to orchestral instruments, foundational music literacy, music history, music from diverse cultures, vocal performance, movement, and composition. Students will also have opportunities to demonstrate their learning through performances at awards ceremonies and for their peers. The program represents an important expansion of FPC's arts education offerings and provides students with structured opportunities to develop creativity, self-expression, performance skills, and an appreciation for music.

Think Together

Think Together currently serves an average of approximately 150 students in the after-school program and approximately 25 students in the before-school program. Kindergarten and second-grade after-school groups have reached enrollment capacity. Current recruitment efforts are therefore concentrated on increasing first-grade participation and expanding enrollment in the before-school program, which has the capacity to serve up to 40 students. FPC and Think Together will continue communicating program availability to families with the objective of maximizing available enrollment while preserving program quality, appropriate supervision, and meaningful student engagement.

Expanded Learning Opportunities Program

FPC's Expanded Learning Opportunities Program (ELOP) continues to strengthen the systems necessary to provide students with safe, structured, and engaging learning opportunities beyond the traditional instructional day. Initial implementation efforts have emphasized establishing consistent routines, strengthening student transitions, refining behavior-management practices, and increasing purposeful student engagement. Operational improvements, including maintenance of an ELOP activity cart, implementation of designated seating signage, and strategic reuse of art materials, have contributed to a more organized and accessible expanded learning environment. Think Together continues to demonstrate enrollment growth and consistent student participation. Program Director Ms. Robinette Ramirez and her team have placed particular emphasis on supporting newly enrolled students as they learn program routines, behavioral expectations, and transition procedures. The Before School Program continues to demonstrate consistent participation, averaging approximately 23–25 students daily. As demand increases, the program will continue evaluating opportunities to accommodate students currently awaiting placement while maintaining program quality.

Planning is also underway for the October ELOP Days. Scheduled experiences include field trips, STEM activities, the Mad Science “Fire and Ice” assembly, and participation in FPC's annual Halloween Parade. These experiences are intended to extend student learning while providing engaging enrichment opportunities beyond the traditional academic program.

Looking Ahead:

September

9/21-25	Periodic Progress Reports Sent Home
9/25	PLT Planning Day Kinder
9/28	PLT Planning Day 1st Grade

October

10/2	FCPS PD #5 Day (Site)
10/5	Formal Observations Begin
10/6	Fire Drill-8:30
10/7	Lead Meeting-2:20

10/7	Staff Meeting-3:00
10/8	PLT Planning Day 2nd Grade
10/9	PLT Planning Day TK
10/13	Instruction Council Meeting
10/14	BOY TK-2nd,SPED Lead Teacher Meeting-FCPS Business Office
10/15	Parent Advocacy Council Meeting
10/15	Great CA Shake-Out Earthquake Drill
10/16	Budget, Facilities, and Safety Council Meeting
10/16	Make up Picture Day
10/21	Lead Meeting-2:20
10/21	Staff Meeting-3:00
10/22	FCPS Board Meeting
10/23	FCPS PLC Minimum Day #2
10/26-10/30	Red Ribbon Week
10/29-10/30	ELOP Days

FENTON STEM ACADEMY (STEM) DIRECTOR'S REPORT

September 17, 2026

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

State Charter Number: 1605

ENROLLMENT

	TK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	ILC	Total	Monthly ADA	Cumulative ADA
9/11/2026	31	18	39	25	43	27	40	43	9	275	98.63%	98.63%

3-Year Enrollment Comparison

Date	TKK- Unfunded	TKK- Funded	K	1 st	2 nd	3 rd	4 th	5 th	6 th	ILC (Lower/ Upper)	Total
September 2026	0	31	18	39	25	43	27	40	43	9	275
September 2025	0	16	20	46	23	25	41	48	32	16	267
September 2024	0	16	35	34	24	44	49	41	48	11	302

Fenton Charter STEM Academy (STEM) educators are committed to maintaining an Average Daily Attendance (ADA) rate of 98.5% or higher. In the first month of the school year, STEM achieved an impressive ADA of 98.63%. The attendance for August has a total of 8 out of 14 classes with 100% attendance.

This achievement reflects the collective efforts of our teaching staff, whose continued commitment to students and families has contributed significantly to reaching this goal. We also recognize Rolando Gutierrez for his leadership, guidance, and ongoing oversight in supporting the school's attendance initiatives.

As we move forward in the 2026–2027 school year, increasing enrollment and maintaining strong Average Daily Attendance (ADA) remain key priorities. The school will continue implementing attendance incentives designed to encourage students to attend school consistently and arrive on time. Monthly recognition will include brag tags and classroom incentives. At the Semester Awards Assembly, students with 100% attendance and no more than five tardies will receive a pin and certificate. At the end of the year, students who maintain perfect attendance with no more than 10 tardies will be honored with a medal. These efforts, along with continued outreach to families, will support a

schoolwide culture that emphasizes the importance of consistent attendance and strong student engagement.

Instruction

Professional Learning Community (PLC)

The Fenton Academies remain committed to strengthening our Professional Learning Community (PLC) through collaboration, shared leadership, and continuous improvement. The FCLA/STEM Guiding Coalition meets weekly to identify schoolwide priorities, plan instructional initiatives, and build leadership capacity among team members. In partnership with Instructional Coach Yesenia Fuentes, these meetings provide opportunities for teacher leaders to develop strategies and resources that can be brought back to their grade-level teams.

Guiding Coalition meetings are intentionally structured to encourage meaningful dialogue, reflection, and problem-solving rather than simply communicating information. This collaborative approach extends to grade-level teams, which meet twice each week for 45 minutes. At least one of these weekly meetings is dedicated to Professional Learning Team (PLT) work, providing protected time for teachers to analyze student data, discuss instructional practices, monitor progress toward goals, and determine next steps for student learning. Staff members also participate in ongoing professional development through regular staff meetings.

To further strengthen instructional planning, each grade level will receive a dedicated full day of collaborative planning in September. Teams will use this time to develop units and learning progressions, create common formative assessments, and ensure instructional plans are aligned with grade-level SMART goals and identified student needs.

Acceleration Program Overview for 2026-2027

The Acceleration Program began the year with beginning of year assessments to establish instructional goals and identify areas for targeted review. Primary students already on Tier 3 intensive support rosters completed the Basic Phonics Skills Test (BPST) and a high-frequency word assessment. This data will be used to select group goals for each reading team and identify specific skills for targeted practice. Upper grade students completed grade level fluency assessments, with a phonics screener administered as needed. Second grade underwent a more extensive identification process: students who were flagged through last year's i-Ready data or recommended by their classroom teacher completed the BPST and high-frequency word assessment to determine the need for Tier 3 support. Most acceleration groups began meeting during the week of August 17, with second grade groups beginning the week of August 24.

The Acceleration Program overview was shared with staff on Wednesday, August 26, along with learning criteria for entry into and exit from Tier 3 support. Current groups will continue through the end of the i-Ready Inform assessment window. At that point, groups will briefly pause while i-Ready Inform data is reviewed for newly flagged students who may need to be assessed and/or added to the Tier 3 roster. In addition, the newcomer emergent bilingual group is currently being identified. Because only one instructional time slot is available for this group, students will be clustered across grade levels as appropriately as possible to provide targeted language support.

Expanded Learning at the Fenton Academies

We are excited to be underway with planning for our first set of ELO-P Days on October 29 and 30! We have an exciting lineup of field trips planned for our students across all grade levels.

On October 29, our primary grades and lower ILC classes will participate in engaging off-campus learning experiences: TK and lower ILC will visit Gilchrist Farm, Kindergarten students will visit the Los Angeles Zoo, and 1st and 2nd graders will explore the Discovery Cube. On October 30, our upper grades and upper ILC students will continue the adventure, with 3rd and 4th graders visiting the California Science Center and experiencing the new interactive Game On! exhibit, 5th grade visiting Griffith Observatory, and 6th grade and upper ILC visiting the Natural History Museum.

Students who remain on campus will participate in a variety of engaging presentations, hands-on activities, and classroom experiences designed to complement and extend their current learning and classroom topics.

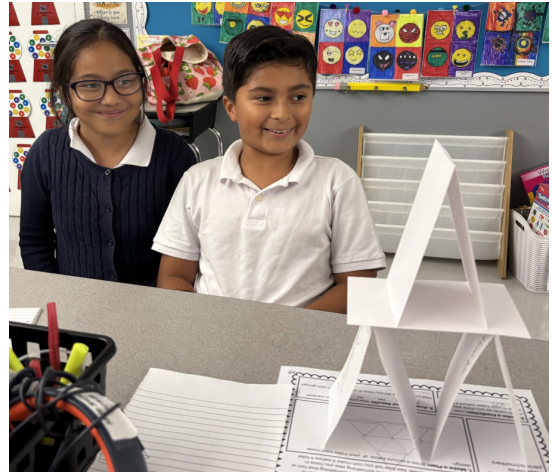
We are looking forward to two exciting days filled with fun, exploration, hands-on learning, and memorable experiences for our students. We can't wait to see ELO-P Days come to life!

STEM Focus for 2026-2027

As we begin the 2026–2027 school year, teachers across our schools are engaging students in the Engineering Design Process through beginning-of-year STEM challenges. Focus Lead Teacher Bianca Bell-Reed shared a variety of hands-on activities designed to support students across grade levels TK through sixth. Photos reflect students' enthusiasm and engagement as they participated in these STEM Focus Challenges, providing a strong start to our schoolwide STEM initiatives.

The beginning of the school year has also provided teachers with opportunities to explore and implement the adopted TWIG Science curriculum. Through Module Zero, students were introduced to the Module Anchor Phenomenon: *How do scientists and engineers work as a team?* Students worked collaboratively to develop models that addressed a given problem, strengthening their understanding of the engineering design process while practicing communication, cooperation, and respectful sharing of ideas. These early experiences establish an important foundation for continued growth in both scientific thinking and collaborative problem-solving.

As we move into the upcoming trimester, the STEM Focus will continue to support meaningful, hands-on learning experiences, with challenges designed to engage students in the Physical Sciences. Focus Lead Teacher Bianca Bell-Reed looks forward to building upon this strong beginning and supporting teachers as they continue to integrate STEM learning across the curriculum throughout the 2026–2027 school year.



iReady Beginning of Year Assessments

The Beginning-of-Year (BOY) i-Ready Diagnostic began on August 25 for students in grades 1–6 and will remain open through September 11, 2026.

As of September 11, STEM students have completed approximately 98% of the Reading Diagnostic and 97% of Math. The data shows that 23% of students scored at grade-level or above. 41% scored 1 grade-level below (tier 2) and 37% scored two to three grade-levels below (Tier 3). In math, 91% of the students have completed the assessment. The results show that 13% of students scored at grade-level or above. 53% scored at 1 grade-level below (tier 2) and 35% scored two to three levels below grade-level (Tier 3). Students receive individualized lessons based on their iReady levels for ongoing intervention. During Goal Setting meetings, staff will review student data, set instructional goals, and discuss best practices with the FCLA/STEM Director.

Kindergarten testing began on August 31 and will continue through September 18. Once diagnostic testing is complete, students will receive individualized learning paths designed to provide targeted instruction based on their specific areas of need.

FCPS requires students in grades K–6 to complete 30–49 minutes per week in both Reading and Math. Consistent participation, combined with opportunities for students to monitor their progress, set goals, and receive timely feedback, will help address learning gaps, accelerate growth, and strengthen overall student achievement.

2026 CAASPP Outcomes

Preliminary CAASPP results indicate that approximately 47% of STEM students met or exceeded grade-level standards in English Language Arts (ELA), while 35% met or exceeded standards in Math. ELA performance declined by approximately 5 percentage points from the previous year and is about the same as the district and state averages. Math performance declined by approximately 1 percentage point from last year. As the school continues to examine grade-level and student-group data, the results will be used to identify strengths and areas for growth and to guide instructional priorities, targeted interventions, and student supports for the upcoming year.

ELPAC Initial Assessments

The administration team began testing for the Initial ELPAC on Tuesday, August 25, with a target completion date of Friday, September 11. To date, 15 students have completed testing, 4 are scheduled to test, and 4 are pending eligibility determination. This brings the current student count to 19 confirmed (11 FCLA, 12 STEM across both campuses) and up to 23 total pending eligibility checks. Testing remains on track to conclude by the September 11 goal.

Reclassification of English Learners

Fenton STEM received results from the 2026 Summative ELPAC informing the school of students eligible for reclassification. Students eligible must receive a 4 on the ELPAC, and must also score in the 41st percentile or above on the iReady assessment, a 3 or 4 on the SBAC or receive a comparable score on a publisher's test as their peers. For STEM, 3 out of 50 (6%) students qualified to reclassify.

Personnel

All certificated teaching positions are currently filled. We welcomed Daisy Cruz as our new kindergarten teacher, along with one new Education Specialist: Jeremy Forman, our TK–2 RSP teacher. We also welcomed Alexander Hobby as our new Speech-Language Pathologist.

To further strengthen our special education and compliance support, we created a new Special Education Clerk position, which has been filled by Amarjeet Gonzalez. With Mrs. Gonzalez transitioning into this new role, we welcomed Diego Calderon as our new Compliance Assistant. These additions help ensure we have the staffing and support necessary to meet the needs of our students, staff, and families.

Probationary Teacher Formal Observations

Year 1 and 2 probationary teachers will take part in the formal observation process. STEM currently has four probationary teachers. This staff member will first meet with Dr. Henschel to review the process. The first observation can be a choice between ELA and Math. During the observation, two administrators will be present. Probationary teachers should reference the handbook and reach out to their respective lead teachers to go over their lesson plan before their formal observation. Our instructional coach, Mrs. Fuentes is available to support this process, as well.

Professional Goal Setting Meetings

Beginning-of-Year Goal-Setting Meetings will take place September 23–30. During these 30-minute individual meetings, teachers and Dr. Henschel will review beginning-of-year i-Ready data and discuss student performance, plans for AIM and Tier 2 instruction, strategies for engaging families, and expectations for active participation within the Professional Learning Community (PLC). Teachers will also identify an individual professional goal to guide their growth and development throughout the school year.

To protect instructional time and minimize disruptions to student learning, a roving substitute will provide classroom coverage while teachers participate in their meetings.

School Community

Parent Ambassador Program

The first cohort of the Fenton Parent Ambassador Program has officially launched with 26 parents

representing all Fenton schools. The program will provide parents with opportunities to connect with school staff and other families, build leadership skills, and develop a stronger sense of belonging within the Fenton community. We are excited to support this first cohort and look forward to seeing our Parent Ambassadors grow as leaders, advocates, and partners in our school community.

K–2nd Grade Decodable Booklets

Decodable booklets for students in Kindergarten through 2nd grade are almost complete. This has been a huge task to make sure our teachers and scholars have the materials they need and Ms. Palma was fortunate to have a few helping hands to make sure everyone got what they needed. A huge thank you to the admin for sending Scoot aides and teacher assistants her way when they were available. Ms. Palma would also like to acknowledge and thank Ms. Perla Del Rio and Ms. Cinthya Abdellatif for generously taking booklets home to help support our scholars and staff.

Popcornopolis & Snacks Fundraiser

Our upcoming school fundraiser, starting Friday September 11th, will provide families with an opportunity to support our school. More information will be shared soon regarding dates, fundraising video to share with families, online shopping and delivery. While participation in our school fundraiser is voluntary, we hope teachers encourage students and families to participate since the funds raised will be submitted to our general student body funds for student related purchasing needs.

Fitness Tuesdays

Due to participant requests, our fitness workshop will now take place on Tuesdays instead of Fridays from 9am to 10:30am. It will continue to have a rotational schedule between campus and gathering off site to the actual gym location. Activities include simple fitness exercises, movement-based activities, and other accessible workouts designed to encourage healthy habits and community participation. A special thank you to our partner Ademir Mineros, the coach instructor and to San Fernando Fitness for allowing us to use their facilities.

LAVC ESL Level II Courses

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In addition to preparing the campus for the new school year, the custodial team provided ongoing support to the Think Together and ELOP summer programs, ensuring that students and staff had a clean, safe, and welcoming environment throughout the summer.

We greatly appreciate Plant Manager **Sal Morales** for his leadership and the continued dedication of **Luis Barajas, Luis Loza, Carmen Vasquez, Daniel Pineiro, Tamar Chacon, and Oscar Zamora**. Their hard work and attention to detail are essential to maintaining a safe, organized, and welcoming campus for our students, staff, and families.

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FENTON CHARTER LEADERSHIP ACADEMY (FCLA) DIRECTOR'S REPORT

September 17, 2026

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

State Charter Number: 1613

ENROLLMENT

	TK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Upper ILC	Total	Monthly ADA	Cumulative ADA
9/11/2026	16	31	19	49	21	52	40	25	9	262	97.9%	97.9%

3-Year Enrollment Comparison

Date	TKK-Unfunded	TKK-Funded	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Upper ILC	Total
September 2026	0	16	31	19	49	21	52	40	25	9	262
September 2025	0	14	40	23	45	48	41	43	18	X	272
September 2024	0	16	33	35	45	41	48	32	50	X	300

Fenton Charter Leadership Academy (FCLA) educators are committed to maintaining an Average Daily Attendance (ADA) rate of 98.5% or higher. The attendance for August had a total of 7 out of 13 classes with 100% attendance. In the first month of the school year, FCLA had an ADA of 97.9%. Support will be provided for those below 98.5%.

As we move forward in the 2026–2027 school year, increasing enrollment and maintaining strong Average Daily Attendance (ADA) remain key priorities. The school will continue implementing attendance incentives designed to encourage students to attend school consistently and arrive on time. Monthly recognition will include brag tags and classroom incentives. At the Semester Awards Assembly, students with 100% attendance and no more than five tardies will receive a pin and certificate. At the end of the year, students who maintain perfect attendance with no more than 10 tardies will be honored with a medal. These efforts, along with continued outreach to families, will support a schoolwide culture that emphasizes the importance of consistent attendance and strong student engagement.

Instruction

Professional Learning Community (PLC)

The Fenton Academies remain committed to strengthening our Professional Learning Community (PLC) through collaboration, shared leadership, and continuous improvement. The FCLA/STEM Guiding Coalition meets weekly to identify schoolwide priorities, plan instructional initiatives, and build leadership capacity among team members. In partnership with Instructional Coach Yesenia Fuentes, these meetings provide opportunities for teacher leaders to develop strategies and resources that can be brought back to their grade-level teams.

Guiding Coalition meetings are intentionally structured to encourage meaningful dialogue, reflection, and problem-solving rather than simply communicating information. This collaborative approach extends to grade-level teams, which meet twice each week for 45 minutes. At least one of these weekly meetings is dedicated to Professional Learning Team (PLT) work, providing protected time for teachers to analyze student data, discuss instructional practices, monitor progress toward goals, and determine next steps for student learning. Staff members also participate in ongoing professional development through regular staff meetings.

To further strengthen instructional planning, each grade level will receive a dedicated full day of collaborative planning in September. Teams will use this time to develop units and learning progressions, create common formative assessments, and ensure instructional plans are aligned with grade-level SMART goals and identified student needs.

Acceleration Program

The Acceleration Program began the year with beginning of year assessments to establish instructional goals and identify areas for targeted review. Primary students already on Tier 3 intensive support rosters completed the Basic Phonics Skills Test (BPST) and a high-frequency word assessment. This data will be used to select group goals for each reading team and identify specific skills for targeted practice. Upper grade students completed grade level fluency assessments, with a phonics screener administered as needed. Second grade underwent a more extensive identification process: students who were flagged through last year's i-Ready data or recommended by their classroom teacher completed the BPST and high-frequency word assessment to determine the need for Tier 3 support. Most acceleration groups began meeting during the week of August 17, with second grade groups beginning the week of August 24.

The Acceleration Program overview was shared with staff on Wednesday, August 26, along with learning criteria for entry into and exit from Tier 3 support. Current groups will continue through the end of the i-Ready Inform assessment window. At that point, groups will briefly pause while i-Ready Inform data is reviewed for newly flagged students who may need to be assessed and/or added to the Tier 3 roster. In addition, the newcomer emergent bilingual group is currently being identified. Because only one instructional time slot is available for this group, students will be clustered across grade levels as appropriately as possible to provide targeted language support.

Expanded Learning at the Fenton Academies

We are excited to be underway with planning for our first set of ELO-P Days on October 29 and 30! We have an exciting lineup of field trips planned for our students across all grade levels.

On October 29, our primary grades and lower ILC classes will participate in engaging off-campus learning experiences: TK and lower ILC will visit Gilchrist Farm, Kindergarten students will visit the Los Angeles Zoo, and 1st and 2nd graders will explore the Discovery Cube. On October 30, our upper grades and upper ILC students will continue the adventure, with 3rd and 4th graders visiting the

California Science Center and experiencing the new interactive Game On! exhibit, 5th grade visiting Griffith Observatory, and 6th grade and upper ILC visiting the Natural History Museum.

Students who remain on campus will participate in a variety of engaging presentations, hands-on activities, and classroom experiences designed to complement and extend their current learning and classroom topics.

We are looking forward to two exciting days filled with fun, exploration, hands-on learning, and memorable experiences for our students. We can't wait to see ELO-P Days come to life!

Leadership Focus for 2026-2027

The Leadership Academy began the school year by exploring the character traits and qualities that define strong leaders. Students also learned about the important roles community members play in serving, supporting, and keeping our neighborhoods safe. As part of this learning, students created heartfelt thank-you cards for the firefighters at our local Fire Station 77. The cards were personally delivered to the firefighters, providing students with a meaningful opportunity to practice gratitude, strengthen community connections, and put leadership into action.



Leadership in Action: Thank You, Firefighters!

As part of our Leadership Program, our students wrote heartfelt letters and created thoughtful cards for the firefighters at our local fire station. This meaningful project gave our students the opportunity to practice leadership by showing gratitude, building relationships, and connecting with the people who serve and protect our community.

When we delivered the cards, the firefighters were genuinely touched by the students' kind words and creative artwork. They shared how much the cards meant to them and expressed their excitement about continuing to build a relationship with our school. They look forward to future visits and opportunities to connect with our students.

*Grateful Students. Supportive Community.
Brighter Tomorrow.*

*BE BRAVE.
DO GOOD.
BELONG HERE.*

"The firefighters were so grateful for the cards and said they can't wait to stay connected with our school!"
— Leadership Program

iReady Beginning of Year Assessments

The Beginning-of-Year (BOY) i-Ready Diagnostic began on August 25 for students in grades 1–6 and will remain open through September 11, 2026.

As of September 11, FCLA students have completed approximately 98% of the Reading Diagnostic and 97% of Math. The data shows that 22% of students scored at grade-level or above. 42% scored 1 grade-level below (tier 2) and 36% scored two to three grade-levels below (Tier 3). In math, 91% of the students have completed the assessment. The results show that 11% of students scored 1 grade-level below (tier 2) and 40% scored two to three levels below grade-level (Tier 3). Students receive individualized lessons based on their iReady levels for ongoing intervention. During Goal Setting meetings, staff will review student data, set instructional goals, and discuss best practices with the FCLA/STEM Director.

Kindergarten testing began on August 31 and will continue through September 18. Once diagnostic testing is complete, students will receive individualized learning paths designed to provide targeted instruction based on their specific areas of need.

FCPS requires students in grades K–6 to complete 30–49 minutes per week in both Reading and Math. Consistent participation, combined with opportunities for students to monitor their progress, set goals, and receive timely feedback, will help address learning gaps, accelerate growth, and strengthen overall student achievement.

2026 CAASPP Outcomes

Preliminary CAASPP results indicate that approximately 56% of FCLA students met or exceeded grade-level standards in English Language Arts (ELA), while 47% met or exceeded standards in Math. ELA performance declined by approximately 1 percentage point from the previous year but continues to exceed both district and state averages. Math performance improved by approximately 4 percentage points from last year. As the school continues to examine grade-level and student-group data, the results will be used to identify strengths and areas for growth and to guide instructional priorities, targeted interventions, and student supports for the upcoming year.

ELPAC Initial Assessments

The administration team began testing for the Initial ELPAC on Tuesday, August 25, with a target completion date of Friday, September 11. To date, 15 students have completed testing, 4 are scheduled to test, and 4 are pending eligibility determination. This brings the current student count to 19 confirmed (11 FCLA, 12 STEM across both campuses) and up to 23 total pending eligibility checks. Testing remains on track to conclude by the September 11 goal.

Reclassification of English Learners

Fenton Charter Leadership Academy received results from the 2026 Summative ELPAC informing the school of students eligible for reclassification. Students eligible must receive a 4 on the ELPAC, and must also score in the 41st percentile or above on the iReady assessment, a 3 or 4 on the SBAC or receive a comparable score on a publisher's test as their peers. For FCLA, 1 out of 53 (1.89%) students qualified to reclassify.

Personnel

All certificated teaching positions are currently filled. We welcomed Leah Van Loon as our new 4th-grade teacher, along with two new Education Specialists: Damion Morbley, who serves as the Upper

ILC teacher, and Jeremy Forman, our TK–2 RSP teacher. We also welcomed Alexander Hobby as our new Speech-Language Pathologist.

To further strengthen our special education and compliance support, we created a new Special Education Clerk position, which has been filled by Amarjeet Gonzalez. With Mrs. Gonzalez transitioning into this new role, we welcomed Diego Calderon as our new Compliance Assistant. These additions help ensure we have the staffing and support necessary to meet the needs of our students, staff, and families.

Probationary Teacher Formal Observations

Year 1 and 2 probationary teachers will take part in the formal observation process. FCLA currently has three probationary teachers. This staff member will first meet with Dr. Henschel to review the process. The first observation can be a choice between ELA and Math. During the observation, two administrators will be present. Probationary teachers should reference the handbook and reach out to their respective lead teachers to go over their lesson plan before their formal observation. Our instructional coach, Mrs. Fuentes is available to support this process, as well.

Professional Goal Setting Meetings

Beginning-of-Year Goal-Setting Meetings will take place September 23–30. During these 30-minute individual meetings, teachers and Dr. Henschel will review beginning-of-year i-Ready data and discuss student performance, plans for AIM and Tier 2 instruction, strategies for engaging families, and expectations for active participation within the Professional Learning Community (PLC). Teachers will also identify an individual professional goal to guide their growth and development throughout the school year.

To protect instructional time and minimize disruptions to student learning, a roving substitute will provide classroom coverage while teachers participate in their meetings.

School Community

Parent Ambassador Program

The first cohort of the Fenton Parent Ambassador Program has officially launched with 26 parents representing all Fenton schools. The program will provide parents with opportunities to connect with school staff and other families, build leadership skills, and develop a stronger sense of belonging within the Fenton community. We are excited to support this first cohort and look forward to seeing our Parent Ambassadors grow as leaders, advocates, and partners in our school community.

K–2nd Grade Decodable Booklets

Decodable booklets for students in Kindergarten through 2nd grade are almost complete. This has been a huge task to make sure our teachers and scholars have the materials they need and Ms. Palma was fortunate to have a few helping hands to make sure everyone got what they needed. A huge thank you to the admin for sending Scoot aides and teacher assistants her way when they were available. Ms. Palma would also like to acknowledge and thank Ms. Perla Del Rio and Ms. Cinthya Abdellatif for generously taking booklets home to help support our scholars and staff.

Popcornopolis & Snacks Fundraiser

Our upcoming school fundraiser, starting Friday September 11th, will provide families with an opportunity to support our school. More information will be shared soon regarding dates, fundraising video to share with families, online shopping and delivery. While participation in our school fundraiser is voluntary, we hope teachers encourage students and families to participate since the funds raised will be submitted to our general student body funds for student related purchasing needs.

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

September 17, 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.

	August 2026	September 2026	October 2026	December 2026	January 2027	March 2027	April 2027	May 2027	June 2027
Enrollment	4	5							

MARKETING:

Fenton Launchpad Academy (FLA) continues its partnership with JOAN Collaborative to implement and refine the program's digital marketing campaign. A second iteration of FLA digital advertisements began circulating the week of September 1, 2026, centered on the message, "Because Every Child Learns Differently." This theme was selected in response to website engagement data indicating that the message resonated strongly with visitors to the Fenton Launchpad Academy website.

The JOAN Collaborative team and Fenton leadership continue to monitor campaign performance using key metrics, including reach, impressions, and clicks. Based on this data, the geographic targeting strategy has been refined to remove neighborhoods demonstrating lower levels of engagement. This adjustment allows FLA to concentrate advertising resources in communities where campaign messaging is generating greater interest and engagement, supporting a more focused and data-informed approach to student recruitment.

As Fenton Launchpad Academy continues to establish its identity within Fenton Charter Public Schools, FLA has also reached an important milestone in strengthening its communication infrastructure. The program now has a dedicated telephone number, separate from the existing Fenton schools. Families and community members seeking information about Fenton Launchpad Academy may now call (818) 813-9499. Calls to this number are routed to the main office at The Fenton Academies, where staff can appropriately connect callers with FLA personnel.

FLA extends its appreciation to FCPS IT Manager **Mr. Richard Pearson** for his support in establishing and implementing this dedicated communication channel. This addition further strengthens FLA's distinct program identity while improving accessibility for prospective and currently enrolled families.

CURRICULUM AND INSTRUCTION

Staff Guide to Student Onboarding

To support the successful implementation of Fenton Launchpad Academy (FLA), staff have developed a

comprehensive Student Onboarding Guide that establishes a consistent, student-centered process for welcoming scholars and families into FCPS's non-classroom based instructional program. The guide provides staff with clear procedures from a family's initial interest through enrollment, individualized planning, and the student's transition into ongoing instruction.

The onboarding process is intentionally designed to ensure that each student's instructional experience reflects their individual academic needs, learning preferences, and family circumstances. Following enrollment, families participate in a Pre-Launch Meeting, during which staff review program expectations, technology, instructional preferences, potential barriers to learning, and the level of in-person and virtual instruction that may best support the student. Staff also engage families in conversations regarding student independence, learning environment, academic history, existing supports, scheduling needs, and readiness for non-classroom based instruction.

A central component of onboarding is the use of diagnostic and screening assessments to establish a comprehensive understanding of each scholar's academic strengths and areas for growth. Assessment results, combined with information gathered from the student and family, are used to develop an Individualized Learning Plan (ILP). Each ILP identifies academic goals, learning supports, progress-monitoring measures, and individualized learning activities and is designed collaboratively with the teacher, student, and family.

Once diagnostic assessments and the initial ILP are completed, families participate in a Launch Meeting to review the student's ILP, goals, individualized schedule, instructional materials, and expectations for virtual and in-person learning. Students and families also practice accessing digital curriculum and instructional platforms to build confidence before independent learning begins. The onboarding model is designed for students to progress from their Pre-Launch Meeting to their "First Day of Flight" within approximately two weeks, depending on family availability and completion of required assessments. Whether participating virtually or in person, scholars receive intensive staff assistance focused on successfully navigating instructional materials, technology, schedules, and learning platforms. Staff then gradually reduce this support as students develop greater independence and confidence as non-classroom based learners.

Following onboarding, students enter an ongoing 20-day instructional cycle aligned with FCPS Unit Plans and their individualized ILP. Educators provide grade-level instruction while addressing identified learning gaps through targeted intervention and independent assignments. Formative assessment data are regularly reviewed with students and families and may be used to adjust the amount or format of in-person and virtual instruction. At the conclusion of each 20-day period, families return completed work and receive materials for the next instructional cycle, creating a continuous process of instruction, assessment, feedback, personalization, and adjustment.

Through this structured onboarding model, Fenton Launchpad Academy seeks to preserve the flexibility and personalization of non-classroom based instruction while maintaining the academic rigor, family partnership, student supports, and high expectations characteristic of Fenton Charter Public Schools.

CogniFit: Academic Cognitive Assessment K-12

In addition to the academic diagnostic assessments administered to all Fenton scholars, students enrolled in Fenton Launchpad Academy participate in a cognitive assessment as part of the program's comprehensive approach to individualized instruction. This additional assessment provides educators with information about each scholar's cognitive strengths and areas for growth, helping the instructional team design learning experiences and supports that are responsive to the individual learner.

The CogniFit K–12 Assessment is a computerized cognitive assessment designed to help educators and families better understand the cognitive processes that may influence a student’s learning and academic performance. Designed for students in Kindergarten through twelfth grade, the assessment utilizes digitized neuropsychological tasks to develop an individualized profile of cognitive functioning. Areas assessed include verbal and reading fluency, reading and auditory comprehension, vocabulary, visual and verbal memory, selective attention, eye-hand coordination, processing and cognitive flexibility, as well as executive functions associated with planning, organization, problem-solving, and self-regulation.

At Fenton Launchpad Academy, the CogniFit assessment is administered as part of each scholar’s “Pre-Launch” diagnostic process. Upon completion, CogniFit generates an individualized cognitive profile identifying areas of relative strength and potential areas for further development. Results are reviewed with the family during the scholar’s “Launch” meeting and are considered as part of the development of the scholar’s Individualized Learning Plan (ILP).

The cognitive assessment complements, rather than replaces, traditional measures of academic achievement. While academic diagnostics provide information about what a scholar currently knows and is able to do, the CogniFit assessment offers additional insight into how the scholar attends to, processes, remembers, and works with information. When considered alongside academic diagnostic data, teacher observations, student work, family input, and other relevant information, the cognitive profile provides the instructional team with a more comprehensive understanding of the learner. Together, these multiple sources of data allow Fenton Launchpad Academy educators to identify instructional strategies, supports, and learning conditions that are appropriately tailored to each scholar.

By incorporating cognitive information into the ILP development process, Fenton Launchpad Academy is able to design and deliver a program offering personalized instruction, built upon the individual strengths of each scholar, while proactively addressing potential barriers to learning, and creating environmental conditions that support each scholar’s academic growth and overall success!

HUMAN RESOURCE

Recommendation of Elisa Vallejo as Non Classroom Based Teacher

To better meet the needs of students and families currently enrolled in Fenton Launchpad Academy, while continuing to expand the program’s capacity to serve families seeking flexible and robust learning opportunities, Fenton Charter Public Schools announced the creation of a Non-Classroom Based Teacher position on August 20, 2026.

Given the unique responsibilities associated with teaching in a non-classroom based instructional model, applicants were asked to submit an e-portfolio highlighting their experience, skills, and strengths within digital and hybrid learning environments. E-portfolios included selected examples demonstrating applicants’ ability to provide effective digital student feedback, facilitate instruction, and/or support students through virtual coaching and individualized learning experiences.

On September 3, 2026, the Hiring Committee interviewed internal candidates for the Non-Classroom Based Teacher position. Following the interview and selection process, the Hiring Committee recommends that the Fenton Charter Public Schools Board of Directors approve **Mrs. Elisa Vallejo** as the founding Non-Classroom Based Teacher for Fenton Launchpad Academy.

Mrs. Vallejo brings extensive experience developing and supporting initiatives across FCPS, along with strong pedagogical knowledge and a demonstrated enthusiasm for integrating technology into teaching

and learning. These strengths position her well to support the continued development and growth of Fenton Launchpad Academy. Upon Board approval, Mrs. Vallejo will serve students from the Fenton Avenue Charter School campus, providing virtual and in-person direct instruction to Fenton Launchpad Academy students in grades TK–5.

Fenton Launchpad Academy would also like to recognize **Ms. Wendy Kaufman** for her leadership and dedication in serving as the interim Non-Classroom Based Teacher while simultaneously fulfilling her responsibilities as the Acceleration Specialist at Fenton Avenue Charter School. Her efforts have been instrumental in establishing the program and ensuring a successful start for students and families participating in FCPS's non-classroom based instructional program.

Additionally, Fenton Launchpad Academy extends its appreciation to the **Fenton Avenue Charter School Administrative Team (Ms. Monica Castañeda, Ms. Kelley Christenson, Mrs. Nicole Langlois, and Mrs. Alex Muñoz)**, **FACS Plant Manager Mr. Jose Aceves**, and **FCPS Facilities Manager Mr. Sigifredo Del Torro** for their diligence and collaboration in renovating room 15 at Fenton Avenue. Their work has transformed the space into a flexible, multi-faceted learning environment designed to support virtual instruction, in-person learning, individualized student support, and family engagement as Fenton Launchpad Academy continues to grow.

SCHOOL-COMMUNITY RELATIONS

Landing Page Enhancements

Fenton Launchpad Academy (FLA) continues to identify opportunities to strengthen its online presence and improve the experience of prospective families visiting the program's landing page at fentonlaunchpad.net. In collaboration with JOAN Collaborative, FLA has implemented several enhancements designed to increase visitor engagement, provide families with clear and meaningful information, and ultimately increase requests for information and new student enrollment.

Recent enhancements have focused on improving the overall usability and navigation of the landing page. These updates include the addition of an animated arrow encouraging visitors to scroll and explore additional content, as well as the removal or revision of text elements that may have been unclear or potentially confusing to prospective families. These adjustments are intended to create a more intuitive experience while helping visitors quickly understand FLA's unique instructional model and program offerings.

Additional website enhancements are currently planned. The existing sample "Common Schedules" section will be replaced with clearer information describing FLA's hybrid and virtual learning options, allowing families to better understand the distinctions between the two instructional models and determine which option may best meet their child's needs. The website map will also be updated to clearly identify Fenton Avenue Charter School as the current location for FLA's in-person learning opportunities. Finally, the "Request Information" section will be repositioned to increase its visibility and make it easier for interested families to take the next step in learning more about the program.

FLA will continue working with JOAN Collaborative to evaluate website engagement and refine the digital experience based on visitor behavior and program needs. These ongoing improvements are an important component of FLA's broader recruitment strategy, with the goal of converting increased online engagement into meaningful connections with prospective families and, ultimately, increased student enrollment.

II. E.

FCPS Directors' Reports

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

September 17, 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.

Fenton Charter Public Schools will continue to provide high quality instructional programming and ensure effective use of core curricular programs, instructional practices (Explicit Direct Instruction, Thinking Maps, etc.), and commitment to the Professional Learning Community (PLC) framework during the 2026-2027 school year. Fenton Charter Public Schools (FCPS) will prioritize instructional actions across two focus areas; to build capacity of all stakeholders and to align instructional practices across all schools. A comprehensive and detailed description can be found in the [2026-2027 FCPS Instructional Plan](#).

The Director of Instruction and Instructional Coaches will provide ongoing support with all instructional goals for the coming school year. A monthly update will be provided to all Fenton Charter Public Schools (FCPS) stakeholders with progress towards instructional goals. The first edition was sent to staff on August 19, 2026 - [Director of Instruction Monthly Update \(August 2026\)](#)

**Charter Petition Renewal Update:
Fenton STEM Academy & Fenton Charter Leadership Academy**

Both Fenton STEM Academy (STEM) and Fenton Charter Leadership Academy (FCLA) are participating in charter renewal during the 2026–2027 school year. Both schools are well positioned for renewal based on their academic performance and fiscal operations. STEM is designated “Middle Performing,” making the school eligible for a five-year renewal term. FCLA is designated “High Performing,” making the school eligible for a six- or seven-year renewal term. Both schools are well positioned for a favorable renewal with strong CA Dashboard performance, historically high LAUSD oversight scores, and strong stakeholders satisfaction results. The charts below were included as evidence for renewal within the charter petitions.

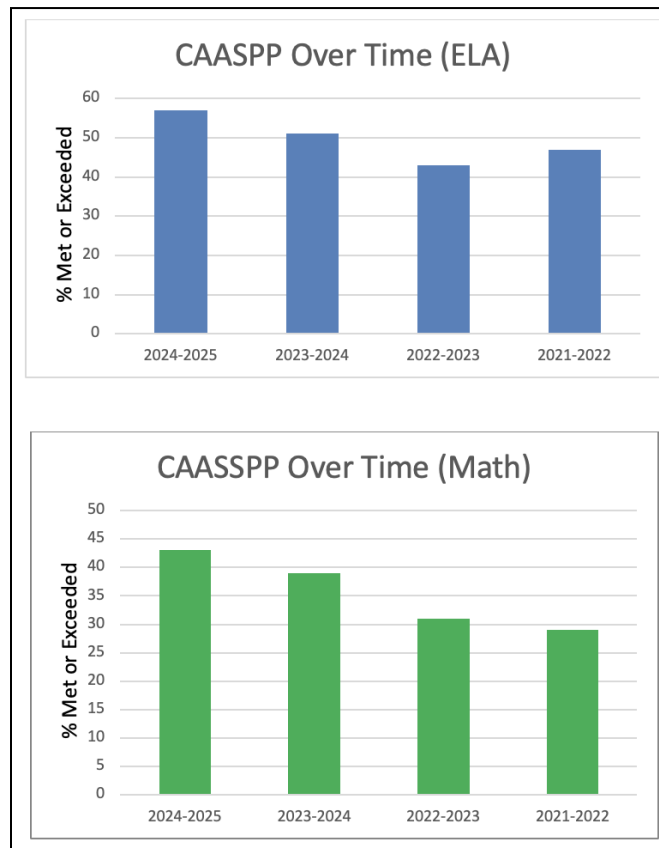
(FCLA) LAUSD Charter Schools Division Oversight Scores

	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2025-2026	4	4	4	3
2024-2025	4	3	4	3

2023-2024	4	3	4	4
2022-2023	4	3	4	4
2021-2022	4	<i>*No Rating</i>	4	4

(FCLA) California Dashboard Academic Performance and CAASPP Student Achievement

	FCLA			CALIFORNIA		
	2023	2024	2025	2023	2024	2025
ELA (All Students)	DFS -9.4	DFS -3.7	DFS +6.4	DFS -13.6	DFS -13.2	DFS -8.1
English Learners	DFS -57.0	DFS -28.8	DFS +0.5	DFS -67.7	DFS -67.6	DFS -59.9
SED	DFS -19.9	DFS -15.7	DFS -1.6	DFS -42.6	DFS -40.9	DFS -35.3
Hispanic	DFS -15.9	DFS -7	DFS +6.6	DFS -40.2	DFS -49.3	DFS -33.7
SWD	-	-	-	DFS -96.3	DFS -95.6	DFS -89.4
Homeless	-	-	-	DFS -67.9	DFS -70.4	DFS -68.9
Math (All Students)	DFS -36.5	DFS -33.4	DFS -26.5	DFS -49.1	DFS -47.6	DFS -42.4
English Learners	DFS -70.8	DFS -41.4	DFS -37.4	DFS -93.4	DFS -93.4	DFS -86.1
SED	DFS -46.1	DFS -42.9	DFS -36.4	DFS -80.8	DFS -78.2	DFS -72.9
Hispanic	DFS -40.4	DFS -36.4	DFS -28.6	DFS -80.8	DFS -79.2	DFS -73.6
SWD	-	-	-	DFS -127.3	DFS -124.3	DFS -120.7
Homeless	-	-	-	DFS -101.3	DFS -106.0	DFS -102.8



(FCLA) School Climate, Engagement, and Community Partnerships

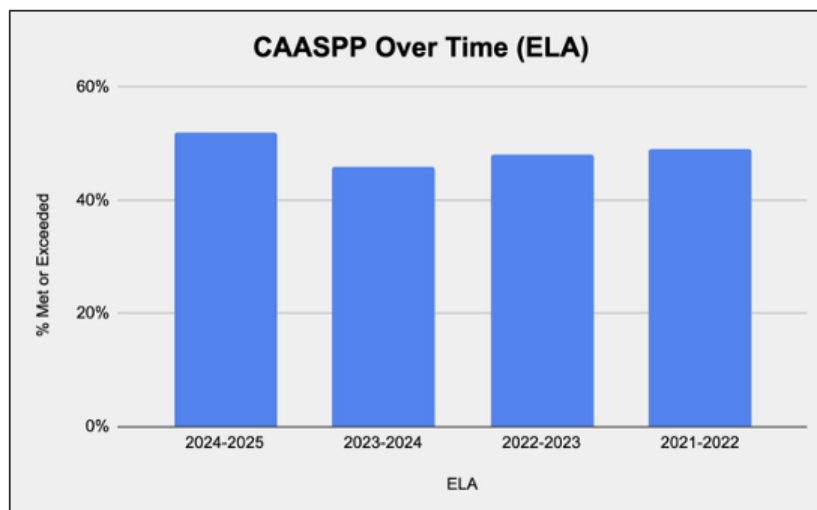
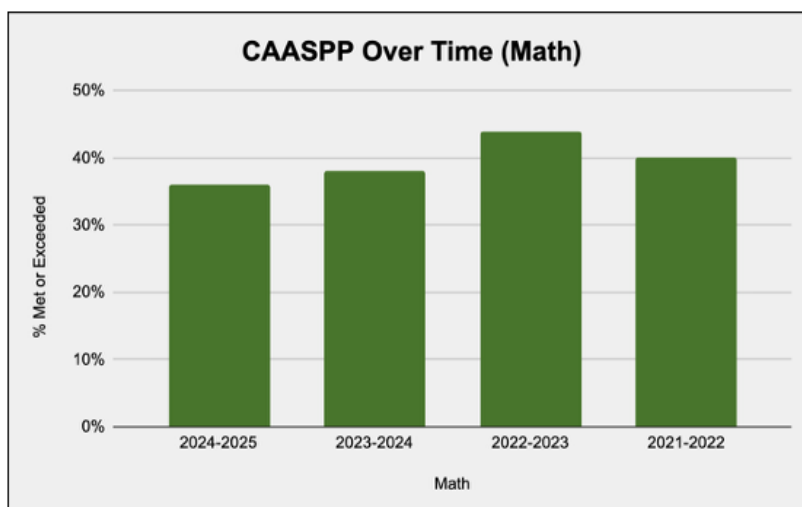
FCLA School Climate Survey Results <i>Total Participation: Parents 43%; Staff 70%; Students 36%</i>			
Topic	Satisfaction Rate		
	Staff	Parents	Students
Organization · Staff Capacity · Building Relationships and Communication · Welcoming Environment · Participation - Decision-Making	92%	99%	90%
Curriculum · Technology and Materials	100%	98%	96%
Instruction · Academic Success · Teaching Strategies	94%	98%	89%
Assessment · Data Analysis · Assessments	100%	98%	91%
School Culture · Safety · Connectedness	87%	99%	81%
Overall Satisfaction	95%	98%	89%

(STEM) LAUSD Charter Schools Division Oversight Scores

	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2025-2026	4	3	4	3
2024-2025	4	3	4	4
2023-2024	4	4	4	4
2022-2023	4	3	4	4
2021-2022	4	<i>*No Rating</i>	4	4

(STEM) California Dashboard Academic Performance and CAASPP Student Achievement

	STEM			CALIFORNIA		
	2023	2024	2025	2023	2024	2025
ELA (All Students)	DFS -3.2	DFS -2.57	DFS -0.6	DFS -13.6	DFS -13.2	DFS -8.1
English Learners	DFS -32.6	DFS -20.2	DFS -43.0	DFS -67.7	DFS -67.6	DFS -59.9
SED	DFS -11.2	DFS -11.2	DFS -11.0	DFS -42.6	DFS -40.9	DFS -35.3
Hispanic	DFS -5.8	DFS -5	DFS -2.4	DFS -40.2	DFS -49.3	DFS -33.7
SWD	DFS -59.4	DFS -80.5	DFS -113.4	DFS -96.3	DFS -95.6	DFS -89.4
Homeless	-	-	-	DFS -67.9	DFS -70.4	DFS -68.9
Math (All Students)	DFS -10.4	DFS -30.2	DFS -29.6	DFS -49.1	DFS -47.6	DFS -42.4
English Learners	DFS -10.9	DFS -38.9	DFS -52.7	DFS -93.4	DFS -93.4	DFS -86.1
SED	DFS -17.9	DFS -34.8	DFS -35.4	DFS -80.8	DFS -78.2	DFS -72.9
Hispanic	DFS -15.9	DFS -35.9	DFS -35.0	DFS -80.8	DFS -79.2	DFS -73.6
SWD	DFS -53.5	DFS -118.4	DFS -126.2	DFS -127.3	DFS -124.3	DFS -120.7
Homeless	-	-	-	DFS -101.3	DFS -106.0	DFS -102.8



(STEM) School Climate, Engagement, and Community Partnerships

STEM School Climate Survey Results <i>Total Participation: Parents 75%; Staff 70%; Students 88%</i>			
Topic	Satisfaction Rate		
	Staff	Parents	Students
Organization - Staff Capacity - Building Relationships and Communication - Welcoming Environment - Participation - Decision-Making	95%	99%	89%
Curriculum Technology and Materials	100%	100%	96%
Instruction - Academic Success - Teaching Strategies	98%	98%	89%
Assessment - Data Analysis - Assessments	95%	97%	90%
School Culture - Safety - Connectedness	95%	99%	75%
Overall Satisfaction	97%	95%	88%

The following timeline highlights key renewal activities and upcoming milestones.

May 2026 – Review of Updated Renewal Guides & Resources

In May 2026, Jennifer Miller and Dr. Beth Henschel participated in a Charter Renewal Workshop hosted by the Los Angeles Unified School District (LAUSD) Charter Schools Division. During the workshop, the LAUSD team reviewed updates to the 2026–2027 charter renewal process, requirements, and guidance.

Resources included:

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

June 2026 – Drafting Charter Petitions

During June 2026, Jennifer Miller and Dr. Beth Henschel completed drafts of the updated charter petitions. Significant revisions included updates to Element 1, reflecting current instructional programming, Professional Learning Community (PLC) structures, and schoolwide performance data, including CAASPP, CAST, ELPAC, i-Ready, and California School Dashboard indicators.

Element 10, addressing Suspension and Expulsion procedures, was also updated to reflect the schools' current approach to supporting student behavior. The petitions were reviewed by the CMO team and shared with legal counsel for additional oversight.

August 2026 – Renewal Intake and Petition Submission

On August 6, 2026, the Fenton CMO team, along with Dr. Beth Henschel and Mrs. Cecilia Quijano, participated in an intake preparation meeting with the LAUSD Charter Schools Division specialist. The team reviewed the updated LAUSD Intake Checklist, required documentation, and submission procedures.

On August 11, 2026, the Fenton team was informed that the LAUSD Renewal Guide had been updated. The team decided to incorporate the changes and rewrite sections of the petitions prior to the intake meeting.

On August 19, 2026, the FCLA and STEM leadership team submitted the final charter petitions and required supporting documentation to LAUSD.

September 2026 – Current Status

On September 8, 2026, Dr. David Riddick, Jason Gonzalez, Richard Parra, Jennifer Miller, Kristine Khachian, and Dr. Beth Henschel met with Megan VandenBos, the Chief of Staff for LAUSD Board District 6 member Kelly Gonez. The team discussed the current status of each Fenton school up for renewal and thanked the board member and staff for their ongoing support of Fenton Charter Public Schools. The meeting went well and allowed for the teams to check in with one another prior to the public hearing and board vote.

As of September 11, 2026, Fenton has not received any formal feedback from LAUSD regarding either charter petition. The renewal process continues to move forward according to the established timeline. FCLA and STEM are listed together as Item #25 out of #27 on the September 15, 2026 LAUSD Board agenda for their charter renewal public hearings. The LAUSD Board agenda can be viewed here - [agenda](#). A total of 13 charters will participate in the September 15, 2026 Public Hearing.

September 14–15, 2026 – Public Comment & LAUSD Board Public Hearing

On Monday, September 14, identified speakers signed up to provide public comment in support of the FCLA and STEM charter renewals at the September 15 LAUSD Board meeting. The Academies are working with Mr. Parra to coordinate staff and family participation and ensure stakeholders are prepared to advocate on behalf of both schools.

On Tuesday, September 15, 2026, FCLA and STEM will appear before the LAUSD Board for their charter renewal public hearings as Item #25 on the Board agenda. This represents an important opportunity for the Board to formally receive the renewal petitions and hear directly from Fenton staff, families, and other stakeholders regarding the schools and their continued operation.

Additional information and coordination details will be shared with participating stakeholders ahead of the hearing.

November 17, 2026 – LAUSD Board Vote

On November 17, 2026, FCLA and STEM are scheduled to return to the LAUSD Board for official action on their charter renewal petitions. Additional information regarding the renewal recommendations and Board meeting will be shared with stakeholders as it becomes available.

We are confident the renewals will be a smooth and successful process for the Fenton schools.

Fenton Charter Public Schools Professional Development Day 4 ***“Momentum Begins With Us”***

On Friday, September 4, 2026, Fenton Charter Public Schools gathered for an organization-wide professional development day centered on reflection, celebration, collaboration, and continued growth.

The day began by recognizing Fenton faculty members who had reached significant milestones within the organization. The Fenton community then reflected on our shared history, strengths, and impact while deepening our understanding of what makes Fenton unique. Through collaboration and reflection, staff celebrated successes, identified priorities for the year ahead, and considered how each of us contributes to Fenton’s continued momentum.

The theme for the day, and for the 2026–2027 school year, was *Momentum Begins With Us*, reinforcing our collective responsibility to build upon Fenton’s successes and carry our work forward.

We were honored to welcome FCPS Co-Founder Mrs. Irene Sumida, along with FCPS Board Member Mr. Jed Wallace, who joined us in reflecting on Fenton’s journey, the values and vision that have shaped the organization, and the future we will continue to build together.

During the afternoon, school and organizational teams came together to discuss and document their collective commitment to maintaining Fenton’s momentum throughout the year. Each team utilized a planning sheet to reflect on its strengths, contributions, and priorities and identify shared promises for moving the work forward. Teams then designed a collaborative slide capturing these commitments and highlighting how they would contribute to the continued success and momentum of Fenton Charter Public Schools.

Resources can be viewed within the linked folders: [Agenda](#), [PD Day 4 Photos](#), [Team Reflection Assigned Slides](#)

i-Ready Inform (Beginning of Year) Assessments

The i-Ready Inform Beginning-of-Year (BOY) assessments are currently in progress for kindergarten students through September 18, 2026. All 1st-6th grade students completed their ELA and Math Diagnostic Assessment on September 11, 2026. This assessment provides essential baseline data on student performance in reading and math, serving as a critical starting point for the academic year. BOY data helps educators identify where students are academically after the summer break, allowing for early

identification of learning gaps, enrichment opportunities, and targeted instructional needs. It also supports data-driven decision-making at the classroom, grade, and school levels. In the following month, teachers and school leaders will analyze the results, and a comprehensive summary will be shared with the board. This report will include performance trends, grade-level insights, and key areas of focus, all of which will guide instructional planning, intervention strategies, and progress monitoring throughout the year.

Official results with comparison data will be shared with the Board of Directors during the October 22, 2026 meeting.

Focused Interim Assessment Block (FIAB) Implementation

During the 2025–2026 school year, Fenton Lead Teachers discussed the effectiveness of Focused Interim Assessment Blocks (FIABs) as an additional tool for monitoring student progress toward CAASPP expectations. Several teachers piloted FIABs with their students and experienced strong success, with subsequent CAASPP results demonstrating the potential value of incorporating these assessments more systematically across FCPS.

To prepare for organization-wide implementation, on September 10, 2026, Fenton administrators responsible for overseeing CAASPP met with Jennifer Miller to establish and verify TOMS and CERS accounts for Fenton staff, ensuring teachers had the appropriate access to administer assessments and review results. The following day, September 11, all 3rd–6th grade teachers participated in a Fenton Coach-led professional learning session focused on the purpose of FIABs, their connection to grade-level standards and CAASPP, and the technical components necessary for successful administration.

During the 2026–2027 school year, FIABs will be administered to students in grades 3–6 in October and March. This implementation will provide teachers with additional standards-aligned data to identify student strengths and needs, inform instruction and intervention, and support continued growth toward end-of-year CAASPP expectations. More information can be found in the [FCPS FIAB & CAASPP Strategies Training](#) (slides) and the [FCPS Interim Assessment Schedule for 2026-2027](#).

Student Behavior Support Update

Jennifer Miller and Kristine Khachian, with support from Angie Castellana Ferri, will work together during the 2026-2027 school year to conduct a needs assessment in terms of student behavior, establish systems to ensure positive outcomes, and provide recommendations for improved implementation.

FCPS has continued to strengthen its organization-wide approach to addressing student behavior, with an emphasis on consistent systems, early intervention, and clearly defined Tier 1, 2, and 3 supports. During July 2026, Fenton administrators reviewed existing Behavior Solutions practices, student discipline procedures, and the Comprehensive School Safety Plan and identified a need for greater consistency in responding to intensive and extreme behaviors. Angie Castellana Ferri has joined this work to research best practices, support the development of clearer Tier 3 procedures, and explore the creation of an FCPS Student Behavior Handbook.

Early implementation during the 2026–2027 school year has shown positive progress. Sites have begun Tier 1–3 behavior team meetings, strengthened supervision and classroom behavior tracking, and implemented individualized supports such as re-entry meetings and daily behavior charts. Early site reports indicated relatively few major behavioral concerns, with some sites also reporting reductions in referrals as consistent behavior systems were implemented.

FCPS is also strengthening its use of behavior data to guide decision-making. Schoolwide Information System (SWIS) accounts are operational, and sites have established processes for entering and reviewing behavior data regularly through Behavior Coalition teams.

In addition, administrators are working toward greater organization-wide consistency through a Tier 3 Behavior Flowchart and the development of an organizational log for major behaviors and responses. Research is also underway to identify effective California district models that can help FCPS move from defining “*what we believe*” about behavior to establishing a clearer and more consistent approach for “*how we do it.*”

Overall, this work represents a continued effort to build upon FCPS's existing student behavior framework while providing staff with clearer procedures, stronger data systems, and more systematic supports for students demonstrating significant behavioral needs.

Next steps involve hearing directly from educators at each Fenton site. A schedule has been developed to gain stakeholder input. Jennifer Miller, Kristine Khachian, and Angie Castellana plan to facilitate these sessions and collect qualitative data in regards to student behavior needs. The schedule can be viewed below.

[Student Behavior Stakeholder Input Schedule \(10/5, 10/7, 10/14\)](#)

Risk of Reading Difficulties (Amira) Screener

During Spring 2025, the Fenton schools formed a FCPS Risk of Reading Difficulties (Dyslexia) Subcommittee in an effort to meet the requirements of Senate Bill 114 (SB 114). This bill requires all K-2 students be screened annually for Risk of Reading Difficulties, which includes Dyslexia. The team attended several webinars to learn about the possible screeners and ultimately selected the Amira screener. Please see the [Amira Learning Screener for Risk of Reading Difficulties](#) memo for more information regarding last year's process and screener selection.

Training for all K-2 teachers took place on Friday, September 11, 2026, 1-2pm. The Fenton schools plan to assess all K-2 scholars within the month of October 2026.

FCPS Administrator Subcommittees

Fenton continues to implement smaller, administrator subcommittees focused on specific areas of responsibility. Administrator subcommittee meetings are vital for ensuring effective school leadership. They provide a structured space for collaboration, focused problem-solving, and consistent communication between schools and the district. These meetings help align decisions with strategic

goals, promote accountability, and ensure transparency. They also serve as a platform for professional growth and sharing best practices among administrators, ultimately strengthening leadership and improving outcomes across the school system. Fenton implements the following subcommittees led by one or more CMO Directors:

- English Language Development/ELPAC Administrator Subcommittee led by Jennifer Miller
- CAASPP Administrator Subcommittee led by Jennifer Miller
- Special Education Administrator Subcommittee led by Kristine Khachian
- Expanded Learning Administrator Subcommittee led by Richard Parra
- Behavior Solutions Administrator Subcommittee led by Jennifer Miller and Kristine Khachian
- All Administrators Subcommittee led by the CMO Leadership Team
- FCPS Directors Subcommittee led by the Chief Executive Officer and Chief Operating Officer

During August and September 2026, all subcommittees met to review schoolwide goals and collaborate around shared tasks.

Professional & Purpose-Driven Stakeholder Meetings for 2026-2027

Frequent stakeholder meetings are essential for maintaining clear communication, ensuring alignment on goals, and fostering collaboration across roles. Regular meetings allow for timely decision-making, progress monitoring, and swift resolution of challenges. They also build trust, encourage shared accountability, and ensure that all voices are heard, ultimately leading to more effective and responsive planning and implementation.

During the 2026-2027 school year, progress towards meeting frequency will be shared with the FCPS Board of Directors. Below is a summary of August 2026 with links to meeting agendas for both All Staff and Lead Teacher.

August 10-31, 2026		
School	Lead Teachers 3 Meetings	Staff Meeting 3 Meetings
FACS	100%	100%
SMBCCS	100%	100%
FPC	100%	100%
FCLA/STEM	100%	100%

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

September 17, 2026

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

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

COMPLIANCE

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

	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD	# of SWD
	September 2026	October 2026	December 2026	January 2027	March 2027	April 2027	May 2027	June 2027
FACS	121							
FPC	83							
SMBCCS	131							
STEM	58							
FCLA	60							

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	0.82 (HOH)							
FPC	1.20 (MDO)							
SMBCCS	0.76 (OI)							
STEM	0.36							

	(MDO)							
FCLA	0.38 (HOH)							

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	17.46							
FPC	19.21							
SMBCCS	21.12							
STEM	21.09							
FCLA	22.90							

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	40			1	1	3			27	32	17		
FPC	34					3	1		7	8	30		
SMBCCS	42					1		1	17	46	24		
STEM	20						1		18	10	9		
FCLA	20				1	2			13	11	13		

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	Zen Educate	Total
FACS	22	1				23
FPC	14			8		22
SMBCCS	13			2	3	18
STEM	20					20
FCLA	13	1				14

[Special Education Administrator Meeting, September 1, 2026](#)

The September Special Education Administrator Meeting focused on strengthening IEP compliance, behavioral supports, and preparation for upcoming District Validation Reviews. Administrators completed a comprehensive review of the Welligent IEP document to promote greater accuracy and consistency across all FCPS schools, with particular attention to present levels, goals, eligibility, accommodations, parent participation, LRE, FAPE, and accurate documentation of services.

Administrators also reviewed a newly developed flowchart for supporting students with IEPs who exhibit challenging behaviors. The process emphasizes gathering data, collaborating with families and

the IEP team, reviewing existing supports, and strengthening classroom-based interventions before considering more restrictive options.

The meeting concluded with collaborative preparation for the 2026 - 2027 District Validation Review cycle. All five FCPS schools will participate in DVRs between September and December, beginning with FACS on September 29, 2026.

Update on Behavior Administrator Meeting, September 8, 2026

The September Behavior Administrator Meeting focused on strengthening FCPS's organization-wide approach to student behavior through consistent systems, data review, and tiered supports. Site administrators shared updates on Tier 1 - 3 behavior meetings, current student behavior trends, staff implementation, and areas where additional support is needed. Early data reflected a generally positive start to the school year, including low referral numbers at FACS, decreased referrals at SMBCCS through consistent classroom behavior logs, and no major behavioral concerns reported at FCLA/STEM.

Administrators also reviewed the use of SWIS, School Beat, the Tier 3 Behavior Flowchart, and suspension procedures to improve consistency in how behavior data is collected, analyzed, and addressed across schools. Each site identified who is responsible for entering and reviewing behavior data, with data analysis occurring regularly through Tier 1 meetings, staff meetings, and other leadership structures.

Angie Castellana Ferri shared research and policy examples from various California school districts to help guide the development of a more unified FCPS approach to student behavior. The discussion examined models for policy structure, progressive discipline, and procedural and legal guidance, with an emphasis on moving from *"what we believe"* to *"how we do it."*

This work will continue through collaboration among Kristine Khachian, Jennifer Miller, and Angie Ferri, who will visit each Fenton school site to gather input directly from administrators, lead teachers, and faculty representatives. Meetings are scheduled for October 5, 7, and 14, with separate sessions for site administrators and lead teacher/faculty representative groups at SMBCCS, FCLA/STEM, FACS, and FPC. The feedback gathered through these meetings will help inform the development of a more consistent, organization wide approach to student behavior and discipline across FCPS.

Tier 3 Behavior Flowchart

The Behavior Flowchart was developed to provide FCPS administrators and special education teams with a clear and consistent framework for responding to students with IEPs who demonstrate challenging or escalating behaviors. The intent is to move away from responding to behavioral concerns in isolation or immediately considering more restrictive interventions and instead ensure that teams follow a thoughtful, student centered problem solving process.

The flowchart emphasizes beginning with collaboration and data gathering. When concerns arise, teams are encouraged to consult with the student's case manager and other members of the educational team, review available behavioral data, and meet with the parent or caregiver to determine whether there have been changes at home or whether strategies used successfully outside of school could support greater

consistency. Teams are also encouraged to look for patterns or triggers that may help identify the underlying factors contributing to the behavior.

An important component of the process is reviewing the student's existing IEP supports, goals, accommodations, and behavior plans before determining that additional or more restrictive supports are necessary. Teams are encouraged to strengthen classroom based interventions and consider individualized strategies such as scheduled breaks, access to sensory supports, reinforcement or token systems, and other creative approaches that allow the student to regulate and remain engaged in the educational environment.

When those interventions are not sufficient, the flowchart provides teams with additional options to consider based on the individual needs of the student, including schedule modifications, possible outside support services, and, when warranted, a temporary modified school day. The process recognizes that every student and behavioral situation is different and that decisions should be individualized rather than applying the same response to every student.

Ultimately, the flowchart was created to give FCPS schools a shared process for addressing significant behavioral needs, while promoting collaboration among general education, special education, administrators, service providers, and families. It is intended to help teams intervene proactively, document the supports that have been attempted, and make informed decisions about next steps while continuing to prioritize access to the educational environment and the supports identified through the IEP process.

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

September 17, 2026

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

Pillar 1 - Integrated Student Supports

During the past month, Fenton Charter Public Schools (FCPS) has continued to expand and strengthen integrated student supports across all Fenton campuses. As part of the community schools implementation, a goal is to ensure that these supports are responsive to the needs of students and families and have a measurable and lasting impact on student success. These efforts are designed to improve student engagement, strengthen access to essential resources and services, and ultimately support improved academic achievement and whole-child development.

Student Transportation: FCPS will continue providing students who need transportation assistance with a [Metro GoPass TAP](#) transportation card. This program provides students with free and unlimited rides on Metro buses, trains, and other participating transit systems throughout Los Angeles County. Access to reliable and affordable transportation helps reduce a significant barrier for students and families, allowing students to travel to and from school, participate in after-school and extracurricular activities, access employment opportunities, and connect with essential community services and resources. FCPS views transportation access as an important component of supporting the whole child and strengthening family access to educational and community opportunities. The cost of the GoPass is approximately \$7 per student, making this a cost-effective investment in student access, mobility, and educational opportunity. Special thanks to our community school coordinators and other school staff for their continued support in implementing this service. Their efforts include providing time to meet and communicate about this resource with families, and providing families with technical support in applying for this service.

FCPS will also continue utilizing [HopSkipDrive](#) to address specific student transportation needs that may not be met through traditional transportation options or the Metro GoPass program. HopSkipDrive provides safe, reliable, and individualized transportation for eligible students when transportation support is necessary to help ensure consistent access to school, programs, and other educational opportunities. This service allows all FCPS schools to respond to individual family circumstances and transportation challenges while supporting student attendance, participation, and overall access to school-based resources.

Dental Health Services: FCPS is proud to continue its partnership with [Big Smiles Dental](#), a nonprofit mobile dental provider, to support the oral health and overall well-being of FCPS students. Through this partnership, Big Smiles provides on-site dental screenings, preventive care, cleanings, and oral health education, ensuring that students have access to quality dental services during the school day. Throughout the year, Big Smiles will visit each Fenton campus multiple times to provide dental examinations and cleanings to students who are in need of services and have received parent/guardian

permission. Big Smiles serves approximately 50–75 students at each Fenton campus during each visit, helping reduce barriers to accessing routine dental care. Visit dates for each campus are currently being scheduled. A special thanks to our school nurse assistants, community school coordinators, and office staff for their continued collaboration in implementing this service. Their efforts include identifying students in need, coordinating student rosters and schedules, securing appropriate spaces, communicating with families, and collecting parent/guardian requests and permissions. This collaborative approach helps ensure that students can access preventive dental care in a convenient and supportive school-based setting.

Student Vision Support: Fenton Charter Public Schools will continue its partnership with [Power of Sight Foundation](#), a nonprofit mobile eye clinic dedicated to increasing access to vision care for children. This year marks the third consecutive year that The Power of Sight will visit all five FCPS campuses to provide students with access to vision screenings, comprehensive eye examinations, and prescription glasses. The organization provides a free vision screening to every student, helping identify potential vision concerns that may otherwise go undetected and interfere with a student's ability to learn and participate successfully in school. For students who require further evaluation, The Power of Sight provides eye examinations and prescription glasses at a significantly reduced rate to FCPS. The cost is \$50 per eye examination and an additional \$50 for prescription glasses, for a total cost of \$100 per student receiving both services. This partnership helps remove financial and transportation barriers that can prevent families from accessing timely vision care and ensures that students have the vision support they need to fully engage in the classroom. FCPS Community School Coordinators, school nurses, and school staff will continue working with The Power of Sight to coordinate campus visits, identify students in need, communicate with families, and facilitate services on each campus.

Mental Health and Wellness Partnerships: FCPS continues to strengthen its network of community partnerships to expand access to mental health and wellness services for students and families. We are proud to continue working with [Saban Community Clinic](#), [Sycamores](#), [Child and Family Guidance Center](#), [Pacific Clinics](#), and [The Los Angeles County Department of Mental Health](#). Collectively, these community partners provide a range of mental health services and support options designed to meet the diverse needs of our students and families. Services are available through on-site support at our school campuses, off-site appointments at community locations, and telehealth services, providing families with greater flexibility and multiple pathways to access care. These partnerships help support students and families in settings that are most appropriate for their individual needs. The community schools model helps emphasize mental health and social-emotional well-being as essential components of whole-child development, recognizing that students are better positioned to engage, learn, and succeed academically when their social, emotional, and mental health needs are supported.

FCPS is delighted to continue its partnership with [Paws-to-Share](#), an organization dedicated to bringing the comfort, companionship, and positive benefits of therapy animals to school and community settings. Through this partnership, trained handlers and therapy dogs visit FCPS campuses to provide students with opportunities to interact with friendly, well-trained dogs in a welcoming and supportive environment. These visits can help reduce stress and anxiety, promote emotional well-being, encourage positive social interactions, and provide students with a meaningful opportunity to pause, connect, and recharge during the school day. Through the CCSPP grant, each Fenton school may host up to two Paws-to-Share visits during the school year, expanding access to this wellness-focused support across all five campuses. In addition, two FCPS school counselors have their own certified therapy dogs, which visit their respective campuses more frequently as part of this collaboration and provide students with ongoing opportunities for positive interaction and emotional support. Thank you to our school counselors, community school coordinators, and school administrators for their continued collaboration in coordinating and scheduling these visits. This partnership represents another way FCPS is

incorporating whole-child supports into the school environment and creating caring, supportive spaces where students can feel connected and ready to learn.

Another student support opportunity was introduced to FCPS school counselors through a potential partnership with [*Friends of the Children*](#). Friends of the Children is a nonprofit organization that pairs children facing significant obstacles with full-time, paid professional mentors, known as “Friends.” Unlike traditional mentoring programs that may operate for a limited period of time, the Friends model is designed to provide a consistent, long-term relationship from pre-kindergarten through high school graduation. Each “Friend” works closely with their assigned students to build trusting relationships, provide guidance and encouragement, help students navigate academic and social challenges, and connect families with additional resources and support when needed. FCPS school counselors are exploring this opportunity to determine how the program could complement our existing student support systems and provide additional individualized support to students who may benefit from a long-term mentoring relationship. This potential partnership represents another opportunity for FCPS to strengthen its community schools approach by connecting students and families with community-based resources that support academic success, social-emotional development, and long-term student well-being.

Johana Juarez helped connect FCPS with another valuable community-based support through Dr. Lindsay Staples, a psychologist with [*Didi Hirsch Mental Health Services*](#). Dr. Staples has offered to support FCPS schools by providing psychoeducational resources and opportunities for students and families. As part of this partnership, Dr. Staples has proposed having her graduate-level students develop and deliver age-appropriate psychoeducational presentations, assemblies or in small groups, and activities for students and parents at Santa Monica Blvd. Community Charter School (SMBCCS) during February and March. Potential topics may include recognizing and understanding emotions, respectful communication, building healthy relationships, and strategies for managing “big feelings,” with topics tailored to the specific needs and interests of each school community. The process will be collaborative, with Didi Hirsch students working directly with school staff to identify topics that are relevant to the intended audience and aligned with the presenters’ areas of knowledge and training. This partnership provides FCPS with an additional opportunity to expand its community schools support network while offering students and families engaging, practical, and age-appropriate mental health and social-emotional learning resources.

Pillar 2 – Expanded and Enriched Learning Time and Opportunities

FCPS continues to implement a comprehensive Expanded Learning Opportunities Program (ELO-P) designed to provide students with meaningful academic, enrichment, and recreational opportunities beyond the traditional school day. The FCPS ELO-P program is led by strong administrative coordinators:

- Kelley Christenson – Fenton Avenue Charter School
- Adriana Baez – Fenton Primary Center
- Krystal Rodriguez – Fenton STEM and Fenton Leadership Academy
- Zoe Weiss – Santa Monica Blvd. Community Charter School

The ELO-P team has begun working collaboratively to support program implementation across all FCPS campuses. This year, FCPS will add four ELO-P full days while continuing to meet state requirements and provide high-quality academic and enrichment opportunities. Think Together and LA’s BEST

after-school care began on the first day of school, while teacher-led classes will begin at all campuses over the next few weeks. Planned offerings include targeted Reading and Math support, STEM and robotics, arts and music, athletics, cooking, and other hands-on learning experiences designed to support students' academic growth, creativity, physical well-being, social-emotional development, and positive relationships.

Documentation, Registration, Attendance, and Compliance: This school year, ELO-P Coordinators have begun implementing [ActivityHero](#) as the primary platform for student registration and enrollment in expanded learning programs. The platform will streamline the registration process for families and provide coordinators with a more efficient system for managing student enrollment, tracking daily attendance, monitoring class participation, and maintaining required program documentation. The use of ActivityHero will also support greater consistency and accuracy in attendance reporting and help FCPS maintain compliance with ELO-P program requirements while allowing staff to more effectively monitor participation across campuses. Thank you to the ELO-P coordinators at each campus for their continued collaboration in implementing this new platform. Zoe Weiss has taken the lead in implementing as SMBCCS will open ELO-P programs this month. She has shared her learnings and is guiding others as she has quickly learned the platform. This collaboration represents another way FCPS staff work together to create professional environments where everyone feels connected and supported.

ELO-P Meetings: The ELO-P coordinators have officially met three times this school year. All ELO-P meeting documentation can be found [HERE](#). The last meeting was held on September 11, 2026 and the [agenda](#) included mostly important information about ELO-P finance and the implementation of Activity Hero. The team also discussed the following items below:

- **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](#).
- **2025-2026 ELO-P Budget and Expenditures:** Review of the budget for the 2025-2026 ELO-P programs located [HERE](#). Reviewed the 2025-2026 expenditures spreadsheet found [HERE](#).
- **2026-2027 ELO-P Budget and Expenditures:** The team spent some time reviewing the draft budget for the 2026-2027 ELO-P programs [HERE](#). The team also discussed the 2026-2027 expenditures spreadsheet found [HERE](#). These are currently in process, as we wait for the final close out of the 2025-2026 school year from our back office supporter Vertex Education.
- **FCPS ELO-P Guidebook:** The FCPS ELO-P guidebook is available as a link to all agendas and reviewed frequently by ELO-P coordinators and updated as needed. It can be found [HERE](#).
- **Four ELO-P Days:** The ELO-P coordinators discussed their plans for programming for the first two of four ELO-P days on October 29 and 30. These designated enrichment days will provide students with targeted opportunities for academic intervention, enrichment, and expanded learning experiences aligned with ELO-P requirements. Each ELO-P coordinator has been communicating with their school staff on the plans for these first two days. This calendar with the ELO-P days was [approved by the FCPS board](#) on June 11, 2026.

ELO-P Third-Party Reporting: FCPS is required to annually report information about third-party providers operating ELO-P programs at off-site locations. The report must identify each off-site provider and the number of students with access to each location. This data will help the California Legislature

evaluate whether ELO-P programs should continue to remain exempt from certain licensing and special permit requirements. FCPS does not use third-party vendors to provide support off site. Mr. Parra submitted the required reporting through the California Department of Education portal for all schools. A Google [spreadsheet](#) with each submittal was created.

Pillar 3 - Active Family and Community Engagement

FCPS collaboratively continues to find ways to increase meaningful family participation and engagement by providing opportunities for families to engage in ways that are accessible, culturally responsive, and reflective of the diverse communities we serve. One way FCPS continues to provide active family and community engagement is through the support of community school coordinators. Each FCPS school has a community school coordinator. The following are the 2026-2027 school coordinators:

- Tony Peña – Fenton Avenue Charter School
- Laura Vasquez – Fenton Primary Center
- Virginia Palma – Fenton STEM and Fenton Leadership Academy
- Johana Juarez – Santa Monica Blvd. Community Charter School

Below are some opportunities FCPS is providing at each of our locations:

Parent Classes: Community school coordinators have been actively meeting with vendors, community organizations, and Los Angeles Community Colleges, to provide classes and learning sessions for parents and community members at their respective family centers. The fall parent classes have now been scheduled and are underway. Each family center maintains its own calendar of events for families at their school.

Infinite Campus Parent Portal: FCPS continues its implementation of the Campus Parent Portal. The Parent Portal is a vital tool for strengthening the connection between home and school. The goal is to have 100% of parent/guardian contact information accuracy (phone, address, email, and emergency contacts). One way to achieve this goal is with every parent accessing the Campus Parent Portal. Special thanks to our school office staff, community school coordinators, and school administrators for their continued collaboration in supporting this effort.

Below is a chart with the number and percent of students who have updated their information for each school as of Friday, September 11, 2026:

Parent Portal Completed Access by School				
FACS	FPC	STEM	FCLA	SMBCCS
266 of 699	246 of 436	147 of 280	144 of 264	266 of 625
38%	56%	53%	55%	43%

Parent Leadership Development: FCPS launched its first cohort of the [Parent Ambassador Program](#) on [September 3, 2026](#). This six-session program is designed to strengthen parent and family leadership by equipping participants with a deeper understanding of FCPS, public charter school education, Community Schools, and opportunities for family engagement. Throughout the program, ambassadors will build their knowledge and leadership skills while learning how to share information and resources with other families in their school communities. Upon completion of all six sessions, participants will

receive an FCPS Community Ambassador Certificate. Most importantly, the program is intended to develop a network of informed and engaged parent leaders who can help expand the school community’s collective knowledge, strengthen communication between families and schools, and encourage greater family participation and leadership across FCPS.

Community Engagement Initiative (CEI) Street Data Community of Practice: During the 2026–2027 school year, FCPS will begin implementing the [Street Data](#) approach to gather deeper and more meaningful information about the experiences, perspectives, and needs of our students, families, staff, and community members. Jennifer Pimentel and Richard Parra participated in the Community Engagement Initiative (CEI) Street Data Community of Practice information session on August 12, 2026, which provided additional guidance on professional learning and implementation support. To ensure the process is meaningful and manageable, FCPS will begin with one school as a pilot before expanding the approach across additional campuses. The Street Data process will help FCPS move beyond traditional data measures by listening directly to members of each school community and using their experiences and perspectives to better understand factors influencing student success. SMBCCS was selected and has selected their team of 6 members plus CMO leadership to participate in the training sessions this school year.

Role	Name	Title
District-Level Leadership	Richard Parra	Director of Community Schools
District-Level Staff	Jennifer Pimentel	Community Schools Instructional Liaison
School-Site Staff	Johana Juarez	Community Schools Coordinator
School-Site Staff	Ariana Gomez	Assistant Director
School-Site Staff	Aaron Veals	Teacher
School-Site Staff	Xareni Robledo	Counselor
Family/Caregiver	Iris Salguero	Parent
Student	Marcelo Salguero	Student

Pillar 4 - Collaborative Leadership and Practices

As FCPS continues its implementation of the California Community Schools Partnership Program (CCSPP), Collaborative Leadership and Practices remain essential to sustaining and deepening the Community Schools model across all five campuses. This pillar focuses on building shared leadership, strengthening the capacity of school staff and community partners, and creating meaningful opportunities for students, families, educators, and community members to participate in decision-making and school improvement. During the 2026–2027 school year, FCPS will continue to strengthen the systems and practices that support collaboration, shared responsibility, and continuous improvement. Through advisory structures, professional learning, capacity-building strategies, and collaborative leadership practices, FCPS will work to ensure that the voices and experiences of our school communities remain central to how we identify needs, develop solutions, and create sustainable practices that support student success.

The FCPS Community Schools Advisory Committee: The FCPS Community Schools Advisory Committee will continue meeting regularly during the 2026–2027 school year to provide guidance, feedback, and collaborative leadership for the ongoing implementation of the Community Schools model across FCPS. The committee serves as an important structure for ensuring that the perspectives

and experiences of those closest to our schools remain central to planning, decision-making, and continuous improvement. As FCPS moves into the third year of CCSPP implementation, the committee will continue to review progress, discuss emerging needs, identify opportunities for strengthening partnerships and services, and provide input on strategies that can have a meaningful impact on students and families. This year, FCPS will also work to expand committee membership to include additional voices from the broader school community, including parents, caregivers, community-based organizations, and community partners/vendors. Expanding representation will help ensure that the committee reflects the diverse perspectives and resources within our communities and strengthens shared ownership of the Community Schools vision. The following have volunteered to be on the committee:

Community Schools Advisory Committee 2026-2027	
CMO Office	
Richard Parra	Staff – Admin
Jennifer Pimentel	Staff – CS Instructional Liaison
David Riddick	Staff – Chief Executive Officer
Irene Sumida	Advisor and Notetaker
Fenton Avenue Charter School	
Tony Peña	Staff – Community Schools Coordinator
Kelley Christenson	Staff – ELOP Coordinator
Elisa Vallejo	Launchpad Staff – Teacher
Santa Monica Blvd. Community Charter School	
Johana Juarez	Staff – Community Schools Coordinator
Zoe Weiss	Staff – ELOP Coordinator
Ana Wolfer	Staff – Instructional Coach
Fenton Primary Center	
Laura Vasquez	Staff – Community Schools Coordinator
Lorena Sanchez	Staff – ELOP Coordinator
Paola Ramirez	Staff - School Counselor
Fenton Academies	
Virginia Palma	Staff – Community Schools Coordinator
Cecilia Quijano	Staff – Assistant Director
Krystal Rodriguez	Staff – ELOP Coordinator
Maria Cardenas	Staff - Teacher
Tiffany Walker	Staff - Teacher
Perla Del Rio	Parent
Community Members/Third Party Vendors	
Cindy Soto	Community Member
Nicole Webb	Community Partner (New Growth LA)
Dr. Jay Cruz	Community Partner (The Cruz Center)
Taylor Toledo	Consultant (Toledo Consulting and Deveau Burr Group, LLC)

Professional Development: In an effort to engage staff in the collaboration required for community school success, FCPS partnered with Dr. Jacqueline Sanderlin of ImpactLeader Enterprises. The first of five professional learning series took place on August 20, 2026. That day, Dr. Sanderlin focused on strengthening community partnerships and advancing the implementation of the California Community Schools Partnership Program (CCSPP). Dr. Sanderlin began her presentation with lots of energy and focused on the five C's of her framework for building positive community partnerships: Community, Collaboration, Capacity, Connection, and Creativity. The following employees participated, all FCPS community school coordinators, one administrator from each school site, and a few from the CMO leadership team. [HERE](#) is the link for the presentation. This [FOLDER](#) was created in June and shared via the Director of Community Schools Report. It contains the documents necessary to initiate the professional learning series.

FCPS Community Schools Coordinator Appreciation Week: We are proud to celebrate Community School Coordinators Appreciation Week, September 14–18. Our community school coordinators play a vital role in connecting families, students, and community partners to ensure that every family has access to the resources and support they need. We deeply appreciate their dedication, leadership, and commitment to building stronger school communities.

Community Schools Calendar: FCPS has developed a comprehensive [community schools calendar](#) that serves as a centralized resource for tracking CCSPP-related meetings, activities, professional learning, family engagement opportunities, and other Community Schools events across all five campuses. The Community Schools Advisory Committee and leadership team will collaboratively monitor and maintain the calendar to ensure that information remains current and that key activities, deadlines, and opportunities are communicated effectively. The calendar will also support greater coordination and transparency among school sites, district leadership, families, and community partners.

Public Hearing and Board Approval Preparation: As Fenton Charter Leadership Academy (FCLA) and Fenton STEM prepare for their upcoming public hearing on September 15, 2026. FCPS is coordinating a group of parents to participate and support the schools during the public hearing. Preparation for parents and community members includes coordinating parent support at the public hearing, transportation, food for participants, and preparing speakers on behalf of their school. To support this effort, the first cohort of parent ambassadors were asked to participate. The public hearing and board vote are important opportunities for FCLA and STEM to showcase their schools, engage their school communities, and demonstrate the strong support behind their continued success.

FCPS Foundation Account (non-profit): To make fundraising and payment processing more accessible and efficient for the community schools initiative, the FCPS Foundation continues to utilize [Zeffy](#) as its online fundraising and payment platform. Zeffy is designed specifically to support nonprofit organizations and allows eligible nonprofits to process donations and transactions without platform fees, helping the foundation maximize the funds available to support students, families, and community schools initiatives. The platform also provides the community with a convenient and secure way to make donations and participate in fundraising efforts. Sub accounts have been made for each school's faculty funds.

Upcoming Events:

9/14	Community School Coordinator Week
9/15	LAUSD Board Meeting - Public Hearing for FCLA and STEM
9/17	FCPS Board Meeting
	Community School Coordinator Meeting – 10:00 p.m. to 1:00 p.m.

9/18	CEI Street Data Meeting – Anaheim 8:00 a.m. to 4:00 p.m. Big Smiles Visits Academies
9/21	CS Advisory Committee Meeting 3:00 Virtual
9/22	All Admin meeting - Engagement Presentation
9/23	Big Smiles Visits FPC LACOE CS Regional Meeting - Valley College
9/24	Loteria Night at FACS
9/25	LACEPS Meeting Los Angeles 9:00 a.m. to 12:00 p..m
10/2	PD Day #5 – No School
10/9	PD session 2 of the “Why Not?” training for Community schools
10/15	CA Shakeout
10/16	Community School Coordinator Meeting – 10:00 p.m. to 1:00 p.m.
10/19	CS Advisory Committee Meeting 3:00 Virtual
10/22	FCPS Board Meeting CEI Street Data - In-Person Anaheim

II. F.

FCPS Officers' Reports

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

September 17, 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 [State](#), [Finance](#), Facilities, Personnel, Technology

State ([Back to Top](#))

Excerpt from “Annual Inflation Holds at 3.4% as Energy Pressures Continue

From School Services of California

Posted September 11, 2026

The Bureau of Labor Statistics released the latest inflation figures today, September 11, 2026, showing consumer prices rose 0.4% in August, while the annual inflation rate held at 3.4%. Core inflation, which excludes the more volatile food and energy components, increased 0.3% for the month and eased slightly from 2.5% to 2.4% over the past year. For California local educational agencies (LEAs), the current inflation figures do not affect the statutory cost-of-living adjustment (COLA) for 2026-27, which is already set at 2.87%. However, continued inflationary pressure, particularly if higher energy costs spread more broadly through the economy, could influence the price trends that ultimately affect the statutory COLA for 2027-28.

Energy Drives Much of the Monthly Increase

Energy was one of the clearest sources of inflationary pressure in August. The energy index increased 2.1%, reversing declines in June and July. The index for gasoline rose 3.9% and accounted for more than one-third of the monthly increase in the overall Consumer Price Index (CPI). Compared with a year ago, the energy index is up 16.3%, gasoline is up 27.4%, and fuel oil is up 52.0%. By comparison, core inflation was 2.4%, while prices for commodities excluding food and energy increased just 0.7%. This increase was attributed to higher prices for communication, lodging away from home, airline fares, education, and used cars and trucks. For now, the data suggest that much of the recent inflationary pressure remains concentrated in energy. The question is whether it stays there.

Oil Markets Add to the Uncertainty

Oil prices retreated today after a sharp run-up earlier in the week, with U.S. West Texas Intermediate crude falling back below \$100 per barrel and Brent remaining above \$100. Despite today's decline, both benchmarks were headed toward weekly gains of approximately 9.0% as markets continued to react to developments in the Middle East. Some pressure eased following reports of planned discussions in Oman regarding shipping through the Strait of Hormuz. At the same time, developments near another major shipping route in Yemen have added to uncertainty surrounding global shipping and energy markets.

Recent developments in Yemen, including changes in control of areas near the Bab el-Mandeb Strait, have raised additional concerns about shipping through this major international trade route. Shipping through the strait has declined substantially since disruptions began in late 2023. With shipping through the Strait of Hormuz also constrained, the developments have increased concerns about disruptions to two strategically important shipping routes and added to uncertainty in global energy markets and the economy.

What Happens Beyond Energy?

The August CPI report offers some reassurance that higher energy prices have not yet translated into broad-based acceleration in inflation. Core inflation eased from 2.5% in July to 2.4% in August. Food prices rose 2.7% from a year ago, shelter rose 3.0%, and transportation services rose 2.4%.

But sustained increases in energy costs can eventually affect the price of transporting goods, manufacturing products, operating equipment, and providing services. Persistent disruption to major shipping routes can also increase transportation and insurance costs and lengthen supply chains.

The distinction between a temporary energy-price shock and a sustained increase therefore matters. If oil prices decline as supply conditions stabilize, much of the current pressure could remain concentrated in energy and eventually dissipate. If oil remains near or above \$100 per barrel for an extended period, the risk increases that higher energy costs will work their way more broadly through the economy.

The Impact on COLA

Today's CPI report does not change the statutory COLA for 2026-27. The more relevant question for LEAs is what the current inflation environment could mean for 2027-28. Importantly, California's statutory COLA is not calculated using the CPI. It is based on the annual percentage change in the Implicit Price Deflator for State and Local Government Purchases of Goods and Services. Today's CPI report therefore should not be interpreted as an estimate of the eventual 2027-28 statutory COLA. Nevertheless, the CPI provides an important indication of the broader inflationary environment. If elevated energy prices persist and begin increasing the costs of other goods and services, those broader price pressures could ultimately affect the price index used to calculate COLA.

The August data present a split picture: headline inflation remains at 3.4%, and core inflation has eased to 2.4%, while energy prices are 16.3% higher than a year ago and gasoline is up 27.4%. Whether those energy pressures persist, and whether they spread to other parts of the economy, will be important to watch in the months ahead.

For LEAs, the next significant state fiscal update will come with the release of the 2027-28 Governor's Budget in January, including the Administration's projections for the budget-year and out-year COLAs used in multiyear projections.

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

SB 740 Facilities Grant Application Submission

On August 28, 2026, the COO submitted the SB 740 Charter School Facility Grant Program application through the California School Finance Authority (CSFA) for three of our campuses: Fenton Primary Center, Fenton Charter Leadership Academy, and Fenton STEM Academy.

SB 740 is a state-funded program designed to assist charter schools with the cost of leasing privately-owned facilities. Eligible schools may be reimbursed for a portion of their rent expenses,

helping reduce the financial burden on general operating funds and allowing more resources to be directed toward instruction and student services.

The amount a charter school can receive under SB 740 is subject to a funding limit based on the lesser of two amounts: (1) 75% of the school's actual, annual rent expenses for a privately leased facility, or (2) a per-ADA ceiling, which is set at **\$1,204** for the 2026–27 school year. For example, if a school's annual rent is \$400,000 and its ADA generates a reimbursement cap of \$352,800, the school could be eligible for up to \$300,000 (75% of rent) but would only receive \$300,000 because it falls below the ADA cap. Conversely, if 75% of the rent exceeds the ADA cap, the ADA cap becomes the maximum eligible reimbursement. Final award amounts may also be prorated by the CSFA based on statewide demand and available funding. The table below lists the eligible monthly rent costs for the LEAs that are part of the obligated group.

FPC	FCLA	STEM
\$90,476	\$55,639	\$55,639

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

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

September 17, 2026

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

This report contains information related to [Enrollment](#); [Financial Services Update](#); [FCPS Financial Consultant](#); [OPEB Trust and Liability](#); [CalPERS Health Benefits](#)

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 September 11, 2026, FCPS enrollment is currently 3% above budgeted projections.

	FACS		FPC		SMBCCS		STEM		FCLA		FCPS	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
TK	30	36	67	73	35	48	18	31	18	16	168	204
K	48	52	110	111	55	76	17	18	34	31	264	288
1st	48	47	115	117	64	64	44	41	19	19	290	288
2nd	50	56	134	130	74	72	28	31	46	49	332	338
3rd	170	166			97	93	44	43	24	22	335	324
4th	144	150			104	102	24	27	50	54	322	333
5th	180	185			83	79	40	40	44	44	347	348
6th					85	85	44	43	22	27	151	155
TOTAL	670	691	426	431	597	619	259	274	257	262	2209	2278
+/-		23		7		23		15		6		69
% Diff.		3%		1%		4%		6%		2%		3%

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.

Kristin Dietz: FCPS Financial Consultant ([Back to Top](#))

As FCPS transitions to a new financial support team at Vertex Education, the CEO and COO have engaged Kristin Dietz on a limited consulting basis to provide additional continuity and financial oversight. Kristin has worked with Fenton since 1993. Kristin's familiarity with FCPS and experience with charter school finance provide an additional resource as the new Vertex team becomes familiar with FCPS operations and financial reporting.

Kristin is working collaboratively with FCPS and Vertex, with particular attention to year end financial reporting, projections, audit related matters, and other complex financial issues. Her support is intended to supplement the services provided by Vertex and help ensure a smooth transition while maintaining strong financial oversight.

OPEB Trust and Liability ([Back to Top](#))

FCPS recently completed its updated actuarial valuation of post employment health benefits. During FY2026, FCPS increased the Tier II annual retiree health benefit cap from \$10,000 to \$15,000. This enhancement increased the long term value of the benefits provided to eligible current and future retirees and resulted in an approximately \$1.1 million noncash adjustment to the FY2026 financial statements. Approximately \$1.0 million of the increase is attributable to the higher Tier II benefit cap, with the remaining change related to updated claims experience and actuarial assumptions.

The adjustment does not represent a \$1.1 million cash expenditure. At June 30, 2025, the OPEB trust was approximately \$640,000 overfunded relative to the reported obligation. Following the updated valuation, the trust is approximately \$457,000 underfunded. FCPS has sufficient financial resources to absorb the financial statement impact, and the CEO and COO are evaluating a potential transfer from general reserves to the OPEB trust to fully fund the obligation while maintaining appropriate reserves for ongoing operations and long term financial stability.

CalPERS Health Benefits ([Back to Top](#))

FCPS continues to work toward transitioning employee health benefits to CalPERS effective January 1, 2027. Since May, FCPS has been working with CalPERS, LACOE, and its benefits partners to complete the agreements, payroll coordination, enrollment requirements, and other steps necessary for implementation. The January 1 target aligns with the CalPERS calendar year plan cycle and remains the goal for transitioning FCPS employees.

FCPS was recently notified that Health Net will discontinue its commercial group health plans in California, with current coverage ending February 28, 2027. This decision is unrelated to FCPS and was not known when FCPS began pursuing CalPERS. Fortunately, the CalPERS transition was already underway, positioning FCPS to transition employees before Health Net coverage ends. Preliminary 2027 CalPERS rate information is also encouraging, with overall increases lower than previously anticipated. FCPS will continue to keep staff and the Board informed as implementation progresses.

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.

There are no items scheduled for the Consent Agenda this month.

IV. ITEMS SCHEDULED FOR ACTION



FENTON CHARTER PUBLIC SCHOOLS

September 17, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

**SUBJECT: Recommendation to approve slate of directors and officers for the FCPS Foundation
Board of Directors for 2026-2027**

BACKGROUND

The FCPS Foundation was established on September 13, 2013 to ensure State and Federal revenue remained totally separate from student body and faculty fundraising activities conducted by the schools.

The original Board of the FCPS Foundation consisted of twelve members, four from each school. There have been numerous changes at each of the schools, and consistent with the bylaws of the Foundation, the FCPS Board of Directors are yearly asked to appoint new members to the Foundation Board.

From the Bylaws of the FCPS Foundation:

ARTICLE VII, BOARD OF DIRECTORS

DIRECTORS.

The number of directors shall be no less than five (5) and no more than twelve (12). For purposes of ensuring that the Corporation aligns its goals and objectives with educational mission and goals of Fenton Charter Public Schools, a majority of the directors shall be appointed by the existing Fenton Charter Public Schools Board of Directors. All Directors are designated at the Corporation's annual meeting of the Board of Directors.

ANALYSIS

Staff members were surveyed as to their interest in serving on the Foundation Board, and the following employees responded and have been recommended by the remaining members of the FCPS Foundation Board:

FACS: Kelley Christenson, Lisa Morales
FPC: Bridget Ruiz
SMBCCS: Erick Lazo, Jennifer Nishimoto
FCLA: Krystal Rodriguez
STEM: Virginia Palma
FCPS: Rolando Gutierrez (FCPS Foundation Chair), Oscar Contreras (FCPS Foundation Treasurer), Richard Parra, Jennifer Pimentel

It is recommended that the FCPS Board of Directors appoint Rolando Gutierrez to continue to serve as Chair of the Board of the FCPS Foundation and board member Oscar Contreras continue to serve as the Treasurer.

RECOMMENDATION

It is recommended that the FCPS Board of Directors approve the state of directors, as well as the recommended chair and treasurer, of the FCPS Foundation Board of Directors for the 2026-2027 school year.



FENTON CHARTER PUBLIC SCHOOLS

September 17, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to receive June 30, 2026 Unaudited Actual Reports for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy

BACKGROUND

Each year, California's kindergarten through grade twelve (K–12) school districts, county offices of education, charter schools, and joint powers agencies, all commonly known as local educational agencies (LEAs), submit annual financial reports to the California Department of Education (CDE). The Financial Accountability and Information Services (FAIS) Office, within the CDE, is responsible for annually collecting, reviewing, and preparing these financial data for dissemination. Beginning with fiscal year 2003–04, charter school financial reporting was required by Education Code sections 1628 and 42100 (as amended by Assembly Bill 1994, Chapter 1058, Statutes of 2002).

ANALYSIS

A summary of the Unaudited Actual Reports for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy, and Fenton Charter Leadership Academy are included in the Financial Business Manager's report and reveal that all Fenton schools ended 2025-2026 in a strong position.

RECOMMENDATION

It is recommended that the Board of Directors receive the Unaudited Actual Reports for the five Fenton schools.

Unaudited Actual Reports for FACS, SMBCCS, FPC, STEM and FCLA are included in the September Financial Presentation



FENTON CHARTER PUBLIC SCHOOLS

September 17, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to approve the revised California Community Schools Partnership Program and Implementation budgets for the Fenton Charter Public Schools

BACKGROUND

On December 1, 2022, the Fenton Board of Directors approved submission of an application for the 2022-2023 California Community Schools Partnership Program: Planning Grant for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy. On March 9, 2023, the California State Board of Education (SBE) approved \$45 million in community schools planning grants as proposed by the California Department of Education (CDE). Of the \$45 million approved, \$1 million is going to the Fenton Charter Public Schools as each of the five (5) Fenton LEAs will receive \$200,000.

The California Community Schools Partnership Program (CCSPP) supports schools' efforts to partner with community agencies and local governments to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

- Integrated support services;
- Extended learning time and opportunities;
- Family and community engagement; and
- Collaborative leadership and practices for educators and administrators.

On March 17, 2023, the FCPS Hiring Committee selected Richard Parra to serve as the Director of Community Schools for the Fenton Charter Public Schools beginning in the 2023-2024 school year.

ANALYSIS

The current budget has been revised to reflect the new salaries, professional development, and marketing. In addition, the budget includes the use of Deveau Burr Group and JOAN Collaborative.

RECOMMENDATION

It is recommended that the Board of Directors approve the California Community Schools Partnership Program (CCSPP) budget for the Fenton Charter Public Schools.

Attachment: [CCSPP Planning and Implementation Budgets for the Fenton Charter Public Schools](#)



FENTON CHARTER PUBLIC SCHOOLS

September 17, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recording the Employee Retention Credit at the Home Office and Authorizing a One-Time Allocation of the Proceeds for Fiscal Year 2025–2026.

BACKGROUND

The current allocation and its basis

The Employee Retention Credit refunds were allocated among the six entities upon receipt, in proportion to each site's 2021 qualified wages. That allocation was an appropriate bookkeeping convention at the time. Its consequence, however, is that the schools' reported fiscal year 2025-26 results are determined in substantial part by a 2021 payroll footprint that no longer reflects the organization.

Network enrollment has declined from 2,786 students in 2020-21 to 2,363 in the current year. FPC, which sustained the steepest decline over that period, from 627 students to 467, received the second-largest share of the credit, \$1,331,553, or 22.4 percent. FCLA received 10.4 percent and nonetheless closed the year with a loss of \$581,522, fund balance at 3.2 percent of expenses, and unrestricted equity of approximately negative \$0.27 million.

Setting the credit aside changes the picture materially:

School	Reported	Less ERC, net	Result without ERC
FACS	1,441,946	(1,198,888)	243,058
FPC	21,327	(1,225,099)	(1,203,772)
SMBCCS	1,616,679	(1,491,985)	124,694
FCLA	(581,522)	(568,879)	(1,150,401)
STEM	59	(538,686)	(538,627)

FCPS	(519,804)	5,023,537	4,503,733
Network	1,978,684	0	1,978,684

The reported figures are therefore substantially a function of the allocation basis rather than of school performance.

Why the proceeds can justifiably be recorded at the home office.

The Organization is a single nonprofit corporation with a single employer identification number. The Forms 941-X were filed by the organization, and the refunds were received as two pooled deposits into the organization's operating account — \$4,341,454 on September 3, 2025 and \$2,483,154 on December 10, 2025 — rather than as six separate receipts. The allocation among sites was recorded in the accounting records upon deposit.

Of the \$5,943,026, approximately \$855,000 is interest allowed by the Internal Revenue Service on the Organization's overpayment, the amended returns having been filed in June 2023 and paid in 2025. That interest arises from the Organization's own overpayment rather than from any school's payroll, and is organization-level income on any reading.

The proceeds constitute unrestricted federal support, carrying no program restriction and no reporting condition. The basis upon which they are allocated among the schools is accordingly a matter of governance, which is what this resolution asks the Board to determine. The home office received 8.1 percent of the credit under the original allocation and has therefore participated in these proceeds from the outset.

The \$475,445 contingent fee incurred to obtain the refunds would be recorded with them, as it represents the cost of obtaining the proceeds. The net amount recorded at the home office would be \$5,467,581, of which \$5,023,537 would move from the schools.

ANALYSIS

The proposal is to distribute the proceeds such that any school finishing below \$75,000 of net income is brought up to that level. Schools already above it would keep their own result and receive nothing. The \$75,000 figure is the operating income the Board's approved 2026-27 budget sets for both STEM and FCLA, so it applies a threshold the Board has already adopted for the two schools most affected here.

School	To break even	To \$75,000	Total allocation
FACS	0	0	0
FPC	1,203,772	75,000	1,278,772
SMBCCS	0	0	0
FCLA	1,150,401	75,000	1,225,401
STEM	538,627	75,000	613,627
Total	2,892,800	225,000	3,117,800

FACS and SMBCCS would receive no allocation; both remain in surplus on their own operations, at \$243,058 and \$124,694, and no school would be charged in order to fund another. STEM shows most plainly how far the current basis has drifted from performance — its reported net income of \$59 is, in

substance, entirely the Employee Retention Credit. FCLA is the school in the weakest position: it is the only school whose unrestricted fund balance is negative, at approximately negative \$0.27 million.

Effect on each school

School	Final net income	Fund balance 6/30/26	Unrestricted fund balance, % of FY26 expenses
FACS	243,058	10,396,443	60.2%
FPC	75,000	6,680,320	41.1%
SMBCCS	124,694	13,479,190	76.1%
FCLA	75,000	899,572	5.1%
STEM	75,000	1,330,768	12.9%
FCPS	1,385,933	5,291,460	—
Network	1,978,684	38,077,752	—

FCLA would move from unrestricted equity of approximately negative \$0.27 million to 5.1 percent of expenses. This is the most consequential effect of the proposal, and the reason the threshold is set above break-even rather than at break-even alone.

Funds retained at the home office

The \$1,385,933 retained at the home office would be the balance of the proceeds following this allocation. These funds are unrestricted and would remain available at the direction of the Board. Retaining them centrally rather than distributing them in full preserves the Board's ability to apply them where they are most needed in the future.

The allocation would be a one-time action applicable to fiscal year 2025-26. It would create no ongoing obligation of the home office to any school and would not modify the methodology by which CMO fees are otherwise allocated.

Financial figures are drawn from the general ledger for July 1, 2025 through June 30, 2026, restated for three proposed audit adjustments — the FY25 OPEB correction, the FY26 CMO fee true-up, and \$53,783 of additional FCLA ELOP revenue — and from net assets at June 30, 2025 per the reissued FY25 audit. Figures are pre-audit and remain subject to final close entries. Restricted portions of fund balance are stated on a June 30, 2025 basis; the FY26 restricted split is determined at audit. Amounts are rounded to the nearest dollar and tables may not foot exactly. The allocation amounts in this memorandum and in the accompanying resolution are stated in whole dollars.

RECOMMENDATION

It is recommended that the Board of Directors to approve Resolution #64: Recording the Employee Retention Credit at the Home Office and Authorizing a One-Time Allocation of the Proceeds for Fiscal Year 2025–2026.



**FENTON CHARTER PUBLIC SCHOOLS
BOARD OF DIRECTORS**

**RESOLUTION #64: RECORDING THE EMPLOYEE RETENTION CREDIT AT THE HOME
OFFICE AND AUTHORIZING A ONE-TIME ALLOCATION OF THE PROCEEDS FOR
FISCAL YEAR 2025-2026**

WHEREAS, the Fenton Charter Public Schools (the “Corporation”) is a single nonprofit public benefit corporation operating five charter schools — Fenton Avenue Charter School (“FACS”), Fenton Primary Center (“FPC”), Santa Monica Boulevard Community Charter School (“SMBCCS”), Fenton Charter Leadership Academy (“FCLA”) and Fenton STEM Academy (“STEM”) — together with a home office, and files a single federal employment tax return on behalf of the Corporation;

WHEREAS, the Corporation received \$5,943,026 in Employee Retention Credit refunds of 2021 federal employment taxes and associated interest allowed by the Internal Revenue Service, of which approximately \$855,000 is such interest, deposited into the Corporation’s operating account on September 3, 2025 and December 10, 2025, and incurred \$475,445 in contingent professional fees to obtain those refunds, resulting in net proceeds of \$5,467,581;

WHEREAS, those proceeds were allocated among the five schools and the home office in the accounting records upon deposit, in proportion to each site’s 2021 qualified wages;

WHEREAS, the proceeds constitute unrestricted federal support carrying no program restriction and no reporting condition, and the basis upon which such proceeds are allocated among the schools is accordingly a matter within the discretion of this Board;

WHEREAS, the 2021 qualified wage basis reflects a payroll footprint that no longer reflects the organization, enrollment across the schools having declined from 2,786 students in 2020-2021 to 2,363 students in 2025-2026;

WHEREAS, the fiscal year 2025-2026 results of the schools diverged materially;

WHEREAS, this Board desires that the schools report more consistent results for fiscal year 2025-2026 and that no school report a net loss;

WHEREAS, these funds were not generated by student attendance at any individual school, and their application to one school does not draw upon revenue earned by students at another.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

The Board of Directors of the Fenton Charter Public Schools resolves as follows:

1. The Employee Retention Credit proceeds, net of the professional fees incurred to obtain them, are organization-level unrestricted funds of the Corporation and shall be recorded at the home office for fiscal year 2025-2026.

2. A one-time allocation of \$3,117,800 of the Employee Retention Credit proceeds is hereby directed among the schools for fiscal year 2025-2026, as follows:

School	Allocation
FACS	0
FPC	1,278,772
SMBC	0
FCLA	1,225,401
STEM	613,627
Total	3,117,800

3. The allocation set forth in paragraph 2 is determined so as to bring each school receiving an allocation to net income of \$75,000 for fiscal year 2025-2026, being the operating income provided for STEM and FCLA in the budget adopted by this Board for fiscal year 2026-2027. Schools whose results already exceed that level receive no allocation. The balance of the proceeds, \$1,385,933, shall be retained at the home office as unrestricted funds available at the direction of this Board.

4. This allocation applies to fiscal year 2025-2026 only, creates no ongoing obligation of the home office to any school, establishes no entitlement of any school to any future allocation, and does not modify the methodology by which CMO fees are otherwise allocated among the schools.

5. This Resolution shall take effect immediately upon its adoption, with no end date.

The Board of Directors further authorizes the Chief Executive Officer, David Riddick, Ed.D., or his designee, to execute all documents and take all actions necessary to carry out the provisions of this Resolution.

* * *

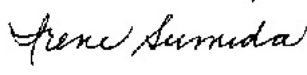
IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 17th day of September, 2026.

AYES:

NOS:

ABSTENTIONS:

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

By: 

Irene Sumida, Secretary

V. ITEMS SCHEDULED FOR INFORMATION



FENTON CHARTER PUBLIC SCHOOLS

September 17, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

Jennifer Miller
Director of Instruction

SUBJECT: LCAP Update and Instructional Report

BACKGROUND

As per Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5:

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans, and funded by a variety of other fund sources, when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

ANALYSIS

An update regarding LCAP implementation, student achievement, and current instructional priorities is included in the [Director of Instruction's Board Report](#).

RECOMMENDATION

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



FENTON CHARTER PUBLIC SCHOOLS

September 17, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

Jason Gonzalez
Chief Operating Officer

SUBJECT: Update on FCPS OPEB Trust and Liability

BACKGROUND

Fenton Charter Public Schools provides post employment health benefits to eligible retirees. These benefits are reported as an Other Post Employment Benefits, or OPEB, obligation and are evaluated through an actuarial valuation as part of the annual financial reporting process.

During FY2026, FCPS increased the Tier II annual retiree health benefit cap from \$10,000 to \$15,000. Because this increased the value of the benefits available to eligible current and future retirees, the change also increased FCPS's actuarially calculated OPEB obligation.

As part of the year end financial reporting process, the updated actuarial valuation identified an approximately \$1.1 million noncash financial statement adjustment associated primarily with this change.

ANALYSIS

The approximately \$1.1 million adjustment does not represent a \$1.1 million cash payment or unplanned operating expenditure in FY2026. Rather, it is an accounting adjustment recognizing the increased long term value of the retiree health benefits FCPS has committed to provide.

Approximately \$1.0 million of the increase is attributable to the change in the Tier II annual benefit cap from \$10,000 to \$15,000. Additional changes in the actuarial valuation resulted from updated claims experience and actuarial assumptions, including the discount rate.

As of June 30, 2025, FCPS's OPEB trust was approximately \$640,000 overfunded relative to the reported obligation. Following the updated valuation, the trust is approximately \$457,000 underfunded.

The movement between these two positions represents approximately \$1.1 million and is reflected in the FY2026 financial statements.

FCPS has sufficient financial resources to absorb the noncash financial statement impact. The CEO and COO are also considering a transfer of funds from FCPS's general reserves to the OPEB trust to ensure the OPEB obligation is fully funded. Such a transfer would move existing FCPS resources from general reserves into funds specifically designated for retiree health obligations and would strengthen the long term funded position of the OPEB program.

The adjustment should therefore be viewed primarily as the financial statement recognition of the increased retiree health benefit approved by FCPS, rather than an unexpected \$1.1 million cash expenditure. The CEO and COO will continue to evaluate the appropriate funding strategy while ensuring FCPS maintains sufficient general reserves to support its ongoing operations and long term financial stability.

RECOMMENDATION

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



FENTON CHARTER PUBLIC SCHOOLS

September 17, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

Jason Gonzalez
Chief Operating Officer

SUBJECT: Update on CalPERS Health Benefits

BACKGROUND

In May 2026, the CEO and COO provided an update regarding FCPS health benefits and the long term goal of transitioning employees to CalPERS health plans. At that time, FCPS continued Kaiser and Health Net coverage for the first half of the 2026–2027 school year while the organization worked through the payroll and structural requirements necessary to participate in CalPERS.

FCPS has continued working with CalPERS, LACOE, and its benefits partners toward a January 1, 2027 implementation date. This timing aligns with the CalPERS calendar year plan cycle and would allow FCPS employees to transition directly into CalPERS health plans at the beginning of the new calendar year.

ANALYSIS

FCPS was recently notified that Health Net will discontinue its commercial group health plans in California, with current coverage ending February 28, 2027. This decision is unrelated to FCPS and was not known when the organization began pursuing the transition to CalPERS.

Fortunately, FCPS had already begun the CalPERS transition process prior to Health Net's announcement. As a result, the organization is well positioned to continue moving toward the planned January 1, 2027 implementation, which would transition employees before Health Net coverage ends.

FCPS will continue working closely with CalPERS, LACOE, and FCPS benefits partners to complete the necessary agreements, payroll coordination, enrollment, and employee communication. Preliminary 2027 CalPERS rate information is also encouraging, with overall rate increases coming in lower than previously anticipated.

At this time, the goal remains to have CalPERS health benefits fully implemented effective January 1, 2027 and will continue to provide the Board and staff with updates as the transition progresses.

RECOMMENDATION

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



FENTON CHARTER PUBLIC SCHOOLS

September 17, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

David Riddick
Chief Executive Officer/President

SUBJECT: FCPS Employee Handbook Draft Review

BACKGROUND

The Employee Handbook was first developed using a template received from attorney Greg Mosher while Joe Lucente was assisting a charter organization train new leaders. The year was 1998. Working with the co-chairs of the Human Resource and Personnel Council, an attorney on leave from Luce Forward (who became CCSA's first in-house counsel), and reviewing the minutes from all FACS councils that had been compiled for five years of charter status, the first handbook was developed. Since then, the Fenton Employee Handbook evolved into the FCPS Employee Handbook and has been revised regularly to ensure current regulations, laws and employment practices are included.

ANALYSIS

The revisions to the Employee Handbook reflect the latest updates to Fenton policies, practices, procedures, and changes to federal and state employment practices since the document was last approved by the Board for the 2025-2026 school year. All revisions have been made with the advice of legal counsel at Procopio, Cory, Hargreaves and Savitch, LLC. Some, but not all, of the changes are the result of laws and mandates that have recently come into effect and were not applicable in previous years.

In the attached "redline" draft version of the handbook, items underlined in red are proposed additions, while items with strikethrough are proposed removals. To help focus on the most significant updates, the summary does not include minor wording edits such as changing "him/her" to "they," changing "a" to "an," or making small adjustments to tone such as replacing "will" with "may."

Feedback received from employees will be reviewed and followed by a meeting to discuss the feedback if necessary. The finalized version of the Employee Handbook will then be proposed at the next board

meeting for approval on October 22, 2026. Any questions or requests for clarification should be directed to the Chief Executive Officer or the Chief Operating Officer.

RECOMMENDATION

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

Attachment: [*Fenton Charter Public Schools Employee Handbook Draft 2026-2027*](#)

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