



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

October 22, 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 and Special Meeting** - Chair Lucente

Minutes of the September 17, 2026 Regular Meeting and the October 12, 2026 Special 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:** 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:](#) Carmen Solis (SMBCCS), Lorena Sanchez (FPC)
 - b. [English Learner Advisory Committee:](#) Vanessa Ettleman (SMBCCS), Lorena Sanchez (FPC)

C. [Financial Business Manager's Report:](#)

The team from Vertex Education will update the Board regarding the most current financial statements, cash flow position, and any variations in revenues and expenditures from the approved 2026-2027 budgets for all sites.

D. Site Directors' Reports

Site Directors' Reports will be distributed to Board members 72 hours prior to the regular meeting. All Board members are asked to submit any questions or requests for clarification to Board Chair Lucente prior to the beginning of the meeting. Chair Lucente will call 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 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 expenditures for items above the spending authority of the Chief Executive Officer](#)
- B. [Ratification of Revised 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](#)
- C. [Recommendation to approve revised FCPS Employee Handbook](#)

V. [ITEMS SCHEDULED FOR INFORMATION](#)

- A. [Update on FCPS OPEB Trust and Investment Account](#)
- B. [LCAP Update and instructional Report](#)

VI. [ANNOUNCEMENTS](#)

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, December 10, 2026 at 4:30 pm in the boardroom of the FCPS Business Office and via Zoom.

VII. [FUTURE MEETINGS](#)

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

VIII. [ADJOURNMENT](#)

Americans with Disabilities Act

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

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

September 17, 2026

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, September 17, 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 4:30 p.m. by the Board Chair, Joe Lucente.

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

Board Members Present

Joe Lucente, *Community Representative*

Erin Studer, *Community Representative*

Via Zoom: 19722 Collier Street, Woodland Hills, CA 91364

Carrie Wagner, *Community Representative*

Caprice Young, *Community Representative*

Via Zoom: 3850 Lankershim Blvd., Los Angeles, CA 90068

Board Members Not Present

Yvette King-Berg, *Community Representative*

Daniel Laughlin, *Parent Representative*

Jed Wallace, *Community 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 Caprice Young, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the Agenda (Item I.D.) was approved as presented.

Aye: (4) Joe Lucente, Erin Studer, Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Carrie Wagner, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the minutes of the August 13, 2026 Regular Meeting (Item I.E.) were approved as presented.

Aye: (4) Joe Lucente, Erin Studer, Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

II. COMMUNICATIONS

A. Presentations from the Public - Chair Lucente

There were no presentations from the public.

B. Committee/Council Reports

Minutes of all meetings held by any committee and/or council were sent to the Board Members prior to this meeting.

There were no further reports by committees/councils.

C. Financial Business Manager's Report

Chair Lucente shared that the Vertex team working with FCPS this year are Dan Cembrola, Director of School Finance; David Suraci, Associate School Finance Manager; Samantha Cho, School Financial Analyst; and Sabrina Silver, Senior Director of School Finance.

Additionally, the Chair shared that Kristin Dietz, who has worked with Fenton for over thirty years, first as Fenton Avenue Charter School's auditor in 1993-94, then as Fenton's back-office service provider as the CEO of CharterWorks, and finally as Vice President of EdTec/Vertex has accepted the position of FCPS Financial Consultant.

Representatives from Vertex Education presented an executive summary of FY26 results, 2025-2026 Unaudited Actuals, and the 2026-2027 budget. The following update was presented:

Executive Summary – *Changes from the April forecast*

The \$2.5M unfavorable variance was led by a forecasting issue, then compounded by cost growth and year-end entries:

- **~\$3.1M – ELO-P forecast correction** – Negative expense amounts in the April forecast assumed ELO-P credits at four schools. Removing those credits caused most of the variance. Actual ELO-P contracted spending was about \$3M. The schools did not overspend ELO-P by \$3M.
- **+\$775K – Real cost pressure** – Special education contract instructors exceeded forecast by about \$775K. Substitute costs were approximately \$293K over forecast, concentrated at SMBCCS. Salaries and Benefits excluding OPEB were about \$1.1M under forecast, and supplies were about \$570K under.
- **\$1.1M – Year-end accounting items** – The close included a \$1.1M noncash OPEB catch-up, a \$224K FCLA receivable write-off, and about \$900K of deferred

restricted revenue. A \$290K STRS accrual clean-up partly offset these items. Deferred revenue remains available for eligible future spending.

FY27 forecasting response:

- Remove negative ELO-P expense credits and forecast program costs gross.
- Monitor special education and substitute costs monthly.
- Include known year-end valuations accruals, and grant deferrals earlier.

2025-2026 Unaudited actuals

Unaudited actuals exclude proposed audit adjustments for the FY25 OPEB correction, FY26 CMO fee true-up, and recognition of \$53,783 in additional FCLA ELO-P revenue supported by existing eligible FY26 expenditures.

Operating income by site –

- FACS - \$1,258,578
- FPC – (\$120,501)
- SMBCCS - \$1,466,894
- STEM – (\$29,137)
- FCLA – (\$676,133)

Bond Covenants (Unaudited Actuals)

- Liquidity – 45 days of cash on hand is minimum required; 2025-26 – 96 days of cash on hand for the obligated group (with STEM and FCLA only – 64 days)
- Debt Service – 1.10 is minimum debt service ratio required; 2025-26 – 1.63 ratio for the obligated group (with STEM and FCLA only – 0.75)

ERC Proposal

ERC recentralization preserves network income and establishes a \$75,000 minimum operating income at each school:

FY26 pre-audit net income by site (final FY26):

FACS - \$243,000

FPC - \$75,000

SMBCCS - \$125,000

STEM - \$75,000

FCLA - \$75,000

FCPS - \$1,386,000

- Recentralization - \$5.024M of ERC funds moved from the schools to the home office
- Board allocation - \$3.118M allocated to FPC, FCLA and STEM
- Home office final - \$1.386M

2026-2027 Budget

Operating income by site –

FACS - \$332,396

FPC - \$100,000

SMBCCS - \$150,000

STEM - \$75,000

FCLA - \$75,000

2026-27 Cash Balance Budget

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

Bond Covenants (FY27 Budget)

- Liquidity – 45 days of cash on hand is minimum required; 2026-27 – 105 days of cash on hand for the obligated group (with STEM and FCLA only – 70 days)
- Debt Service – 1.10 is minimum debt service ratio required; 2026-27 – 1.84 ratio for the obligated group (with STEM and FCLA only – 0.97)

Additional Information

- Special Education Budget: Special Education expenses continue to exceed revenues and have a negative impact on Operating Income on all five schools - (\$4,314,282)
Special Education encroachment as a % of total Special Education expense:
 - FACS: -48%
 - FPC: -50%
 - SMBCCS: -52%
 - STEM: -63%
 - FCLA: -63%
- Facility Lease Budget – Lease expenses continue to have a significant negative impact on Operating Income for the Obligated Group – (\$1,752,112)

D. Site Directors' Reports

Site Directors' Reports were distributed to Board members 72 hours prior to the regular meeting. 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 from the Board.

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

Chair Lucente then called on FACS Director Castañeda to present this month's site report to the Board.

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

5. **Fenton Charter Leadership Academy (FCLA)** - Dr. Beth Henschel's report was received as published.

6. **Non-classroom-based Director (NCB)** – Ms. Paige Piper's report was received as published.

E. FCPS Directors' Reports

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

There were no questions, and Chair Lucente called on the Director of Instruction to present her report to the Board.

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

2. **Director of Special Education's Report** - Mrs. Kristine Khachian's report was received as published.

3. **Director of Community Schools' Report** - Mr. Richard Parra's report was received as published.

F. FCPS Officers' Reports

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

2. **Chief Executive Officer's Report** - Dr. David Riddick reported.

III. CONSENT AGENDA ITEMS

There were no items scheduled for the Consent Agenda.

IV. ITEMS SCHEDULED FOR ACTION

A. Recommendation to approve slate of directors and officers for the FCPS Foundation Board of Directors for 2026-2027

On **MOTION** of Caprice Young, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the recommendation to approve the slate of directors and officers for the FCPS Foundation Board of Directors for 2026-2027 (Item IV.A.) was approved as presented.

Aye: (4) Joe Lucente, Erin Studer, Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

B. 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

On **MOTION** of Carrie Wagner, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the recommendation to receive the 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 (Item IV.B.) was approved as presented.

Aye: (4) Joe Lucente, Erin Studer, Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

C. Recommendation to approve the California Community Schools Partnership Program Planning and Implementation budgets for the Fenton Charter Public Schools

On **MOTION** of Erin Studer, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the recommendation to approve the California Community Schools Partnership Program Planning and Implementation budgets for the Fenton Charter Public Schools (Item IV.C.) was approved as presented.

Aye: (4) Joe Lucente, Erin Studer, Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

D. Recommendation to approve Resolution #64: Use of ERC Funds to be assigned to the FCPS Business Office

On **MOTION** of Carrie Wagner, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the recommendation to approve Resolution #64: Use of ERC Funds to be assigned to the FCPS Business Office (Item IV.D.) was approved as presented.

Aye: (4) Joe Lucente, Erin Studer, Carrie Wagner, Caprice Young
Nay: (0)
Abstentions: (0)

V. ITEMS SCHEDULED FOR INFORMATION

A. LCAP Update and Instructional Report

B. Update on FCPS OPEB Trust and Investment Account

C. Update on CalPERS Health Benefits

D. Evaluation Handbook

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 5:57 pm.

VII. RETURN TO OPEN SESSION

The Board returned to Open Session at 6:14 pm.

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, October 22, 2026 at 4:30 p.m. in the FCPS Business Office Boardroom 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

The meeting was adjourned at 6:15 p.m.

Respectfully submitted:

Irene Sumida
Secretary of the Board

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

October 12, 2026

A special meeting of the Board of Directors of the Fenton Charter Public Schools was held on Monday, October 12, 2026, at 9:00 a.m. via Zoom <https://us02web.zoom.us/j/8747966875> Meeting ID: 874 796 6875

I. PRELIMINARY

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

The Board of Directors meeting was called to order at 9:01 a.m. by the Board Chair, Joe Lucente.

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

Board Members Present

Yvette King-Berg, *Community Representative*

9400 Remick Avenue, Pacoima, CA 91331

Joe Lucente, *Community Representative*

17112 Minnehaha, Granada Hills, CA 91344

Erin Studer, *Community Representative*

19722 Collier Street, Woodland Hills, CA 91364

Carrie Wagner, *Community Representative*

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

Jed Wallace, *Community Representative*

Via Zoom: 3817 Halcon Place, Davis, CA 95618

Caprice Young, *Community Representative*

3850 Lankershim Blvd., Los Angeles, CA 90038

Board Members Not Present

Daniel Laughlin, *Parent Representative*

C. Approval of the Agenda - Chair Lucente

On **MOTION** of Caprice Young, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the Agenda (Item I.C.) was approved as presented.

Aye: (6) Yvette King-Berg, 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. Committee/Council Reports

Committee/Council reports will resume at the next regularly scheduled Board meeting on October 22, 2026.

C. Financial Business Manager's Report

The Financial Business Manager's report will resume at the next regularly scheduled Board meeting on October 22, 2026

D. Site Directors' Reports

Site Directors' reports will resume at the next regularly scheduled Board meeting on October 22, 2026.

E. FCPS Directors' Reports

CMO Directors' reports will resume at the next regularly scheduled Board meeting on October 22, 2026.

F. FCPS Officers' Reports

FCPS Officers' reports will resume at the next regularly scheduled Board meeting on October 22, 2026.

III. CONSENT AGENDA ITEMS

There were no items scheduled for the Consent Agenda.

IV. ITEMS SCHEDULED FOR ACTION

A. Recommendation to approve Resolution #64: Authorization of CalSTRS Pre Tax Deductions for Voluntary Receivable for Fenton Avenue Charter School

On **MOTION** of Yvette King-Berg, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Resolution #64: Authorization of CalSTRS Pre Tax Deductions for Voluntary Receivable for Fenton Avenue Charter School (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 #65: Authorization of CalSTRS Pre Tax Deductions for Voluntary Receivable for Santa Monica Boulevard Community Charter School

On **MOTION** of Carrie Wagner, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Resolution #65: Authorization of

CalSTRS Pre Tax Deductions for Voluntary Receivable for Santa Monica Boulevard Community Charter School (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 Resolution #66: Authorization of CalSTRS Pre Tax Deductions for Voluntary Receivable for Fenton STEM Academy

On **MOTION** of Yvette King-Berg, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Resolution #65: Authorization of CalSTRS Pre Tax Deductions for Voluntary Receivable for Fenton STEM Academy (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 Resolution #67: Authorization of CalSTRS Pre Tax Deductions for Voluntary Receivable for Fenton Charter Leadership Academy

On **MOTION** of Erin Studer, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Resolution #65: Authorization of CalSTRS Pre Tax Deductions for Voluntary Receivable for Fenton Charter Leadership Academy (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)

V. ITEMS SCHEDULED FOR INFORMATION

There were no items scheduled for Information.

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

VII. FUTURE MEETINGS

October 22, 2026
December 10, 2026
January 21, 2027
March 11, 2027

April 15, 2027

May 13, 2027

June 10, 2027

VIII. ADJOURNMENT

The meeting was adjourned at 9:08 a.m.

Respectfully submitted:

Irene Sumida
Secretary of the Board

II. B.

Committee and Council Reports

FENTON CHARTER PUBLIC SCHOOLS

Fenton Primary Center

Unapproved Minutes of the Finance and Safety Committee

September 11, 2026

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

Call to Order: Jeanette Hernandez, Co-Chair

The Finance and Safety Committee Meeting was called to order at 7:17 a.m. by Co-Chair, Jeanette Hernandez.

Roll Call: Abigail Jackson, Co-Chair

Members Present: Abigail Jackson, Adriana Baez, Celina Calvillo, Jaime Osornia, Jeanette Hernandez, Juan Gomez, Lisa Ibarra, Paola Ramirez, Rosa Benkovic

Non-Members Present: N/A

Members Excused: Lorena Sanchez

Members Absent: Lorena Reyes

Additions/Corrections to the Agenda: Jeanette Hernandez, Co-Chair

There were no additions or corrections to the agenda.

Approval of Minutes from May 12, 2026: Jeanette Hernandez, Co-Chair

Item #1 **Minutes from the May 12, 2026 meeting of the Finance and Safety Committee**
- Jeanette Hernandez, Co-Chair (*Motion to Approve*)

On **MOTION** of Celina Calvillo, **SECONDED** by Juan Gomez, and **CARRIED**, the Minutes of the Finance and Safety Committee Meeting of May 12, 2026, were approved as submitted.

Presentations from the Public: Abigail Jackson, Co-Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of the Committee Secretary (LCAP 2, Metric 2.1)** - Jeanette Hernandez, FPC Finance and Safety Committee Co-Chair (*Motion to Approve*)

Celina Calvillo and Lisa Ibarra volunteered to serve as secretaries for the Finance and Safety Committee.

On **MOTION** of Juan Gomez, **SECONDED** by Jeanette Hernandez, and **CARRIED**, the selection of Finance and Safety Secretaries was approved.

Item #4 **Enrollment Update (LCAP Goal 2; Action 3.1)** - Juan Gomez, FPC Director (*Informational Item*)

Fenton Primary Center currently has an enrollment of 435 students, which is 9 students above the projected enrollment of 426 for the 2026–2027 school year. Enrollment remains strong as the school continues to monitor beginning-of-year enrollment and student placement needs. The current enrollment reflects continued interest in FPC and provides a strong start to the school year as the school works to support student learning and maintain appropriate class placements.

Item #5 **Average Daily Attendance (LCAP Goal 3; Metric 2.3)** - Juan Gomez, FPC Director (*Informational Item*)

Mr. Gomez reported that Fenton Primary Center is maintaining a strong Average Daily Attendance (ADA) rate of 99.6% for the period of August 12 through September 4. FPC has historically demonstrated strong attendance, and staff were encouraged to continue emphasizing the importance of daily attendance with students and families. Mr. Gomez noted that maintaining strong attendance is an area within the school's direct influence and remains an important focus as the school works to support student engagement and maintain enrollment.

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

Ms. Baez shared that prior to the school year beginning all safety backpacks, the safety map, and the safety plan were updated to reflect any changes for the 2026-2027 school year.

On August 28th, FPC successfully completed their first fire drill. All staff were successful in completing the drill promptly. A highlight was students and their commitment to the procedures during the drill. The next fire drill is scheduled for September 23rd at 8:30am.

In October, we will be participating in the great shake out drill. The supplies will be checked in preparation for the drill and teacher rosters will be updated prior to the drill. Thank you to Jaime Osornia, Plant Manager, and Ms. Reyes for their support with safety preparation and procedures.

Item #7 **Facilities Update (LCAP Goal 3; Metric 3.5, 3.6)** - Jaime Osornia, FPC Plant Manager (*Informational Item*)

Mr. Osornia shared several facilities and campus improvement updates with the committee.

- A school logo has been installed in the atrium, further establishing Fenton Primary Center's

- identity and creating a welcoming entrance for students, families, and visitors.
- Hand-sanitizing stations have also been updated in all classrooms to support campus health and cleanliness.
- Additional improvements are planned for the student restrooms, including the installation of battery-operated soap dispensers and paper towel dispensers.
- Mr. Osornia also shared that we have partnered with *TGX Graphics* and will be providing custom decals for each hallway featuring the school motto, “Learning Today for a Brighter Tomorrow!”

These additions will help reinforce the school’s identity and create a consistent visual environment throughout the campus.

Announcements:

There were no announcements.

Next Regular Meeting:

Friday, October 16, 2026 at 7:15 a.m.

Adjournment:

On **MOTION** of Adriana Baez, **SECONDED** by Paola Ramirez, and **CARRIED**, the Finance and Safety meeting was adjourned at 7:43 a.m.

Minutes Respectfully submitted by: Celina Calvillo

Fenton STEM Academy

Unapproved Minutes of the Finance Committee

October 13, 2026

A meeting of the Finance Committee was held on Tuesday, October 13, 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 7:19 a.m. by Dr. Mercedes Meeks, Chair.

Roll Call: Deborah Allan and Ana Guterrez, Secretaries

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, Raquel Martinez

Item #1 **Approval of Minutes from the September 10, 2026, meeting of the Finance Committee - Dr. Mercedes Meeks, Chair** (*Motion to Approve*)

On **MOTION** of Deborah Allan, **SECONDED** by Dr. Beth Henschel, 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:

There was no Old Business.

New Business:

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

There are currently **270** students enrolled at Fenton STEM Academy. The school was budgeted with an enrollment number of **257** students. STEM is currently above the enrollment number that was budgeted for. We are still hoping to enroll more Transitional Kindergarten and Kindergarten students. STEM will also be mindful of our spending to ensure we do not overspend.

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

STEM's September attendance is continuing to go well with a 98.12% ADA. Dr. Henschel also shared that 8 out of 14 teachers had 100% attendance. Dr. Henschel expressed her appreciation of all teachers for doing well keeping up with attendance and with independent studies. She also extended her gratitude and thanks to Diego Calderon and Rolando Gutierrez for all their work with attendance and independent studies.

Item #5 **Independent Studies (LCAP Goal 3, Metric 3) - Dr. Beth Henschel, Director** *(Informational Item)*

Independent Study is an important way to support both student learning and ADA when students are unable to attend school. Students must complete and return their assigned work so it can be evaluated by a certificated teacher and properly documented for attendance credit. It is important that Independent Studies are completed within each reporting period so attendance and ADA can be accurately accounted for.

We also recognize that preparing, monitoring, and evaluating Independent Study creates additional work for teachers. Fenton is exploring ways to recognize and show appreciation to teachers for the additional time and effort required to support students through the Independent Study process.

Announcements:

There were no announcements.

Next Regular Meeting:

The next Finance Committee meeting will be held on Nov. 12, 2026

Adjournment:

On **MOTION** of Dr. Beth Henschel, **SECONDED** by Deborah Allan, and **CARRIED**, the Finance Committee was adjourned at 7:24 a.m.

Unapproved Minutes of the Finance Committee

October 13, 2026

A meeting of the Finance Committee was held on Tuesday, October 13, 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 7:19 a.m. by Chair, Jennifer Hines.

Roll Call: Loren Caballero, Secretary

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

Excused Members: N/A

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

Additions/Corrections to the Agenda: Jennifer Hines, Chair

There were no additions or corrections to the agenda.

Approval of Minutes from September 10, 2026: Jennifer Hines, Chair

Item #1 **Minutes from the September 10, 2026 meeting of the Finance Committee -**
Jennifer Hines, Chair (*Motion to Approve*)

On **MOTION** of Loren Caballero, **SECONDED** by Krystal Rodriguez, 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 **Enrollment and Budget Update (LCAP Goal 2, Metric 3) - Dr. Beth Henschel,**
Director (*Informational Item*)

Dr. Henschel presented the committee with an enrollment and budget update. Fenton Charter Leadership

Academy currently has 265 students enrolled, exceeding the budgeted enrollment of 261 students by four. The school continues to seek additional enrollment in Transitional Kindergarten and Kindergarten. Although enrollment is above projections, FCLA must remain mindful of its budget and continue to monitor spending to avoid overspending.

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

Dr. Henschel presented the committee with an update on Average Daily Attendance (ADA). FCLA's September attendance continues to be strong, with an ADA of 99.46%. She also shared that 9 out of 13 teachers achieved 100% attendance in their classrooms. Dr. Henschel expressed her appreciation to all teachers for their continued efforts in maintaining strong attendance and keeping up with independent studies. She also extended her gratitude to Diego Calderon and Rolando Gutierrez for their hard work and dedication in managing attendance and independent studies.

Item #5 **Independent Studies (LCAP Goal 3, Metric 3)** - Dr. Beth Henschel, Director (*Informational Item*)

Dr. Henschel presented the committee with information regarding Independent Studies. She explained that Independent Studies play an important role in supporting student learning and maintaining ADA when students are unable to attend school. Students must complete and return their assigned work so it can be reviewed and evaluated by a certificated teacher and properly documented for attendance credit. She emphasized the importance of completing Independent Study assignments within each reporting period to ensure accurate attendance and ADA reporting.

Dr. Henschel also acknowledged the additional time and effort teachers dedicated to preparing, monitoring, and evaluating Independent Study assignments. She shared that Fenton is exploring ways to recognize and show appreciation to teachers for their continued hard work and dedication to supporting students through the Independent Study process.

Announcements:

There were no announcements.

Next Regular Meeting:

The next FCLA Finance Committee meeting will be held on November 12, 2026.

Adjournment:

On **MOTION** of Raquel Martinez, **SECONDED** by Krystal Rodriguez, and **CARRIED**, the Finance Committee was adjourned at 7:24 a.m.

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Blvd. Community Charter School

Unapproved Minutes of the Finance Committee

October 14, 2026

Call to Order: Isabella Rodriguez, Co-Chair

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

Roll Call: Richard Castro, Secretary

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

Excused Members: Myra Valenzuela, Holly Putnam and Janet Reyes,

Unexcused Members: Alfredo Gonzalez

Additions/Corrections to the Agenda: Isabella Rodriguez and Victor Orellana, Co-Chairs

There were no additions or corrections to the agenda.

Approval of Minutes: Isabella Rodriguez and Victor Orellana, Co-Chairs

Item #1 **Approval of Minutes from the October 14, 2026, meeting of the Finance Committee:** Isabella Rodriguez, Co-Chair (*Motion to Approve*)

With a **MOTION** from Yennizel Duran, **SECOND** from Emily Aaronson, and **CARRIED**, the minutes from the September 9, 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**

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

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

September and October attendance has been between 617-622 and we are currently 620. We lost two

students who moved to a different country.

Item #4 **Average Daily Attendance (LCAP Goal Metric 2.3)** - Jazmin Luna, Assistant Director (*Informational Item*)

Trend for the month of September: absences slowly increased to 46.8 per day and this year we are at 47.6 per day. Home visits are starting next week. We are aware that some families have received numerous interventions over the past year. The goal currently is to see families that will be more receptive to assistance. The focus will be excessive tardies, absences and independent studies. Teachers will be notified so that they can gather paperwork if necessary for families.

There is a concern about report cards: How do teachers grade students with numerous absences? There is not enough data to grade students. Teachers are to put in comments to reflect the grades and significant absences reflect the grades. If students are in RSP, please speak to your resource teacher.

Item #5 **Facilities & Technology Update (LCAP Goal 3, Action 3. 4 & 3.5)** - Walter Gomez, Director (*Informational Item*)

During the 2026–2027 school year, SMBCCS relocated its Middle Special Day Class (SDC) to Room 18, which previously served as the staff lounge, to better accommodate students with mobility needs, including those who use wheelchairs. The previous classroom, located in a bungalow, presented challenges due to its limited space and accessibility. After meeting with Faculty Representatives, a collaborative decision was made to exchange the locations of the Middle SDC classroom and staff lounge. This transition allowed us to provide students with a more accessible and appropriate learning environment while relocating the staff lounge to the bungalow.

During the relocation process, a strong, unpleasant odor was detected in the newly designated staff lounge, prompting us to temporarily close the space while the issue was investigated. Upon further inspection, we discovered a roof leak that had saturated the insulation, along with an opening on the side of the bungalow that allowed rodents to enter and leave droppings within the walls. To address these concerns, we contracted a company specializing in odor remediation and cleaning services. The work included cleaning the air ducts, treating and cleaning the wooden framing behind the walls, and completing the necessary repairs to address the sources of the odor. The remediation and repairs have been completed, and the staff lounge has reopened for staff use. Most importantly, our Middle SDC students have successfully adjusted to their new classroom and are beginning to thrive in a learning environment that better supports their accessibility, safety, and educational needs.

Over the past two weeks, the main building at SMBCCS experienced an interruption in its air conditioning system due to the age of the existing equipment. Because the system is outdated, replacement parts are increasingly difficult to locate, often requiring components to be repaired or refurbished to restore functionality. During the initial repair process, three separate issues were identified that contributed to the system's failure. Unfortunately, this occurred during a period of extreme heat in Southern California. To ensure that students and staff could continue working and learning in a more comfortable environment, Mr. Del Toro, who oversees maintenance across the Fenton schools, coordinated the rental of portable air conditioning units for classrooms in the main building. The necessary repairs have since been completed, and the air conditioning system is currently operational. With another heat wave expected to begin this Friday, we will continue monitoring the system's performance to ensure it can adequately support our classrooms.

This situation has highlighted the need to evaluate a long-term solution to the aging air conditioning

infrastructure at SMBCCS. FCPS is exploring the possibility of replacing the existing system with a newer, more reliable, and efficient HVAC system that would better serve our students and staff. However, this process will require coordination with multiple LAUSD departments and obtaining the necessary approvals before any replacement project can move forward. While the current system has been restored, we recognize the importance of planning for a sustainable solution that minimizes future disruptions to instruction and maintains a comfortable learning environment. Additional updates will be provided to the Finance Committee as more information becomes available regarding the potential replacement and approval process.

Item #6 **Review of Financials (LCAP Goal 3) - Walter Gomez, Director, (*Informational Item*)**

At the most recent FCPS Board meeting, an overview of the organization's financial standing was presented, including a review of the financial health of each school. SMBCCS continues to operate within a healthy budget; however, with the ongoing decline in student enrollment, it is increasingly important that we remain mindful of our expenditures and make fiscally responsible decisions. As enrollment directly impacts school funding, we must continue evaluating our spending practices, prioritizing essential resources, and ensuring that our financial decisions align with the needs of our students and instructional programs. Maintaining a balanced budget while providing high-quality educational opportunities remains a priority for our school.

To strengthen financial oversight and accountability, Dr. Riddick will be meeting with school directors to review a new budget format designed to provide greater clarity and transparency in monitoring expenditures. This updated approach will allow school leaders to track spending more effectively, identify potential budget concerns early, and make informed decisions to prevent overspending. Moving forward, SMBCCS will continue working closely with FCPS leadership to ensure that resources are allocated strategically, expenditures remain within approved budget limits, and the school maintains its financial stability despite the challenges associated with declining enrollment.

Item #7 **Great CA Shake Out Procedures (LCAP Goal 3 Metric 3.6) - Walter Gomez, Director (*Informational Item*)**

SMBCCS will participate in the Great California Shakeout on Thursday, October 15, 2025, at 8:30 a.m. Ms. Weiss provided a presentation during a recent staff meeting outlining the procedures teachers should follow during the earthquake announcement and the steps for safely exiting classrooms to the yard. The entire event is expected to last approximately one hour.

Announcements: None

Next Regular Meeting:

November 12, 2026

Adjournment:

With a **MOTION** from Marie Kirakossian, **SECOND** from Emily Aaronson, the Finance Committee Meeting was adjourned at 7:33 a.m.

Respectfully submitted: Richard Castro and Jennifer Nishimoto
FENTON CHARTER PUBLIC SCHOOLS

Fenton Avenue Charter School

Unapproved Minutes of the Budget, Facilities, and Safety Council

October 15, 2026

A meeting of the Budget, Facilities and Safety Council was held on Thursday, October 15, 2026 at 7:30 A.M.

Call to Order: Leticia Padilla Parra, Chair

Roll Call: Carmen Hernandez and Nichole Melendez, Secretaries

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

Members Excused: Myriam Arechiga, Jessica Diaz

Members Absent: N/A

Non-members Present: N/A

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

Approval of Minutes from September 11, 2026: Leticia Padilla Parra, Chair

Item #1 **Minutes from the September 11, 2026 meeting of the Budget, Facilities and Safety Council - Leticia Padilla Parra, Chair (Motion to Approve)**

On **MOTION** of Gurpreet Viridi, **SECONDED** by Nelson Funes, and **CARRIED**, the September 11th minutes of the Budget, Facilities, and Safety Council Meeting were approved.

Presentations from the Public: Leticia Padilla Parra, Chair

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

There were no presentations from the public.

Old Business:

None

New Business:

Item #3 **Enrollment Update (LCAP Goal 2; Action 3.1) - Monica Castañeda, Director**

(Informational Item)

Ms. Castañeda reported that FACS currently has 690 enrolled students, which is 16 students above the school's initial enrollment projection of 674. Of the total enrollment, six students are enrolled at the Fenton Launchpad Academy program. Enrollment continues to show positive momentum as awareness of the school and its programs grows within the community.

Ms. Castañeda also reported that FACS has achieved its highest Average Daily Attendance (ADA) to date. She recognized 19 teachers whose classrooms achieved 100% attendance by sending emails acknowledging their efforts. Teachers whose classrooms did not meet the attendance goal were contacted and encouraged to develop a plan of action to improve attendance.

Staff are encouraged to continue monitoring student attendance and communicating with families when students demonstrate patterns of frequent absences. Teachers may also collaborate with administration to address attendance concerns and identify additional support when needed. These efforts are intended to maintain and further increase the school's ADA.

Current enrollment trends indicate that 3rd and 4th grade classrooms are becoming increasingly full, with approximately 25–26 students per class. Across kindergarten through 5th grade, class sizes generally average between 23 and 26 students. Ms. Castañeda also noted that some students have been disenrolled.

Item #4 **Facilities Update (LCAP Goal 3; Metric 3.5, 3.6)** - Jose Aceves, Plant Manager
(Informational Item)

Mr. Aceves reported that FACS is currently conducting interviews to fill one full-time custodial position. In addition, the facilities team is reviewing opportunities to improve campus organization and classroom spaces. Current plans include replacing existing furniture with newer furniture available in storage, and ensuring classrooms and after-school program areas contain only essential materials. The facilities and maintenance teams will collaborate with the after-school program staff to refresh and reorganize rooms used for after-school clubs. This project is expected to be a team effort, with planning and improvements anticipated throughout November and December.

Item #5 **Great Shake-Out (LCAP Goal 3; Metric 3.6)** - Kelley Christenson, ELO-P Coordinator
(Informational Item)

Ms. Christenson reported that FACS will participate in the annual earthquake drill at 8:30 a.m. All students and staff are expected to follow established earthquake safety procedures, including dropping, covering, and remaining in place until the all-clear announcement is given. Ms. Christenson emphasized that emergency drills provide valuable opportunities to evaluate current procedures, identify areas for improvement, and ensure that students and staff are prepared in the event of an actual emergency.

Staff were reminded that the campus evacuation map has been updated from the previous school year. Teachers have received the updated emergency preparedness memorandum, and digital copies of the procedures and maps are available for reference.

During an emergency, all staff should ensure that their walkie-talkies are set to Channel 6 for general communication. The Search and Rescue Team will communicate using Channel 3. Instructions and updates will also be communicated through the school's public address (PA) system.

Ms. Christenson expressed her sincere appreciation to the custodial team for their continued willingness

to assist and support staff and students during emergency situations. Their dedication, teamwork, and readiness to respond play an important role in maintaining a safe and prepared campus.

Staff members with additional questions regarding emergency preparedness protocols are encouraged to contact Ms. Christenson.

Item #6 Approval of 27-28 Comprehensive School Safety Plan (LCAP Goal 3; Metric 3.6) - Kelley Christenson, ELO-P Coordinator (Action Item)

Ms. Christenson presented the committee with our 2027-2028 Comprehensive School Safety Plan. Prior to the start of the new academic year, the safety plan must be approved by each school site's council, before it is approved by the FCPS Board in January. The safety plan is truly an all encompassing document that includes information about all safety protocols, and serves as a valuable resource for all emergency protocols.

On **MOTION** of Jessi Tello, **SECONDED** by Patricia Aparicio, and **CARRIED**, the 2027-2028 Comprehensive School Safety Plan was approved.

Announcements:

There were no announcements.

Next Regular Meeting:

The next Budget, Facilities, and Safety Council meeting will be held on Thursday, **December 3, 2026**.

Adjournment:

On **MOTION** of Patricia Aparicio, **SECONDED** by Gurpreet Viridi, and **CARRIED**, the Budget, Facilities, and Safety Council was adjourned at 7:46 A.M.

Minutes respectfully submitted by Carmen Hernandez, Co-Secretary

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Blvd. Community Charter School

Unapproved Minutes of the Instruction Committee

October 6, 2026

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

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

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

Excused: Bunny Wolfer, Jennifer Flynn, Arianna Gomez

Absent: Christian Hidalgo

Non-Members: Jazmin Luna, Carmen Solis

Additions/Corrections to the Agenda: Bunny 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 September 1, 2026, meeting of the Instruction Committee - Bunny Wolfer and Sandy Hernandez, Co-Chairs** (*Motion to Approve*)

On **MOTION** of Aleeya Culhane, **SECONDED** by Lizette Adkisson, and **CARRIED**, the minutes were approved as submitted.

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

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **i-Ready Beginning of Year Assessments (LCAP Goal 1 Metric 1.5 & 1.6) - Arianna Gomez, Assistant Director** (*Informational Item*)

All students have completed the i-Ready Inform Diagnostic for ELA, with the exception of one student

who is currently out for medical reasons. In Math, all students have completed the diagnostic except for one newly enrolled fifth grade student. Beginning-of-Year (BOY) Reading data shows that 14% of students are at or above grade level, a decrease of 3% compared to last year, while 45% are within one grade level of grade level expectations, an increase of 6% from the BOY last year. Additionally, the percentage of students performing two or more grade levels below decreased from 44% to 41%. Our continued focus will be on accelerating the progress of students performing below grade level and moving them toward grade level expectations.

In Math, 10% of students are at or above grade level, 55% are one grade level below, 21% are two grade levels below, and 15% are three or more grade levels below. As a next step, students will engage in i-Ready Personalized Instruction for a minimum of 30 minutes per week to provide targeted practice based on their individual needs. Particular emphasis is being placed on ensuring that every classroom reaches at least 90% student participation in meeting the 30-minute weekly minimum, allowing us to strengthen implementation and provide consistent opportunities for targeted skill development across the school.

Item #4 **Amira Screener K-2 Implementation (LCAP Goal 1)** - Arianna Gomez, Assistant Director (*Informational Item*)

Parent notification letters regarding the K–2 reading screener were sent on Friday, September 18, and no families opted out of the assessment. The screener will be administered to all students in kindergarten through second grade across the organization during the October 5–23 assessment window.

The reading screener is an important early literacy tool because it helps identify students who may need additional support in foundational reading skills at an early stage of their development. The results will provide teachers with valuable information to better understand individual student needs, guide targeted instruction and intervention, and monitor student progress. Early identification is especially important in the primary grades, as developing strong foundational reading skills in kindergarten through second grade is critical to students' continued success as they transition from learning to read to reading to learn.

Item #5 **Christine Davis Sessions (LCAP Goal 3 Metric 3.2)** - Walter Gomez, Director (*Informational Item*)

This year, we are partnering with Christine Davis from Solution Tree to provide ongoing math coaching and professional development for our teachers. Mrs. Davis visited our school on September 16 and 17, meeting with teachers in kindergarten through fifth grade and conducting classroom visits to observe current math instructional practices. Teachers found the coaching sessions extremely valuable and gained practical strategies for incorporating manipulatives into daily math instruction using the Concrete-Representational-Abstract (CRA) approach. This progression provides students with opportunities to first explore mathematical concepts using concrete, hands-on materials, then represent their understanding through drawings, models, and visual representations, and ultimately move toward abstract mathematical thinking using numbers and symbols.

To support the implementation of these strategies, teachers were given dedicated time during our September 30 staff meeting to create individual math manipulative kits for students to use during instruction. Moving forward, grade level teams will collaboratively identify and prepare the manipulatives that best align with each upcoming math unit and determine which tools students will use to support specific lessons and concepts. These individual kits will be utilized throughout the school year, with a focused implementation through March, providing students with consistent and repeated opportunities to build conceptual understanding, make connections between concrete models and mathematical representations, and strengthen the abstract thinking and problem-solving skills necessary for long-term success in mathematics.----

Item #6 **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. They attended the ILST meeting on October 1st, where they reviewed the FCPS instructional plan and collaborated with Ms. Kauffman, Acceleration Specialist at FACS, on planning. The Acceleration Specialists also met to align instruction and ensure consistency across the program. CFAs have been administered across grade levels, with Ms. Hernandez supporting first grade and Ms. Condo supporting fourth grade. Additionally, the Acceleration team will assist first grade with monitoring Amira testing.

Item #7 **ELD and STEAM Coalition Update (LCAP Goal 1, Metric 1.4) - Arianna Gomez, Assistant Director and Carmen Solis Administrative Coordinator (*Informational Item*)**

Our ELD Leads, Ms. Prado and Ms. Ettleman, are currently collaborating with Ms. Wolfer to develop lesson plans for designated ELD instruction that align with and complement the STEAM lesson plans shared with teachers. This work is especially important in supporting our English Learners as they develop the academic language and literacy skills necessary to successfully access grade level content across all subject areas. The lesson plans will emphasize effective strategies such as explicit vocabulary instruction, structured opportunities for students to speak and collaborate with peers, modeling of academic language, sentence frames and language supports, visual representations, and opportunities for students to read, write, listen, and speak using academic language. Providing these intentional supports allows students at different levels of English proficiency to build both their language skills and confidence while engaging with rigorous grade level content. The team is also preparing for the next ELD Coalition meeting, with the goal of continuing this collaborative effort to develop and share resources, strengthen instructional practices, and ensure our English Learners receive the consistent and targeted support necessary to acquire English and achieve academic success.

The STEAM Team shared updates regarding upcoming activities for students and families. The team is currently finalizing plans for Math Night, which will include seven hands-on activities: Glow Stick, Super Cube Shuffle, Tangrams, Guess the Number in the Jar, Candy Graphing, War, and Challenge 24. The team is also seeking volunteers to help ensure Math Night runs smoothly. Grade level teams will be asked to share this information and encourage participation.

The team also discussed the upcoming ELO-P Day STEAM Activity on October 29. Students will participate in an activity called “The Garbage Patch.” Teachers will receive a book and lesson plans to introduce the activity. Students will then work collaboratively to design and create a machine that can collect trash from the ocean. The activity will provide students with an opportunity to practice creativity, problem solving, engineering, and teamwork. The activity will consist of two ELO-P hours.

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

Ms. Luna provided an update on referral and behavior data. Referral data continues to show a decrease compared to last school year. During September of last school year, the school averaged 6.05 referrals per day, compared to an average of 2.52 referrals per day this school year.

While Tier 1 strategies continue to be effective for the majority of students, there has been an increase in disruptive, defiant, and unsafe behaviors among some Tier 2 and Tier 3 students. Currently, 13 students ranging from TK through 5th grade require additional behavioral support. Available interventions,

strategies, and supports are being utilized to address these behaviors; however, the behaviors continue to impact instructional time, the classroom environment, and the safety and well-being of students and staff. Grade level Leads were thanked for discussing these concerns with their teams and for providing thoughtful and professional feedback. Additional guidance and support from the Business Office is anticipated to help address these intensive behavioral needs.

Based on this month's SWIS data, the Tier 1 Team established the following goal for October: by October 30th, playground referrals for physical contact/aggression will be no more than 30. To support this goal, administration will review expectations during the October behavior assemblies, students will continue completing weekly School Beat lessons, and teachers will address playground challenges through restorative practices.

Classroom teachers were reminded to review and assign the weekly October/November [School Beat lessons](#). Since the next meeting will take place on November 13th, only one School Beat lesson will be required for November. Teachers may review and use additional lessons as needed to support their students.

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

ELO-P continues to provide students with engaging enrichment opportunities and experiences beyond the regular instructional day. All ELO-P Day 1 field trips and activities for October have been scheduled and confirmed, and grade levels have received their field trip permission slips and should continue to monitor upcoming deadlines, including cafeteria information and final student counts. On October 10, students will participate in a field trip to Universal Studios, where our school has also been invited to participate in promotional materials for Universal Studios Youth Groups. A photographer from the Universal Studios marketing team will be present to capture images from the field trip for their social media and other promotional materials. On October 24, students will attend Bluey's Big Show at the Pantages Theatre, marking our first ELO-P field trip to the Pantages. ELO-P enrichment classes are also entering their fourth week and continue to provide students with a variety of opportunities to explore their interests, develop new skills, and engage with their peers. We appreciate the continued support of staff who help ensure a smooth transition to ELO-P at dismissal by walking students to the grass area or reminding students of dismissal procedures. We also thank the teachers who are hosting enrichment clubs and sharing their unique talents, skills, and creative ideas to expand the opportunities available to our students.

Item #10 **2026-2027 Professional Learning Team Lead - T.E.A.M.S. October Share-Out (LCAP Goal 1) - PLT Lead Teachers** (*Informational Item*)

PLT Lead Teachers shared grade level updates. Sixth grade is using CFA data and Math WIN time to provide targeted support. Fifth and fourth grades used their planning days to analyze data, plan upcoming units, and create homogeneous groups. Third grade focused on pacing and will use CFA data to establish goal groups. Second grade reviewed phonics data and will create groups as instructional gaps arise. First grade continues adjusting WIN groups based on CFA data while focusing on hands-on math and word problems. Kindergarten updated and administered Math and ELA CFAs and will use the data to form Tier 2 groups.

Announcements:

None

Next Regular Meeting:

The next Instruction Committee meeting will be held on November 3, 2026.

Adjournment:

On **MOTION** of Ms.Rol, **SECONDED** by Ms.Culhane, and **CARRIED**, the Instruction Committee was adjourned at 7:35 a.m.

Minutes respectfully submitted by: Diana Ramos

FENTON CHARTER PUBLIC SCHOOLS
Fenton STEM Academy

Unapproved Minutes of the Instruction Committee

October 8, 2026

A meeting of the Instruction Committee was held on Thursday, October 8th, 2026 at 7:15 AM in the Hands-On Lab at Fenton Charter Leadership Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

Call to Order: Bianca Bell-Reed, Chair

The Instruction Committee meeting was called to order at 7:19 a.m. by Bianca Bell-Reed, Chair.

Roll Call: Daisy Cruz, Secretary

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

Non-Committee Members: Bianca Bell-Reed, Daisy Cruz, Nikole De La Rosa, Maria Cardenas, Amarjeet Gonzalez

Members Excused: Michelle Menjivar

Item #1 **Approval of Minutes from the September 3, 2026, meeting of the Instruction Committee - Bianca Bell-Reed, Chair** (*Motion to Approve*)

On **MOTION** of Cecilia Quijano, **SECONDED** by Beth Henschel, and **CARRIED**, the minutes from the September 3, 2026 meeting of the Instruction Committee were **APPROVED** as submitted.

Presentations from the Public: Bianca Bell-Reed, Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **PLC Model School Status (LCAP Goal 1, Metric 8) - Dr. Beth Henschel, Director** (*Informational Item*)

Dr. Henschel presented information regarding our schools PLC Model School Status. Both Fenton STEM Academy and Fenton Charter Leadership Academy were recognized as Model PLC Schools. This recognition shows the hard work and collaboration of staff in using student data to guide instruction, support student needs, and improve student learning. Only 64 schools in California have received this recognition, with fewer than five being charter schools. The process included reviewing student data and evidence of how PLC meetings and collaboration have helped improve teaching and student outcomes

over the past three years. This is also important for charter renewal because it provides evidence of the strong instructional practices, teamwork, and systems both schools have in place to support students and ensure they are learning and making progress.

Item #4 **Amira Screener Training and Implementation (LCAP Goal 1, Metric 2) - Dr. Beth Henschel, Director (*Informational Item*)**

Dr. Henschel shared that the Amira Reading Screener training and implementation was discussed. Fenton Charter Public Schools will administer the Amira Reading Screener to all students in Kindergarten through 2nd grade from October 5–23, 2026, as required by California Education Code § 53008. The assessment will take about 20–30 minutes and will help teachers evaluate students’ early reading skills, including letter recognition, phonics, fluency, and comprehension. The screener is not graded but will help teachers identify students’ strengths and areas where they may need additional support. Results will be used to guide instruction and provide early interventions when needed. Families will also receive their child’s results, an explanation of their performance, and recommendations for supporting reading development at home and at school.

Item #5 **Grade Level PLT Days (LCAP Goal 3, Metric 2) - Dr. Beth Henschel, Director (*Informational Item*)**

Dr. Henschel stated that grade level PLT teams had dedicated planning days during the last two weeks of September. Teams reviewed beginning-of-year i-Ready data and compared it with students’ end-of-year data from the previous school year to look at student growth and areas that still need support. They also reviewed Unit 1 assessment results to help plan for Unit 2 in ELA and Math, including pacing, instructional strategies, and common formative assessments (CFAs). Teams focused on planning Tier 2 AIM instruction and Tier 3 interventions based on student data from i-Ready, BPST, phonics, and classroom assessments. The planning days helped teams collaborate and make sure instruction and student supports are based on students’ needs. Dr. Henschel also thanked Mrs. Fuentes for her guidance and support throughout the planning process.

Announcements:

N/A

Next Regular Meeting:

The next Instruction Committee meeting will be held on November 5, 2026.

Adjournment:

On **MOTION** of Beth Henschel, **SECONDED** by Daisy Cruz, and **CARRIED**, the Instructional Committee adjourned at 7:25 AM.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Charter Leadership Academy

Unapproved Minutes of the Instruction Committee Meeting

Thursday, October 8, 2026

A meeting of the Instruction Committee was held on Thursday, October 8th 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, Chairperson

Roll Call: Nikole De La Rosa, Secretary

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

Non-Committee Members: Bianca Bell-Reed, Daisy Cruz, Maria Cardenas, Amarjeet Gonzalez

Members Excused: None

Additions/Corrections to the Agenda: Kalea Wright, Chairperson

There were no additions or corrections to the agenda.

Approval of Minutes from September 3, 2026: Kalea Wright, Chairperson

Item #1 **Approval of Minutes from the September 3, 2026 meeting of the Instruction Committee - Kalea Wright, Chair** (*Motion to Approve*)

On **MOTION** of Lindsey Western, **SECONDED** by Nikole De La Rosa, and **CARRIED**, the minutes from the September 3, 2026 meeting of the Instruction Committee were **APPROVED** as submitted.

Presentations from the Public: Kalea Wright, Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **PLC Model School Status (LCAP Goal 1, Metric 8) - Dr. Beth Henschel, Director**(*Informational Item*)

Fenton STEM Academy and Fenton Charter Leadership Academy have officially been recognized as Model PLC Schools. This accolade is due to the hard work and dedication of the staff and other achievements that have taken place within the professional learning teams. The teams consistently use data for guiding instruction, collaboration focusing on student needs, and additional collective

responsibility for high levels of learning for all students.

Achieving the title is an arduous task where only 64 schools in California hold this recognition. Out of 64 schools, fewer than five are charter schools. The application process includes the following: an extensive review of the Academies' student achievement data, documentation, and artifacts demonstrating the PLC practices have brought meaningful changes in instruction and outcomes for the student body. The recognition solidifies the work of each team member from the past three years. It is especially meaningful as we move onto the next phase of the charter renewal process to provide further evidence of strong instructional systems and collaborative culture established at the Fenton Academies. We are extremely proud of the staff and look forward to continuing these developments.

Item #4 Amira Screener Training and Implementation (LCAP Goal 1, Metric 2) -
Dr. Beth Henschel, Director (*Informational Item*)

From October 5 - 23, 2026, Fenton Charter Public Schools will administer the Amira Reading Screener to all students in Kindergarten through 2nd grade. This is an in-classroom-based assessment will provide teachers with an insight of a student's early literacy skills (letter recognition, phonics, fluency, and comprehension). Amira is a diagnostic tool and will not be graded. These results will assist teachers in identifying a student's strengths/areas of improvement. Teachers will be able to improve instruction and early interventions. After the screening, families will obtain information about their child's performance. There will be an explanation of the results and recommendations for continued support in reading growth for school and at home.

Item #5 Grade Level PLT Days (LCAP Goal 3, Metric 2) - Dr. Beth Henschel, Director
(*Informational Item*)

Grade-level Professional Learning Teams (PLT) participated in dedicated planning days spanning across the last two weeks of September. Teams completed the following tasks: (1) analyzed beginning-of-year i-Ready data and compared it to students' end-of-year data from the previous school year; (2) reviewed Unit 1 assessment results and used information to refine ELA and Math Unit 2 instructional plans; and (3) planned Tier 2 AIM instruction/Tier 3 interventions based on the student data (i-Ready, BPST, phonics, and classroom assessment results).

Teams made strong progress and used the collaboration time effectively to strengthen instruction, particularly in identifying areas of growth and continued support aligned with students' needs. Dr. Henschel thanked Mrs. Fuentes for her valuable guidance and support of grade level teams throughout the planning process.

Announcements:

N/A

Next Regular Meeting:

The next Instruction Committee meeting will be held on November 5, 2026.

Adjournment:

On **MOTION** of Lindsey Western, **SECONDED** by Nikole De La Rosa, and **CARRIED**, the Instructional Committee adjourned at 7:25 AM.

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

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the Curriculum and Assessment Council

October 12, 2026

A meeting of the Curriculum and Assessment Council was held on Monday, October 12, 2026, at 7:30 am, in the Conference Room of Fenton Avenue Charter School, 11828 Gain St., Lake View Terrace, CA 91342.

Call to Order: Monica Castañeda, Interim Chairperson

Roll Call: Monica Castañeda, Interim Chairperson

The Curriculum and Assessment Council meeting was called to order at 7:36 A.M. by Interim Chairperson Monica Castañeda.

Members present: Monica Castañeda, Nicole Langlois, Jann Manorothkul, Christopher Torres, Lainey Yanez, Katherine Sheppard, Gricelda Mares

Members excused: Evelyn Martínez, Feather Gentry, Lisa Morales, Kristin Tzintzun

Non-Members present: Alex Muñoz

Additions/Corrections to the Agenda: Monica Castañeda, Interim Chairperson

No corrections or additions to the agenda.

Item #1 **Minutes from the September 8, 2026, meeting of the Curriculum and Assessment Council** - Monica Castañeda, Interim Chairperson (*Motion to Approve*)

On **MOTION** of Lainey Yanez, **SECONDED** by Jann Manorothkul, and **CARRIED**, the minutes were **APPROVED** as submitted.

Presentations from the Public: Monica Castañeda, Interim Chairperson

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

There were no presentations from the public.

New Business:

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

Ms. Castañeda shared that Christine Davis will be on campus October 21–23, 2026, for three days of focused math coaching. The coaching agenda was previously shared with Lead Teachers during Monday’s Lead Teacher meeting. Ms. Castañeda reviewed the structure of the upcoming visit, which will include demonstration lessons for each grade level, followed by debriefing sessions to reflect on instructional strategies and practices. Grade level teams will also have dedicated time to collaborate with Christine on

specific areas of need identified by their grade level Leads. During Christine's next visit, the plan is for her to conduct classroom observations to assess the implementation of strategies and instructional practices addressed during coaching and provide additional feedback and support. Ms. Castaneda also shared that staff from Fenton Primary Center and Fenton Academy have once again been invited to participate in the coaching sessions, providing opportunities for collaboration across school sites. Staff were encouraged to review the shared agenda for additional details regarding the schedule and focus areas.

Item #4 **Behavior Update (LCAP Goal 2, Metric 2.2)** – Alex Muñoz & Nicole Langlois, Assistant Directors (*Informational Item*)

Mrs. Muñoz and Mrs. Langlois provided an update on our behavior systems. At the beginning of the year, Behavior Assemblies were held across all grade levels, in order to ensure that all students were aware of our SMART (scholarly, mindful, accountable, responsible, and thoughtful) behavior expectations. We reviewed our positive incentive system - our SMART tickets, and students had an opportunity to participate in SMART challenges, where they showcased SMART behaviors in action.

We are excited to share that thus far, our collective behavioral efforts have had positive impacts on students. In comparing 26-27 data to last year's data, we are seeing fewer referrals in comparison to last year. Our number of referrals is also below the national average. All behavior referrals continue to be input into our SWIS data tracking platform (Thank you to Veronica Ramos for consistently inputting behavior referrals after administration has addressed the behaviors.) The data demonstrates that the highest number of referrals comes from the playground and the grade level with the highest referrals is 3rd grade.

FACS currently has a lot of behavior systems in place. Given that the majority of behaviors take place on the yard, frequent and ongoing paraprofessional trainings/reminders are held, in order to review best supervision practices and be preventative. We are happy to share that we have a full staff, leading to a 1:1 adult to classroom ratio of supervision on the yard. Furthermore, the administrative team has made an effort to be present on the yard and to check in to classrooms. Prompt behavior follow-up and communication is taking place. We are providing school-wide early intervention through counseling, academic supports and adult supports. All classrooms are utilizing Schoolbeat during weekly SEL blocks. Lastly, our Tier 2/3 Behavior team is meeting biweekly to discuss our students who are demonstrating behaviors that require additional interventions. The team is quickly implementing strategies to provide support, such as making adult support modifications, creation of token boards and visuals, and parent meetings.

Based on the observed data, our next steps are composed of the following: Teachers will provide playground preparation to their students, reminding them of expectations before they go out to the yard. Upon return to the classroom, a debrief will take place, and an opportunity to celebrate Yard Stars. Our first round of SMART ticket winners was announced during our Student Success Assembly on Friday, 10/9. This helped build excitement around receiving SMART tickets, and encouraged all classes to be the first class to fill their SMART jar. Based on the data which shows the highest concentration of behaviors coming from 3rd grade, the team will work on establishing a 3rd Grade Leadership Workshop, in order to support our 3rd graders. We will continue to provide ongoing communication to all staff, and to ensure consistency in expectations.

Item #5 **FCPS PD Day #5 (LCAP Goal 3; Metric 3.2, Action 3.2)** – Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda shared that the full professional development day provided teachers with dedicated time to collaborate and engage in meaningful instructional planning within their PLTs. Leading up to this day, grade level teams had opportunities to work with Christine Davis during math coaching sessions and meet

with Ms. Castañeda for goal-setting meetings. These sessions helped establish clear priorities and areas of focus, allowing teams to make purposeful use of their full day of collaborative planning. Ms. Castañeda expressed that the work is moving in a positive direction, with teams continuing to strengthen their planning practices and maintain a focus on improving student learning outcomes.

Item #6 **Informal Walkthroughs (LCAP Goal 3; Metric 3.2)** – Monica Castañeda, Director (*Informational Item*)

Ms. Castañeda shared that informal classroom walkthroughs, which were scheduled to begin last week, will continue into this week. To prepare teachers, the informal walkthrough form was previously shared and discussed during a staff meeting to ensure clarity and transparency regarding the process and areas of focus. Ms. Castañeda reiterated that these walkthroughs are not evaluative in nature but are intended to collect schoolwide data on instructional practices, identify trends, and highlight areas of strength and opportunities for growth. The information gathered will help guide future professional development, inform instructional priorities, and ensure that support is aligned with the needs of teachers and students.

Item #7 **Fall Parent Conference Week (LCAP Goal 2; Metric 2.2)** – Kelley Christenson, ELO-P Coordinator (*Informational Item*)

Fall Parent Conference Week will take place November 16–20, 2026. Parent conferences are an important opportunity to strengthen our partnerships with families, celebrate student growth, discuss areas for improvement, and collaborate on ways to support each child’s academic and social-emotional success. On Wednesday, October 14, staff will receive the Parent Conference Memo and all supporting documents during our staff meeting. Please review these materials carefully and be mindful of the following deadlines to ensure a smooth and successful conference week.

- Monday, November 2:** Submit the [Class Roster for Spanish Report Card](#) to the Main Office.
- Wednesday, November 4:** Submit the [Conferences in Need of Translation Form](#) to Alex Muñoz. Lead Teachers will also review grades by this date:
- Wednesday, November 11:** Submit a copy of your master conference schedule to the Main Office using the [Blank Parent-Teacher Conference Schedule](#).
- Friday, November 20:** Submit all official parent conference records to the Main Office, including the [Parent Conference Attendance Sign-In](#) and the [Total Number of Conferences Held](#).

Thank you for staying mindful of these deadlines and for your continued commitment to building strong, collaborative relationships with our Fenton families!

Announcements:

TK-2 lead teacher meetings will be held at the Academies on Wednesday, October 14, 2026
Grades 3–5 Lead Teacher meetings will be held at the Academies on Friday, October 16, 2026.

Next Regular Meeting:
November 30, 2026

Adjournment:

On **MOTION** of Jann Manorothkul, **SECONDED** by Lainey Yanez, and **CARRIED**, the meeting **ADJOURNED** at 7:48 a.m.

Minutes respectfully submitted by Gricelda Mares, Interim Secretary

**FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center**

Unapproved Minutes of the Instruction Committee

October 13, 2026

A meeting of the Instruction Committee was held on Tuesday, October 13, 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: Sarah Ananta, Secretary

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

Members Excused: Adriana Baez, Martha May

Members Absent: Gina Garcia

Additions/Corrections to the Agenda: Coco Salazar, Chair

There were no additions or corrections to the agenda.

Approval of Minutes from September 8, 2026: Coco Salazar, Chair

Item #1 Minutes from the September 8, 2026 meeting of the Instruction Committee - Coco Salazar, Chair (*Motion to Approve*)

On **MOTION** of Caitlin McMabell, **SECONDED** by Laura Holmes, and **CARRIED**, the Minutes of the Instruction Committee Meeting of September 8, 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:

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

The ELA and Science Pilot teams are representative of all grade levels, including Special Education from across the FCPS organization. There are a total of 18 educators for the ELA pilot and 14 for the Science pilot. Based on previous pilot experiences, 2-4 educators have been identified from Fenton schools to represent each grade level (with the exception of TK). There will be TWO pilot teams and teachers will pilot ELA or Science - not both. The following educators from FPC are part of the Curriculum Pilot Team:

Coco Salazar (Kindergarten) - ELA

Lisa Ibarra (1st grade) - Science
 Caitlin McMabell (2st Grade) - ELA
 Elizabeth Marquez (2nd Grade) - ELA
 Martha May (2nd Grade) - Science

The complete pilot list by subject was shared with all participants can be found here: [FCPS ELA & Science Teacher Pilot Groups](#)

Some slight adjustments to the October initial meeting were made based on the number of Fenton staff participating and substitute availability. The updated schedule can be found below. Participating teachers were asked to proceed with booking an AM half day sub for the October dates and be sure to put "miscellaneous" on the request. PM subs begin at 11:30 a.m., so the 10:30 a.m. end time should be sufficient for a lunch break and travel time back to campus.

The January dates will involve a full day sub as teachers will be receiving training from the curriculum representatives for the pilot materials. The coaches and Director of Instruction, Jennifer Miller, will explain in more detail when we meet next month.

Updated 2026–2027 FCPS Pilot Schedule

Date	Time	Event / Details	Location / Format
Mon, Oct 12	8:00 – 10:30 a.m.	ELA Pilot Initial Meeting	Business Office (In-Person)
Tue, Oct 13	8:00 – 10:30 a.m.	Science Pilot Initial Meeting	Business Office (In-Person)
Fri, Nov 13	8:00 a.m. – 2:30 p.m.	ELA Pilot Team	Business Office (In-Person)
Thu, Jan 13	Pilot A: 8:00 – 10:30 a.m. Pilot B: 12:00 – 2:30 p.m.	ELA Vendor Curriculum Training	Business Office (In-Person / Full-Day Sub)
Fri, Jan 14	Pilot A: 8:00 – 10:30 a.m. Pilot B: 12:00 – 2:30 p.m.	Science Vendor Curriculum Training	Business Office (In-Person / Full-Day Sub)

Feb – Mar	<i>TBD</i>	Pilot Implementation, Feedback Surveys & Weekly Check-ins	Campus / Zoom
Thu, Apr 9	ELA: 7:15 – 8:00 a.m. Science: 2:45 – 3:30 p.m.	Final Recommendation Meeting	Zoom

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

An update was presented on the Beginning-of-the-Year i-Ready Inform results for Reading and Math. Overall completion rates were strong, with 355 of 362 students completing the Reading assessment and 353 of 362 completing the Math assessment. Baseline grade level performance data was reviewed across early primary grades. As these baseline figures represent the initial assessment of the academic year, staff anticipate demonstrating measurable student growth during the mid-year administration. Teachers were reminded to closely monitor weekly instruction and ensure students complete a minimum of 30 minutes weekly on Personalized Instruction paths in both Reading and Math.

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

Bee Time is designed to provide students with additional opportunities to receive targeted support based on their individual needs. Through small group instruction and purposeful learning activities, we aim to address learning gaps, and support continued academic growth. Bee Time will begin on Monday, October 19, 2026, and take place every Tuesday, Wednesday, and Thursday according to the schedule below.

- **Grade 1:** 9:10–9:45 a.m. (Tuesday, Wednesday, and Thursday)
- **Grade 2:** 8:25–9:00 a.m. (Tuesday, Wednesday, and Thursday)

New Business:

Item #6 **Christine Davis Math Coaching Sessions (LCAP Goal 3; Metric 3.2) - Juan Gomez, FPC Director** (*Informational Item*)

A summary was presented on a half-day professional development session attended by all FPC teachers, led by Christine Davis and titled *From Standards to Student Thinking: Building Mathematical Understanding, Reasoning, and Fluency in Every Classroom*. The session focused on unpacking grade level standards, and applying the Concrete–Representational–Abstract (CRA) framework to build conceptual understanding prior to introducing abstract procedures.

Additionally, teachers examined the essential components of an effective math lesson, experienced upcoming instructional content from the student perspective, and evaluated formative assessment data to guide next steps in instruction. The training featured hands-on center activities designed for immediate classroom implementation. As this marked the first in a series of planned professional development modules, the Guiding Coalition will review feedback and metrics to determine which subsequent sessions FPC teachers will participate in moving forward.

Item #7 **COST Meetings (LCAP Goal 1; Metric 1.2)** - Juan Gomez, FPC Director
(*Motion to Approve*)

An update was provided regarding Coordination of Services Team (COST) meetings, which are scheduled to begin the week of October 19 and conclude by November 13. Grade level teams are required to convene a COST meeting prior to initiating Student Study and Progress Team (SSPT) referrals. To ensure effective tracking and support, follow-up meetings will be scheduled 4 to 6 weeks after the initial meeting.

On **MOTION** of Nitima Angus, **SECONDED** by Caitlin McMabel, and **CARRIED**, the COST Meetings, were approved.

Item #8 **Fall Parent Conferences (LCAP Goal 2; Metric 2.1)** - Lorena Sanchez,
Administrative Coordinator (*Informational Item*)

An update was provided regarding the logistics, schedules, and key deadlines for the upcoming Fall Parent-Teacher Conferences, scheduled for the week of November 16–20, 2026. In-person conferences remain the primary standard; however, teachers may offer a Zoom option to accommodate families as needed to support full participation. The school will operate on a Shortened Day Schedule during conference week, and no Psychomotor classes will take place.

Staff were informed that standardized conference materials—including the Parent Conferences Memo, Master Schedule, translation forms, parent notices, and official conference record forms—are available. Staff must create duplicate copies of all template documents prior to editing.

Several key preparation deadlines were outlined:

- **Monday, November 2:** Psychomotor and Music grades are due to classroom teachers.
- **Wednesday, November 4:** All grades are due to lead teachers.
- **Friday, November 6:** Report card grades and comments must be finalized in Infinite Campus. Hard copies of the Master Schedule are due to the Main Office, and completed *Conferences in Need of Translation Forms* must be submitted to Ms. Sanchez.

Guidance was provided regarding translation support for Spanish-speaking families. Translators will be available daily from 7:05 to 7:50 a.m. and 12:45 to 2:20 p.m., and all conferences requiring Spanish translation must be scheduled during these designated times. Following conference week, the Parent Conference Attendance Sign-In sheets and the Total Number of Conferences Held forms must be submitted to Ms. Sanchez by Friday, November 20.

Staff were encouraged to maintain proactive outreach and flexible scheduling options to maximize family engagement. Appreciation was expressed for the faculty's ongoing dedication and thorough preparation.

Item #9 **Reading Is Fundamental (LCAP Goal 2; Metric 2.2)** - Coco Salazar, FPC RIF
Coordinator (*Motion to Approve*)

Our first “Reading is Fundamental” Motivational Reading Event will take place during our Halloween Day Festivities on Friday, October 30, 2026. Teachers were reminded that a literacy activity must take place in combination with our Motivational Reading Event. TK, Kindergarten and 2nd grade will be doing Room on a Broom. All grades are welcome to use that story. A presentation [slideshow](#) was created and shared on Canva with three possible videos and the activities Kindergarten will be using. Teachers are welcome to use it as is, or make a copy and edit it. A resource for Room on a Broom activities with a variety of activities appropriate for all grade levels was also shared.

Our Spooktacular Book Pick will take place after the Halloween parades on Thursday, October 20. The [schedule](#) with each teacher's book-pick time was shared.

A Motivational Reading Event Report will be submitted as part of our participation with Reading is Fundamental. A post on our Motivational Reading Event will also be shared on Instagram. Teachers are asked to please send Ms. Salazar any pictures of students with their book-related projects, as well as pictures of the book pick. As a reminder, all students must self-select their own book. Absent students will be able to select their books once they return. The book distribution will either take place in the library or the atrium. Teachers will be notified once a decision is made.

On **MOTION** of Laura Holmes, **SECONDED** by Sarah Ananta, and **CARRIED**, the Reading Is Fundamental first Motivational Reading Events was approved.

Item #10 **DVR Visit (LCAP Goal 3; Metric 3.2)** - Juan Gomez, FPC Director
(Informational Item)

FPC will undergo a District Validation Review (DVR) on Tuesday, November 3, 2026, to ensure compliance with special education services and Individualized Education Plans (IEPs). The administrative team, in collaboration with our Special Education Director, school psychologist, and SPED Lead, has been meeting throughout four phases of preparation to review our processes, documentation, and implementation of services. We will review the DVR process, expectations, and next steps in greater detail during our next staff meeting on Wednesday, October 28, 2026.

Item #11 **Beginning of the Year FCPS Lead Teacher Meeting (LCAP Goal 3; Metric 3.2)** - Juan Gomez, FPC Director
(Informational Item)

The beginning of the year FCPS Lead Teacher meeting will take place on Wednesday, October 14 at the Business Office. There will be a total of 3 FCPS Lead Teacher Days this school year. These days are designed to be meaningful and applicable to the work Lead Teachers are doing with their teams and students and will focus on team collaboration to support teacher instruction and student achievement.

Item #12 **FCPS PD Day #5 (LCAP Goal 3; Metric 3.2, Action 3.2)** - Juan Gomez, FPC Director
(Informational Item)

An overview was presented regarding the October 2 Professional Development session (PD #5) at FPC, featuring guest presenter Dr. Jay Cruz, Founder and Director of The Cruz Center. Dr. Cruz is an occupational therapist with over 25 years of experience supporting educators, families, and students, including extensive work across Los Angeles County charter school communities and a long-standing partnership with FCPS. Dr. Cruz led a session focused on expanding how staff leverage Occupational Therapy (OT) expertise. Rather than focusing solely on direct student services, the session explored practical OT principles and strategies that teachers can integrate directly into daily classroom instruction to better address diverse learning needs. In addition to the presentation, staff participated in dedicated Professional Learning Team (PLT) time to collaborate with grade level peers, analyze student needs, and align instructional planning.

Announcements:

There were no announcements.

Next Regular Meeting:

December 1, 2026

Adjournment:

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

Minutes respectfully submitted by: Sarah Ananta

Fenton STEM Academy

Unapproved Minutes of the Personnel Committee

October 6, 2026

A meeting of the Personnel Committee was held on Tuesday, October 6, 2026 at 7:20 a.m. at Fenton STEM Academy at 8926 Sunland Blvd., Sun Valley, CA 91352.

Call to Order: Priscilla Gentry, Chair

The Personnel Committee meeting was called to order at 7:20 a.m. by Chair, Priscilla Gentry.

Roll Call: Asma Sindhi, Secretary

Personnel Committee Members Present: Priscilla Gentry, Veronica McCaughin, Lilia Padilla Zúñiga, Beth Henschel, and Cecilia Quijano, Asma Sindhi, Romelia Lagunas

Excused Members: N/A

Non-Committee Members: Kate Marrelli, Alexander Hobby, Brennan Mack, Tiffany Walker,

Additions/Corrections to the Agenda: None

Approval of Minutes from September 1, 2026: Priscilla Gentry, Chair

Item #1 Minutes from the September 1, 2026 meeting of the Personnel Committee - Priscilla Gentry, Chair (*Motion to Approve*)

On **MOTION** of Veronica McCaughin, **SECONDED** by Lillia Padilla Zúñiga, and **CARRIED**, the minutes were approved as submitted.

Presentations from the Public: Priscilla Gentry, 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 Informal Classroom Visits (LCAP Goal 3, Metric 2) - Dr. Beth Henschel, Director (*Informational Item*)

Informal classroom visits will take place during the week of October 19–23. Two people, including an administrator and/or instructional coach, Yesenia Fuentes, will visit each classroom. The main focus will

be on strategies that support multilingual learners. Observers may stay longer than five minutes so they can see strategies such as Kagan, Think-Pair-Share, sentence frames, RACER, and other activities that encourage students to speak, participate, and communicate with one another. These visits will also help identify areas where teachers may benefit from additional support or professional development.

Item #4 Evaluation Cycle (LCAP Goal 3, Metric 2) - Dr. Beth Henschel, Director (*Informational Item*)

Over the past two weeks, teachers met individually for Beginning-of-Year Goal Setting Meetings with Dr. Henschel. During these meetings, teachers reviewed where they are in the evaluation cycle and discussed their professional goals for the year. Teachers in their first two years complete formal observations, while teachers in years three and four work on their professional portfolios. After year four, teachers begin a three-year cycle that includes one year of professional growth, such as observation, continuing education, National Board Certification, or cognitive coaching. The following two years focus more on reflection and professional planning.

Item #5 BOY Goal-setting Meetings (LCAP Goal 3, Metric 2) - Dr. Beth Henschel, Director (*Informational Item*)

Beginning-of-Year Goal Setting Meetings were held during the last two weeks of September. Each teacher had about 30 minutes to meet individually with Dr. Henschel. During the meeting, teachers had the opportunity to discuss accomplishments, professional goals, evaluation status, and progress toward schoolwide priorities. The meetings also included discussion of the four Danielson Framework domains, i-Ready Beginning-of-Year data and Personalized Instruction, Professional Learning Team goals, the “Fenton 4” instructional strategies, and school site priorities. These meetings gave teachers a chance to review student data, reflect on their progress, and identify goals and next steps for the school year.

Announcements:

None

Next Regular Meeting:

The next Personnel Committee meeting will be held on November 3, 2026.

Adjournment:

On **MOTION** of Veronica McCaughin, **SECONDED** by Romelia Lagunas, and **CARRIED**, the Personnel Committee was adjourned at 7:26 a.m.

Minutes respectfully submitted by: Asma Sindhi

FENTON CHARTER PUBLIC SCHOOLS

Fenton Charter Leadership Academy

Unapproved Minutes of the Personnel Committee

October 6, 2026

A meeting of the Personnel Committee was held on Tuesday, October 6, 2026 at 7:19 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 7:19 a.m. by Chair, Kate Marrelli.

Roll Call: Brennan Mack, Secretary

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, Priscilla Gentry, Romelia Lagunas

Additions/Corrections to the Agenda:

There were no additions or corrections to the agenda.

Approval of Minutes from September 1, 2026: Kate Marrelli, Chair

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

On **MOTION** of Tiffany Walker, **SECONDED** by Brennan Mack, 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 Informal Classroom Visits (LCAP Goal 3, Metric 2) - Dr. Beth Henschel, Director

(Informational Item)

Informal classroom visits will take place during the week of October 19th. Each classroom will be visited by two individuals including an administrator and our instructional coach, Yesenia Fuentes, when possible. These walkthroughs will last the whole week from the 19th-23rd and will focus on strategies that support multilingual learners. These observations may last longer than the five minutes teachers have been used to in order to allow administrators to see strategies such as Kagan, Think-Pair-Share, sentence frames, RACER, and other opportunities that promote oral language and meaningful student dialogue. The walk-throughs will also help identify areas where additional professional development and support may be beneficial.

Item #4 **Evaluation Cycle (LCAP Goal 3, Metric 2)** - Dr. Beth Henschel, Director
(Informational Item)

Over the past two weeks, Dr. Henschel met individually with teachers for their Beginning-of-Year Goal Setting Meetings. During these meetings, Dr. Henschel went over each teacher's current stage in the evaluation cycle and discussed their professional goals for the year. Teachers in their first two years participate in formal observations, while teachers in years three and four focus on developing their professional portfolios. After year four, teachers enter a three-year cycle that includes a professional growth option, such as an observation, continuing education, National Board Certification, or cognitive coaching, followed by two years focused on reflection and professional planning.

Item #5 **BOY Goal-setting Meetings (LCAP Goal 3, Metric 2)** - Dr. Beth Henschel, Director
(Informational Item)

Beginning-of-Year Goal Setting Meetings were held during the last two weeks of September. Each educator met with Dr. Henschel for an uninterrupted 30 minutes to celebrate successes, review professional goals and evaluation status, and reflect on progress toward schoolwide priorities. Teachers' discussions with Dr. Henschel covered things such as the four domains of the Danielson Framework, i-Ready Beginning-of-Year data, Personalized Instruction, Professional Learning Team goals, effective instructional strategies through the "Fenton 4," and site-specific priorities. These one-on-one meetings are always a cherished time as they provide an opportunity to review data, identify areas for continued professional growth, and establish clear goals and next steps for the school year.

Announcements:

There were no announcements.

Next Regular Meeting:

The next Personnel Committee meeting will be held on November 3, 2026.

Adjournment:

On **MOTION** of Tiffany Walker, **SECONDED** by Beth Henschel, and **CARRIED**, the Personnel Committee was adjourned at 7:26 a.m.

Minutes respectfully submitted by: Brennan Mack

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Blvd. Community Charter School

Unapproved Minutes of the Personnel Committee

October 7, 2026

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

The Personnel Meeting was called to order at 7:18 am by Co-Chair Vanessa Marcoe.

Roll Call: Gabriela Arroyo and Vanessa Marcoe Co-Chairs

Members Present: Gabriela Arroyo, Vanessa Marcoe, Alexis Ribakoff, Maria Sanderson, Izaro Telleria, Shanjana Hossian, Walter Gomez, Carmen Solis

Members Excused: Sandra Campos, Xareni Robledo, Heather Garnica, Carolina Luna Cruz, Gemini Guadamuz

Members Absent: Fabiola Vega

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

There were no additions or corrections to the agenda.

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

Item #1 **Approval of Minutes from the September 2nd, 2026, meeting of the Personnel Committee** - Gabriela Arroyo and Vanessa Marcoe Co-Chairs (*Motion to Approve*)

On **MOTION** of Shanjana Hossian, **SECONDED** by Izaro Telleria, and **CARRIED**, the minutes of the SMBCCS Personnel Committee Meeting of September 2, 2026 were approved as submitted.

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

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

Mr. Gomez presented this item. SMBCCS currently has 35 classroom teachers following the hiring of Adelina Miranda as the teacher for our newly opened third Transitional Kindergarten (TK) classroom. Ms. Miranda's first day was October 1, and she met with her classroom parents to introduce herself and review classroom routines, procedures, and expectations. We continue to actively seek two RSP teachers to join our staff due to the high special education caseload at our site. In the interim, we are pleased with the support being provided by Mrs. Samson and Mrs. Kelenc, who are serving our students through an outside agency while we continue our search for permanent RSP teachers. We are also currently working to fill several paraprofessional openings to ensure that we have the appropriate level of support available to meet the needs of our students and classrooms. Regarding student enrollment, SMBCCS currently has 620 students enrolled, which is 23 students above our projected enrollment of 597. While we are encouraged to be exceeding our projection, our current enrollment remains 50 students below the 670 students with which we concluded the previous school year.

Ms. Solis also presented this item, providing updates on staffing and student support. She reported that Allan Flores-Orellana, a new 3.5-hour supervision T.A., began working on October 1st. Additionally, two 3.5-hour T.A.s are currently being processed, with an anticipated start date of October 16th. Current vacancies include one TK T.A. position (in processing), one WIN T.A. position (Board-approved), three special education T.A. positions (Board-approved), and one AA position (Board-approved). Ms. Solis also shared that seven additional students are currently receiving temporary behavioral support to ensure student and staff safety.

Item #4 **Year 1-2 Probationary Teacher Formal Observations (LCAP Goal 3, Metric 3.1 & 3.2) - Walter Gomez, Director (*Informational Item*)**

Mr. Gomez presented this item. The Fall Formal Observation window has officially opened. This year, SMBCCS has six probationary teachers, including three second-year probationary teachers and three first-year probationary teachers. Mrs. Wolfer has met with all probationary teachers to review the formal observation process and expectations. The process includes a pre-observation meeting, a formal classroom observation with the director and another administrator present, along with the Instructional Coach, and a post-observation meeting to provide feedback and reflect on the lesson. As part of the planning process, probationary teachers will collaborate with their Lead Teachers and Instructional Coach to develop a lesson aligned with the Explicit Direct Instruction (EDI) model. The instructional focus for the fall observation cycle will be English Language Arts (ELA), while the spring observation cycle will focus on Mathematics. We look forward to supporting our probationary teachers through this process, and highlighting the wonderful teaching and learning taking place at our school.

Item #5 **Professional Goal Setting Meetings (LCAP Goal 3, Metric 3.1 & 3.2) - Walter Gomez, Director (*Informational Item*)**

Mr. Gomez presented this item. Beginning-of-Year (BOY) Goal Setting Meetings are currently underway. During these individual meetings, the Director meets with teachers to reflect on how the school year is progressing and review key areas related to student achievement, instructional support, and professional responsibilities. Discussions include BOY i-Ready Diagnostic data, and for teachers in the upper grades, a review of CAASPP results to identify areas of strength and opportunities for continued growth. The meetings also include conversations regarding the implementation and effectiveness of Tier 2 and Tier 3 interventions, the number of students with IEPs in each classroom and the supports being provided, as well as strategies teachers are using to meet the needs of their English Language Learners (ELLs). The meetings provide an opportunity to review professional responsibilities, including the timely completion of Independent Study, and to discuss student behaviors teachers are observing both within their classrooms

and across the school. These conversations allow administration and teachers to celebrate successes, identify areas requiring additional support, and establish goals that will guide instructional practices and student support throughout the school year.

Item #6 **Informal Classroom Walkthroughs (LCAP Goal 3, Metric 3.1 & 3.2) - Walter Gomez, Director** (*Informational Item*)

Mr. Gomez presented this item. Informal classroom walkthroughs have begun at SMBCCS, with two walkthrough cycles completed so far this school year. These walkthroughs are typically connected to instructional practices introduced through our coalition groups, professional development, and coaching sessions, allowing administration to visit classrooms and observe how these strategies are being implemented in daily instruction. It is important to note that these walkthroughs are non-evaluative and are intended to support schoolwide growth and continuous improvement. Information gathered during the walkthroughs is reviewed and shared collectively to identify schoolwide trends, strengths, and areas for growth rather than to single out or evaluate individual teachers.

Thus far, walkthroughs have focused on areas such as classroom labeling to support English Language Learners (ELLs) in developing vocabulary, displayed lesson plans, anchor charts, Kagan Structures, schoolwide behavior initiatives, and clearly posted learning objectives. In the coming weeks, our walkthroughs will focus on the implementation and purposeful use of math manipulatives, building upon the recent mathematics coaching provided by Christine Davis. The information gathered helps administration determine areas in which additional support or professional learning may be beneficial and is used to guide future staff meeting topics, professional development workshops, coaching opportunities, and other instructional supports. Through this process, we are able to celebrate effective practices while continuing to strengthen instruction and promote consistency across classrooms.

Item #7 **Earned Increase Walkthrough November 6th-13th, 2026 (LCAP Goal 3, Metric 3.1 & 3.2) - Walter Gomez, Director** (*Informational Item*)

Mr. Gomez presented this item. The Earned Increase Walkthrough will take place from November 6 through November 13. Unlike our informal classroom walkthroughs, the Earned Increase Walkthrough is an evaluative process. A team composed of Lead Teachers, administrators, Faculty Representatives, and teachers from outside the classroom will visit each classroom for approximately five minutes. During the walkthrough, the team will look for specific items and practices that the FCPS Board has identified as expectations in which every classroom should demonstrate proficiency. The walkthrough is intentionally scheduled in November, as it provides teachers with an opportunity to ensure that their classrooms and instructional environments are prepared ahead of parent conferences, which will take place the following week. Once the walkthrough information has been compiled and reviewed, the Director will provide each teacher with an individual document indicating whether they successfully met the expectations of the Earned Increase Walkthrough or identifying specific areas that require improvement. This process provides teachers with clear feedback regarding established expectations while promoting consistency in instructional practices and classroom environments across the school.

Announcements:

N/A

Next Regular Meeting:

The next Personnel Committee meeting will be held on November 4, 2026

Adjournment:

On **MOTION** of Izaro Telleria, **SECONDED** by Shanjana Hossian, and **CARRIED**, the SMBCCS Personnel Committee Meeting was adjourned at 7:30 am.

Fenton Avenue Charter School

Unapproved Minutes of the Human Resource and Personnel Council

October 13, 2026

A meeting of the Human Resource and Personnel Council was held on Wednesday, October 13, 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

The Human Resource and Personnel Council meeting was called to order at 7:34 a.m. by Chairperson, Wendy Kaufman.

Roll Call: Leanna Hendrix, Secretary

Members Present: Monica Castañeda, Leann Chapman, Nereyda Gonzaga, Leanna Hendrix, Wendy Kaufman, Nicole Langlois, Rachel Lee, Vivian Matute, Bridget Moreno, Stacey Rodriguez, Ileana Venegas, Rebecca Williamson

Members Excused: Christian Fuentes, Myra Valenzuela

Additions/Corrections to the Agenda: Wendy Kaufman, Chairperson

There were no additions or corrections to the agenda.

Approval of Minutes from: Wendy Kaufman, Chairperson

Item #1 **Minutes from the September 9, 2026, meeting of the Human Resource and Personnel Council - Wendy Kaufman, Chairperson** (*Motion to Approve*)

On **MOTION** of Bridget Moreno, **SECONDED** by Rebecca Williamson, and **CARRIED**, the minutes were approved as submitted.

Presentations from the Public: Wendy Kaufman, Chairperson

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **Earned Increase Walk-Throughs (LCAP Goal 3; Metric 3.2) - Monica Castañeda, Director** (*Informational Item*)

Earned Increase Walk-Throughs are scheduled for the week of November 9, 2026. The walk-through team will consist of administrators, Lead Teachers, and Faculty Representatives. The team will use the FCPS checklist, which is aligned with Charlotte Danielson's Framework for Teaching. Non-probationary teachers who pass both required walk-throughs during the school year will be eligible to advance one step on the salary schedule for the following school year.

Item #4 Informal Walk-Throughs (LCAP Goal 3; Metric 3.1, 3.2) - Monica Castañeda
(Informational Item)

Informal walk-throughs began last week, and they have been extended through this week due to scheduling constraints. The information gathered by the administrative team will be used to identify schoolwide professional development needs. The team will share its findings at an upcoming staff meeting. The results will be used to plan and schedule relevant professional development opportunities.

Item #5 Probationary Teacher Formal Observations (LCAP Goal 3; Metric 3.1, 3.2) -
Monica Castañeda, Director *(Informational Item)*

Ms. Castañeda shared that the formal observation window for fourteen probationary teachers is now open and will conclude by Thanksgiving Break. Each teacher will deliver an English Language Arts lesson using Explicit Direct Instruction (EDI). The observation process will consist of a pre-observation meeting, classroom observation, post-observation meeting, and the development of action steps. Ms. Castañeda will conduct the first pre-observation meeting on Friday, October 16, 2026.

Item #6 Staffing Updates (LCAP Goal 3; Metric 3.5, 3.6, Action 3.4) - Monica
Castañeda, Director *(Informational Item)*

With the hire of our SLPA, Ms. Osuna, we are now fully staffed. Ms. Osuna will assist with servicing our speech students alongside our contracted SLP, Ms. Shabani. We have also temporarily secured an assistant from Cross Country to assist the team on Fridays. Ms. Castañeda requests that teachers remain flexible as the team works to address students' outstanding speech service minutes.

Announcements:

None

Next Regular Meeting:

December 1, 2026

Adjournment:

On **MOTION** of Leanna Hendrix, **SECONDED** by Rebecca Williamson, and **CARRIED**, the Human Resource and Personnel Council was adjourned at 7:44 a.m.

Minutes respectfully submitted by Leanna Hendrix, Secretary

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the Personnel Committee

October 14, 2026

A meeting of the Personnel Committee was held on Wednesday, October 14, 2026, at 7:15 a.m. in the Conference Room of Fenton Primary Center at 11351 Dronfield Ave, Pacoima, CA, 91331.

Call to Order: Angelica Salceda, Co-Chair

The Instruction Committee Meeting was called to order at 7:17 a.m. by Chair, Angelica Salceda.

Roll Call: Elizabeth Marquez, Secretary

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

Members Excused: Adriana Baez

Additions/Corrections to the Agenda: Angelica Salceda, Co-Chair

There were no additions or corrections to the agenda.

Approval of Minutes from September 9, 2026: Angelica Salceda, Co-Chair

Item #1 **Approval of Minutes from the September 9, 2026 meeting of the Personnel Committee - Angelica Salceda, Co-Chair** (*Motion to Approve*)

On **MOTION** of Laura Vasquez, **SECONDED** by Carla Carr, and **CARRIED**, the minutes of the Personnel Committee on September 9, 2026 were approved as submitted.

Presentations from the Public: Angelica Salceda, Co-Chair

Item #2 **Any person 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 **Earned Increase Walk-throughs (LCAP Goal 3; Metric 3.2) – Juan Gomez, Director** (*Informational Item*)

Earned Increase walkthroughs are scheduled to begin the week of November 9, 2026. Classroom observations will be conducted using the Charlotte Danielson Framework as part of the evaluative process. The walkthrough team will include site administration, faculty representatives, teacher leads, and the

instructional coach. Teachers will receive a presentation in advance outlining the observation process, areas of focus, and expectations. The presentation will also provide guidance on the instructional practices and classroom environment components that may be observed to ensure staff understand the framework and are informed about the walkthrough process.

Item #4 Informal Walk-Throughs (LCAP Goal 3; Metric 3.1, 3.2) - Juan Gomez, Director (*Informational Item*)

Informal classroom walkthroughs conducted by site administrators and Instructional Coach Yesenia Fuentes are scheduled for the week of October 19–23, 2026. Areas of focus will include the implementation of Kagan structures and opportunities for student collaboration in small groups. Observations will be documented using the Observe for Success platform. These walkthroughs are non-evaluative and are intended to support professional development, identify areas for instructional growth, and strengthen schoolwide teaching practices. Findings will help inform future professional development opportunities and guide ongoing efforts to enhance instructional practices and improve student learning outcomes.

Item #5 Probationary Teacher Formal Observations (LCAP Goal 3; Metric 3.1, 3.2) - Juan Gomez, Director (*Informational Item*)

One teacher is currently completing the second year of the probationary observation process. Mr. Young's formal observation is scheduled for the week of November 9, 2026. The process will include a pre-observation meeting, a formal classroom observation, and a post-observation meeting to review feedback and discuss professional growth. Upon successful completion of the observation process, the item will return to the Personnel Committee for a vote regarding advancement to regular status. Additionally, the Director will meet with employees currently serving in probationary status to review their progress and provide support throughout the process. At this time, the employees in probationary status include one Education Specialist and one Speech-Language Pathologist (SLP).

Item #6 Staffing and Paraprofessional Updates (LCAP Goal 3; Metric 3.5, 3.6, Action 3.4) - Lorena Sanchez, Administrative Coordinator (*Informational Item*)

FPC is currently utilizing seven outsourced paraprofessionals: three through Scoot, three through Zen, and one through Tradewind. Zen paraprofessionals have specialized training to support students receiving special education services and are able to provide additional targeted support.

Item #7 Professional Goal Setting Meetings and Evaluation Cycle (LCAP Goal 3, Metric 3.1 & 3.2) - Juan Gomez, Director (*Informational Item*)

Professional goal-setting meetings were conducted from September 14 through September 30. Meetings included a review of beginning-of-year (BOY) i-Ready diagnostic data to inform the development of professional goals and guide instructional planning. The evaluation cycle was also reviewed individually with each staff member to clarify expectations, timelines, and the evaluation process. Initial results appear promising, however, middle-of-year (MOY) diagnostic data will be essential in evaluating progress, assessing the effectiveness of instructional strategies, and determining next steps. These meetings also provided an opportunity to strengthen relationships, build rapport, and support ongoing collaboration with staff.

Item #8 Acceleration Specialist (LCAP Goal 3; Metric 3.1) - Juan Gomez, Director (*Informational Item*)

Elisa Vallejo has transitioned into the role of Fenton Launchpad teacher. Due to budgetary constraints, FPC will not hire a replacement acceleration specialist at this time.

Announcements:

None

Next Regular Meeting:

December 2, 2026

Adjournment:

On **MOTION** of Gurpreet Gill, **SECONDED** by Laura Vasquez, and **CARRIED**, the Personnel Committee Meeting was adjourned at 7:29am.

Minutes respectfully submitted by Elizabeth Marquez, Secretary

Fenton STEM Academy

Unapproved Minutes of the Parent Advocacy Committee

October 9, 2026

Call to Order: Robin McNutt, Chair

The Parent Advocacy Committee meeting was called to order at 7:18 a.m. by Robin McNutt, Chair.

Roll Call: Nicholas Caldera and Sofia Scaglione, Secretaries

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

Approval of Minutes: Robin McNutt, Chair

Item #1 **Approval of Minutes from the September 8, 2026, meeting of the Parent Advocacy Committee** - Robin McNutt, Chair (*Motion to Approve*)

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

Presentations from the Public: Robin McNutt, 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 **Kindergarten Fundraiser (LCAP 2, Matric 2)** - Kalea Wright, Kinder Lead Teacher (*Motion to Approve*)

The Kindergarten team would like to host a Nacho Fundraiser during our upcoming Fall Family Math Night. The funds raised will support our classrooms by helping purchase new furniture, provide engaging learning activities, and supply additional resources to enhance our students' learning experiences.

On **MOTION** of Sofia Scaglione, **SECONDED** by Nicholas Caldera, and **CARRIED**, the proposed Kindergarten Nacho Fundraiser was approved.

Item #4 **Fall Family Math Night (LCAP Goal 2, Metric 1)** - Krystal Rodriguez, ELO-P Coordinator (*Informational Item*)

A quick reminder was shared that Fall Family Math Night is coming up on Thursday, October 15, from 4:00 - 5:00PM. Thursday, October 15th will be a minimum day for our students and staff to prepare for the evening's event. Maps will be printed and available for families and all teacher and grade level materials have been purchased, received, and distributed prior to Wednesday. To allow our custodial team ample time to clean and prepare the Annex MPR for the event, lunch on Thursday, October 15, will be held in the Main MPR. Thank you, everyone, for your preparation, flexibility, and support. Looking forward to a successful event and a wonderful evening of family math engagement!

Item #5 **English Language Advisory Committee Update (LCAP Goal 2, Metric)** - Dr. Beth Henschel, Director (*Informational Item*)

All parent and staff ballots were turned in to her on Wednesday, September 30, 2026. Thank you to everyone who completed and submitted a ballot. The ELAC is currently in the process of confirming all elected candidates, and an announcement of the members for the 2026-2027 ELAC will be made via Class Dojo and email on Friday, October 9th. The first meeting of the ELAC is scheduled for Thursday, November 5 at 3pm via Zoom. All stakeholders are encouraged to join. An agenda will be shared prior to the meeting along with Zoom information.

Item #6 **School Site Council Update (LCAP Goal 2, AMO 2)** - Dr. Beth Henschel, Director (*Informational Item*)

All parent and staff ballots were turned in to her on Wednesday, September 30, 2026. Thank you to everyone who completed and submitted a ballot. The SSC is currently in the process of confirming all elected candidates, and an announcement of the members for the 2026-2027 SSC will be made via Class Dojo and email on Friday, October 9th. The first meeting of the SSC is scheduled for Thursday, November 5 at 3:30pm via Zoom. All stakeholders are encouraged to join. An agenda will be shared prior to the meeting along with Zoom information.

Item #7 **5th Grade Celebration (LCAP 2, Metric 1)** Parent Representatives (*Informational Item*)

Updates and Planning Ideas:

- DJ: One Fenton parent has generously agreed to volunteer as the DJ for the dance at no cost.
- Parent Volunteers: Four parents who have already been cleared to volunteer have agreed to assist with planning, preparations, and organizing the event.
- Fundraising: We are considering creating a special white 5th grade T-shirt that students can purchase and have their classmates sign as a keepsake. The proceeds would help cover expenses for the dance.
- Food and Refreshments: We are considering offering appetizers, drinks, and light refreshments.
- Activities: We would also like to incorporate some fun activities to make the event

- memorable for the students.
- Proposed Date and Time: We are hoping to hold the dance sometime in June, preferably after school, with a start time around 5:00 or 6:00 p.m.

Questions that Still Need to Be Addressed:

1. Budget: Is there a budget available through the school, or would parents be responsible for fundraising to cover all expenses?
2. Teacher Involvement: At what point should the 5th grade teachers be notified, and would their participation or assistance be required?
3. Communication: How would we go about promoting the event and sharing information with 5th grade families?
4. School Requirements: Are there any additional school guidelines, approvals, or requirements we should consider before moving forward?

Item #8 **Family Center Update (LCAP 2, AMO 1) - Virginia Palma, Family Center Director** (*Informational Item*)

Ms. Palma has spoken to Jen Guerrero, the community outreach representative for Muay Thai Gym, to plan workshops for the spring semester. Originally talks included having classes for the fall, but their schedule didn't align and it was short notice. So they agreed to plan ahead for the spring semester. Jen Guerrero and her team will be on site for the Fall Family Math Night to provide information about their gym and to give a demonstration about what their training style looks like.

Ms. Palma has connected with Miranda Chavez, a boxing coach, who does pop up sessions at different locations throughout the Valley. She has plenty of boxing experience and is eager to dive into a new project to promote interest in physical activity and engage community members to try new things. Collaborating with our schools is something that was not on her radar but she is eager to learn and adapt with us during this new venture. Ms. Palma has posted an interesting Google form sheet via class dojo and as of Monday October 12th, there have been a total of 18 individuals who have signed up to get more information. We are waiting for final date confirmation due to the coach's availability and will release the schedule by the end of the week.

Item #9 **Power of Sight Foundation (LCAP Goal 3, Metric 6) - Virginia Palma, Family Center Coordinator** (*Informational Item*)

More information about the Power of Sight Foundation to come at a later date.

Item #10 **Reading is Fundamental (LCAP Goal 1, Metric 3) - Cecilia Quijano, Assistant Director** (*Information Item*)

The Fenton Academies' Reading Is Fundamental (RIF) SoCal Site Team for the 2026–2027 school year will consist of Krystal Rodriguez, ELO-P Coordinator; Virginia Palma, Community School Coordinator; Bianca Bell-Reed, STEM Focus Lead; and Tiffany Walker, FCLA Focus Lead.

The team will coordinate three student book distribution events and develop literacy activities that promote a love of reading, strengthen family engagement, and foster connections within the school community. Each member will contribute their expertise and leadership to support literacy enrichment, equitable access to books, and meaningful student and family participation.

Our Focus Leads, Bianca Bell-Reed and Tiffany Walker, along with Jennifer Pimentel (FCPS Community Schools Liaison) represented the Fenton Academies at the 2026–2027 RIF SoCal Annual Site Orientation on September 11, 2026.

The orientation's theme, "Partnerships," highlighted the importance of collaboration among educators, families, community organizations, and corporate sponsors in strengthening children's literacy and supporting student success. This theme closely aligns with the Community School approach, which emphasizes collaborative partnerships to build stronger, more connected school communities.

Through this initiative, the RIF SoCal program will expand students' access to high-quality books, encourage literacy engagement, and strengthen connections among students, families, and the broader school community throughout the academic year.

Item #11 Great Shake-out (LCAP Goal 3, Metric 5) - Dr. Beth Henschel, Director
(Informational Item)

The Academies will participate in the Great Shake Out Earthquake Drill on Tuesday, October 13, two days earlier than the nationwide event due to Family Math Night. Each year, millions of people around the world participate in the Great Shake Out to practice earthquake safety at schools, workplaces, and homes.

As part of our campus-wide drill, students and staff will practice important emergency procedures while we review our preparedness plans, supplies, and safety protocols. This coordinated effort helps ensure our school community is prepared to respond safely and effectively in the event of an earthquake.

Item #12 Popcornopolis Fundraiser (LCAP 2, Metric 2) - Virginia Palma, Family Center
Coordinator (Informational Item)

Our Fall Fundraiser ran from September 11th to September 25th and after totaling all online plus paper form sales, our schools sold a total of \$18,183. Our schools will receive 40% of the total raised, which is about \$7,273. The orders were shipped to the company within the time frame recommended by the fundraiser representative that would ensure that families receive their orders by the week of the October 26th estimated delivery date. As more updates become available, Ms. Palma will communicate with staff via email while updating families via Class Dojo.

Item #13 Red Ribbon Week (LCAP Goal 1, Metric 3) - Melissa Allender, School
Counselor (Information Item)

Red Ribbon Week will be celebrated at the Academies from October 26th–30th. Optional videos will be shared throughout the week for teachers to show their classes. A Red Ribbon Week Spirit Week flyer will also be sent home with students next Monday so families can participate in the fun and help promote healthy, drug-free choices.

Item #14 Food Drive (LCAP Goal 1, Metric 3) - Krystal Rodriguez, ELO-P Coordinator
(Motion to Approve)

A Food Drive will be held from **October 26 - November 18** to provide additional food and support to our Fenton families. The donated items will be distributed alongside our annual turkey giveaway to help families enjoy a plentiful Thanksgiving holiday.

On **MOTION** of Melissa Allender, **SECONDED** by Sofia Scaglione, and **CARRIED**, the Food Drive was approved.

Item #15 Turkey Giveaway (LCAP Goal 1, Metric 3) - Krystal Rodriguez, ELO-P
Coordinator (Motion to Approve)

The Second Annual Turkey Giveaway will take place on Saturday, November 21st. Mr. Parra and Mrs. Pimentel are reaching out to local businesses and companies to request donations to help fund the purchase of turkeys for this special event.

On **MOTION** of Sofia Scaglione, **SECONDED** by Nicholas Caldera, and **CARRIED**, the Second Annual Turkey Giveaway was approved.

Announcements:

None

Next Regular Meeting:

The next Parent Advocacy Committee meeting will be held on November 10, 2026

Adjournment:

On **MOTION** of Nicholas Caldera, **SECONDED** by Krystal Rodriquez, and **CARRIED**, the meeting was adjourned at 7:40 am.

FENTON CHARTER PUBLIC SCHOOLS
Fenton STEM Academy

Unapproved Minutes of the Parent Advocacy Committee

October 9, 2026

A meeting of the Parent Advocacy Committee was held on Friday, October 9, 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: Annie Hai, Secretary

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, Loren Caballero

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 September 8, 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 **Kindergarten Fundraiser (LCAP 2, Matric 2)** - Kalea Wright, Kinder Lead Teacher (*Motion to Approve*)

Kindergarten teachers would like to sell nachos during Fall Family Math Night as a fundraising effort. Proceeds will go toward purchasing needed furniture for the kindergarten classrooms.

On **MOTION** of Beth Henschel, **SECONDED** by Krystal Rodriguez, and **CARRIED**, the Kindergarten Nacho Fundraiser was approved.

Item #4 **Fall Family Math Night (LCAP Goal 2, Metric 1)** - Krystal Rodriguez, ELO-P Coordinator (*Informational Item*)

Fall Family Math Night is scheduled for Thursday, October 15, from 4:00-5:30 pm. This will be a minimum day to allow staff time to prepare for the evening's event. Maps will be printed and made available for families. All grade level materials have been purchased, received, and will be distributed in advance. To provide the custodial team with sufficient time to clean and prepare the Annex MPR for the event, lunch on Thursday, October 15, will be held in the Main MPR. Mrs. Rodriguez thanked staff for continued preparation, flexibility, and support in ensuring a successful event. She expressed appreciation for staff's efforts in creating a positive and engaging family math experience.

Item #5 **English Language Advisory Committee Update (LCAP Goal 2, Metric)** - Dr. Beth Henschel, Director (*Informational Item*)

All parent and staff ballots were submitted on Wednesday, September 30, 2026. Dr. Henschel thanked everyone who participated in the voting process. The English Language Advisory Committee (ELAC) is currently verifying the elected candidates. The 2026-2027 ELAC members will be announced via ClassDojo and email on Friday, October 9. The first ELAC meeting is scheduled for Thursday, November 5, at 3:00 p.m. via Zoom. All stakeholders are encouraged to attend. The meeting agenda and Zoom access information will be shared in advance.

Item #6 **School Site Council Update (LCAP Goal 2, AMO 2)** - Dr. Beth Henschel, Director (*Informational Item*)

All parent and staff ballots were submitted on Wednesday, September 30, 2026. Dr. Henschel thanked everyone who participated in the voting process. The School Site Council (SSC) is currently verifying the elected candidates. The 2026-2027 SSC members will be announced via ClassDojo and email on Friday, October 9. The first SSC meeting is scheduled for Thursday, November 5, at 3:00 p.m. via Zoom. All stakeholders are encouraged to attend. The meeting agenda and Zoom access information will be shared in advance.

Item #7 **5th Grade Celebration (LCAP 2, Metric 1)** - Parent Representatives

Fifth grade parents have expressed interest in organizing a dance to celebrate the students' completion of their journey at the Academies, as a traditional fifth grade graduation will not be held. Four cleared parent volunteers have offered to coordinate the planning and preparation, with Virginia Palma serving as the liaison between the school and families.

Preliminary ideas include a volunteer parent DJ at no cost, fundraising through the sale of white fifth grade T-shirts for classmates to sign as keepsakes, light refreshments, and additional activities to make the event memorable. The proposed date is sometime in June, preferably after school, with a start time around 5:00 or 6:00 p.m.

Additional planning is needed to determine the budget and fundraising requirements, teacher involvement, communication with fifth grade families, and any school guidelines or approvals necessary before moving forward. Parents are open to school guidance and suggestions as plans develop.

Item #8 **Family Center Update (LCAP 2, AMO 1) - Virginia Palma, Family Center Director** *(Informational Item)*

Ms. Palma has connected with Jen Guerrero, the Community Outreach Representative for Muay Thai Gym, to plan workshops for the spring semester. Although fall workshops were initially discussed, scheduling conflicts and the short planning timeline made it more practical to coordinate for the spring. In the meantime, Jen and her team will join us at Fall Family Math Night to share information about their gym and provide a live demonstration of their training style. This will give families an opportunity to learn more about Muay Thai and the programs available in our community.

Ms. Palma has also connected with Miranda Chavez, a boxing coach who offers pop-up sessions at various locations throughout the Valley. With extensive boxing experience and a passion for promoting physical activity, Coach Miranda is excited to collaborate with our schools and introduce community members to a new fitness opportunity. Although partnering with schools is a new venture for her, she is eager to work together to create an engaging and welcoming experience for our community.

To gauge interest, Ms. Palma shared a Google Form through ClassDojo. As of Monday, October 12, eighteen individuals have expressed interest in receiving more information about the workshop. We are currently awaiting final date confirmation based on Coach Miranda's availability. The workshop schedule is expected to be shared by the end of the week. We look forward to bringing this new opportunity to our school community!

Item #9 **Power of Sight Foundation (LCAP Goal 3, Metric 6) - Susi Orozco, School Nurse** *(Informational Item)*

Ms. Orozco was not able to attend to share this informational item.

Item #10 **Reading is Fundamental (LCAP Goal 1, Metric 3) - Cecilia Quijano, Assistant Director** *(Informational Item)*

The Fenton Academies' Reading Is Fundamental (RIF) SoCal Site Team for the 2026–2027 school year will consist of Krystal Rodriguez, ELO-P Coordinator; Virginia Palma, Community School Coordinator; Bianca Bell-Reed, STEM Focus Lead; and Tiffany Walker, FCLA Focus Lead.

The team will coordinate three student book distribution events and develop literacy activities that promote a love of reading, strengthen family engagement, and foster connections within the school community. Each member will contribute their expertise and leadership to support literacy enrichment, equitable access to books, and meaningful student and family participation.

Our Focus Leads, Bianca Bell-Reed and Tiffany Walker, along with Jennifer Pimentel (FCPS Community Schools Liaison), represented the Fenton Academies at the 2026–2027 RIF SoCal Annual Site Orientation on September 11, 2026.

The orientation's theme, "Partnerships," highlighted the importance of collaboration among educators, families, community organizations, and corporate sponsors in strengthening children's literacy and supporting student success. This theme closely aligns with the Community School approach, which emphasizes collaborative partnerships to build stronger, more connected school communities.

Through this initiative, the RIF SoCal program will expand students' access to high-quality books, encourage literacy engagement, and strengthen connections among students, families, and the broader school community throughout the academic year.

Item #11 **Great Shake-out (LCAP Goal 3, Metric 5) - Dr. Beth Henschel, Director**

(Informational Item)

The Academies will participate in the Great Shake Out Earthquake Drill on Tuesday, October 13, two days before the nationwide event due to the scheduling of Fall Family Math Night. The annual Great Shake Out encourages schools, workplaces, and households worldwide to practice earthquake safety and emergency preparedness.

During the campus-wide drill, students and staff will review and practice earthquake safety procedures. The drill will also support our ongoing efforts to assess emergency preparedness plans, supplies, and safety protocols to help ensure the school community is prepared to respond appropriately in the event of an earthquake.

Item #12 Popcornopolis Fundraiser (LCAP 2, Metric 2) - Virginia Palma, Family Center Coordinator *(Informational Item)*

The Academies Fall 2026 fundraiser ran from September 11 through September 25. After combining all online and paper form sales, our schools raised a total of \$18,183! With 40% of the total proceeds going back to our schools, we anticipate receiving approximately \$7,273 to support our school communities. All orders were submitted to the company within the timeframe recommended by our fundraiser representative to help ensure families receive their orders during the week of October 26, which is the estimated delivery timeframe. As additional updates become available, Ms. Palma will keep staff informed via email and provide families with updates through ClassDojo.

Item #13 Red Ribbon Week (LCAP Goal 1, Metric 3) - Dr. Beth Henschel, Director *(Informational Item)*

October is Bullying Prevention Month, an opportunity to promote kindness, inclusion, and a safe and welcoming school environment for all students. The Academies will recognize Unity Day by encouraging students and staff to wear orange as a visible demonstration of kindness, acceptance, and inclusion, while standing together against bullying. The October Counselor's Corner will provide additional information and resources related to Bullying Prevention Month. The Academies will celebrate Red Ribbon Week on October 26-30. Optional videos will be shared throughout the week for teachers to use with their classes. The Red Ribbon Week Spirit Week flyer will be sent home with students next Monday to encourage family participation.

Item #14 Food Drive (LCAP Goal 1, Metric 3) - Dr. Beth Henschel, Director *(Motion to Approve)*

The Academies would like to host a canned food drive from October 19 through November 19. All canned food donations collected during this period would be distributed in conjunction with the annual turkey giveaway. Families who receive a turkey will also receive canned goods, while supplies last.

On **MOTION** of Annie Hai, **SECONDED** by Beth Henschel, and **CARRIED**, the Food Drive was approved.

Item #15 Turkey Giveaway (LCAP Goal 1, Metric 3) - Dr. Beth Henschel, Director *(Motion to Approve)*

FCPS would like to host its annual Turkey Giveaway on November 21. This event has historically been successful in supporting families in the community and providing assistance during the holiday season. Mr. Parra and Mrs. Pimentel are reaching out to local businesses and companies to request donations to help fund the purchase of turkeys for this special event.

On **MOTION** of Dr. Beth Henschel, **SECONDED** by Siranush Akopyan, and **CARRIED**, the Turkey Giveaway was approved.

Announcements:

There were no announcements.

Next Regular Meeting:

The next Parent/Advocacy Committee meeting will be held on November 10, 2026

Adjournment:

On **MOTION** of Siranush Akopyan, **SECONDED** by Dr. Beth Henshel and **CARRIED**, the meeting was adjourned at 7:40am.

FENTON CHARTER PUBLIC SCHOOLS
Santa Monica Boulevard Community Charter School

Unapproved Minutes of the Parent Advocacy Committee

October 13, 2026

Call to Order: Aaron Veals and Victoria Hernandez, Co-Chairs

A meeting of the Parent Advocacy Committee was called to order on October 13, 2026 at 7:20 a.m. in Room 43 at Santa Monica Boulevard Community Charter School.

Roll Call: Aaron Veals and Victoria Hernandez, Co-Chairs

Present Members: Aaron Veals, Victoria Hernandez, Vanessa Ettleman, Julia-Nelly Gregorio, Amanda Hill, Johana Juarez, David Levinson, Jayla Lowery, Christy Namkung, Evelia Prado

Excused Members: Erick Lazo, Zoe Weiss

Absent Members: None

Non-Committee Members: Carmen Solis, Ariana Gomez

Additions/Corrections to the Agenda: Aaron Veals and Victoria Hernandez, Co-Chairs

Item #11 **Purchase of Scholastic Book Accounts (LCAP Goal 2, Metric 2.1) - Ariana Gomez, Assistant Director** (*Motion to Approve*)

Approval of Minutes: Aaron Veals and Victoria Hernandez, Co-Chairs

Item #1 **Approval of Minutes from the September 8, 2026, meeting of the Parent Advocacy Committee** (*Motion to Approve*)

On **MOTION** of Vanessa Ettleman, **SECONDED** by David Levinson, and **CARRIED**, the minutes from the May 5, 2026 meeting of the Parent Advocacy Committee were approved.

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

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

Old Business:

There was no Old Business.

New Business:

Item #3 **Selection of Parent Advocacy Committee Secretaries - Aaron Veals and Victoria Hernandez, Co-Chairs** (*Motion to Approve*)

Julia-Nelly Gregorio volunteered to serve as the secretary for the Parent Advocacy Committee.

On **MOTION** of Aaron Veals, **SECONDED** by Vanessa Ettleman, and **CARRIED**, the Selection of Parent Advocacy Committee Secretary was approved.

Item #4 **Enrollment & ADA Updates (LCAP Goal 2, Metric 2.3)** - Jazmin Luna, Assistant Director (*Informational Item*)

Walter Gomez presented **Enrollment & ADA Updates (LCAP Goal 2, Metric 2.3)** on behalf of Jazmin Luna. Current enrollment is 620 students. In September, the school averaged 36.8 student absences per day, with absences gradually increasing compared to the previous school year.

Attendance home visits are scheduled to begin October 18. Students were selected for home visits based on excessive absences, tardies, and the use of independent study. Teachers will be notified the week prior if a student in their class has been selected for a home visit.

Due to limited capacity, the school will prioritize families who have not already received multiple attendance interventions. Students who have participated in interventions such as School Community Review Board meetings, parent conversations, and SST meetings will not receive home visits this year if attendance concerns persist without improvement. The goal is to use available time and resources strategically to reach as many families as possible and improve student attendance. Ms. Luna is awaiting guidance from the business office regarding next steps for families who have not been receptive to attendance interventions.

Item #5 **Schoolwide Performances (LCAP Goal 2, Metric 2.1)** - Carmen Solis, Administrative Coordinator (*Informational Item*)

Carmen Solis presented **Schoolwide Performances (LCAP Goal 2, Metric 2.1)**. Teachers will receive a document next week outlining the school-wide performance schedule. The winter performances are scheduled for Tuesday, December 15, and Wednesday, December 16, with times to be determined. Due to SBAC preparation and testing in the spring, the winter performances are intended primarily for upper grades, while the spring performances are reserved primarily for lower grades. However, all grade levels are welcome to participate in either the winter or spring performances.

Item #6 **Community Outreach Events (LCAP Goal 2, Metric 2.1)** - Ariana Gomez, Assistant Director (*Informational Item*)

Ariana Gomez presented **Community Outreach Events (LCAP Goal 2, Metric 2.1)**. Trunk or Treat will be the first upcoming event and is scheduled for October 29. Ten cars are currently participating, with approximately half representing staff and the other half representing community partners. Additional staff involvement is encouraged, either through candy donations or by volunteering to help facilitate the event. On October 30, SMBCCS will continue its annual tradition of visiting Paramount. A turkey giveaway is scheduled for November 21 at SMBCCS. Hugo Soto Martinez from the CD-13 Council Office has committed to donating 250 turkeys for the event.

Item #7 **Community Schools Update (LCAP Goal 2 Metric 2.2)**, Johana Juarez, Community School Coordinator (*Informational Item*)

Johana Juarez presented **Community Schools Update (LCAP Goal 2 Metric 2.2)**. Teachers received

fundraising envelopes to distribute to students for the school popcorn fundraiser. The fundraiser will help raise money for the school and will conclude on October 26. For the winter show in December, the Parent Center will participate, with additional students involved in this year's performance.

Item #8 **Parent Workshops (LCAP Goal 2 Metric 2.2)** - Johana Juarez, Community School Coordinator (*Informational Item*)

Johana Juarez presented Parent Workshops (LCAP Goal 2 Metric 2.2) and opportunities for adults. A group of approximately 20–25 adult students meets on Tuesdays and Thursdays from 12:30–2:15 p.m. to work toward completing their high school diplomas or GEDs. Citizenship classes are also offered on Fridays, along with English classes. Parent participation has been strong, which is expected to positively impact students' academic achievement and social success.

Item #9 **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 second Student Council meeting has taken place. There are 32 students participating in Student Council, including 12 fifth grade students and 20 sixth grade students. All members received Student Council shirts, and photos were taken to be displayed on the Student Council bulletin board. The Student Council is organized into six committees, such as the Assembly Committee, Kindness Committee, and Dance Committee. An upcoming dance is planned for November, and Halloween Grams were available for purchase through October 15.

Item #10 **Expanded Learning ELO-P Update (LCAP Goal 2, Metric 2.2)** - Zoe Weiss, Expanded Learning Coordinator (*Informational Item*)

Walter Gomez presented **Expanded Learning ELO-P Update (LCAP Goal 2, Metric 2.2)** on behalf of Zoe Weiss. The ELO-P program continues to provide students with engaging activities and field trip opportunities. All ELO-P field trips have been scheduled and confirmed, and permission slips have been distributed to the appropriate grade levels. On October 10, students participated in a field trip to Universal Studios, where the school was invited to take part in professional photography to help promote Universal Studios' youth program. On October 24, students will have the opportunity to attend *Bluey's Big Play* at the Pantages Theatre, marking ELO-P's first field trip to this venue. ELO-P enrichment classes are now in their fourth week, allowing students to participate in classes based on their interests. Appreciation was expressed to the teachers who support ELO-P by leading enrichment classes and providing students with additional learning opportunities.

Item #11 **Purchase of Scholastic Book Accounts (LCAP Goal 2, Metric 2.1)** - Ariana Gomez, Assistant Director (*Motion to Approve*)

Ariana Gomez presented **Purchase of Scholastic Book Accounts (LCAP Goal 2, Metric 2.1)**. A motion was presented to approve the purchase of 55 copies of *The Pigeon Needs a Bath!* using available Scholastic dollars. The books will support upcoming student workshops and allow families to take books home to encourage continued learning beyond the classroom. Since Scholastic dollars can only be used through a limited selection of the Scholastic website, the requested book was identified as an available option. Approval was requested to proceed with the purchase.

On **MOTION** of Victoria Hernandez, **SECONDED** by Amanda Hill, and **CARRIED**, the Purchase of Scholastic Book Accounts was approved.

Announcements:

Ariana Gomez shared that the city will be donating 250 turkeys for SMBCCS' turkey giveaway on Saturday, November 21. Volunteers are needed to assist with picking up the turkeys. A larger community giveaway will take place on Sunday, November 22. Any support from volunteers would be greatly appreciated.

Next Regular Meeting:

November 10, 2026

Adjournment:

On **MOTION** of Evelia Prado , **SECONDED** by Johana Juarez, and **CARRIED**, the Parent Advocacy Meeting adjourned at 7:47 a.m.

Fenton Avenue Charter School

Unapproved Minutes of the School-Community Relations Council

October 14, 2026

A meeting of the School-Community Relations Council was held on Thursday, October 14, 2026, at 7:30 am, in the Conference Room of Fenton Avenue Charter School, 11828 Gain St., Lake View Terrace, CA 91342.

Call to Order: Tony Peña, Chairperson

The School-Community Relations Council was called to order at 7:33 A.M by Chairperson, Tony Peña.

Roll Call: Tony Peña, Chairperson

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

Members excused: Edith Cervantes

Non-Members present: Christian Fuentes

Additions/Corrections to the Agenda: Tony Peña, Chairperson

There were no additions or corrections to the agenda.

Item #1 **Minutes from the September 10, 2026 meeting of the School-Community Relations Council - Tony Peña, Chairperson** (*Motion to Approve*)

On **MOTION** of Sara Shalaby, **SECONDED** by DeeAnne Ferraro, 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:

There was no Old Business.

New Business:

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

Ms. Oandasan and Ms. Ferraro volunteered for the position of secretary.

On **MOTION** of Samantha Alarcon, **SECONDED** by DeeAnne Ferraro, and **CARRIED**, Ms. Oandasan and Ms. Ferraro were **APPROVED** as the secretaries.

Item #4 **Anti-Bullying Awareness Month (LCAP Goal 2; Metric 2.1, 2.2)** – Ivan Hernandez, Counselor (*Informational Item*)

Ms. Ferraro and Mr. Hernandez have been collaborating to plan Red Ribbon Week, which will take place October 26–30. This year's theme is Superheroes. Unity Day will be held on October 21, and the entire school community is encouraged to wear orange to show support for unity and kindness. Red Ribbon Week coincides with ELO-P Days 1 and 2, and this has been factored into the planning.

Mr. Hernandez thanked Ms. Ferraro for her collaboration and support. The purpose of Anti-Bullying Awareness Week is to help students recognize bullying, understand how to respond, and learn how to be upstanders by taking action to support their peers.

Item #5 **Community Schools Update (LCAP Goal 1; Metric 1.5, 1.6)** – Tony Peña, Community Schools Coordinator (*Informational Item*)

Mr. Peña provided updates on several community partnerships and family engagement initiatives. The FEAST class, offered in partnership with Providence, meets every Friday and currently serves 10 participants. The FCPS-wide Parent Ambassador group consists of 45 parents, including 12 FACS parents. The next Parent Ambassador meeting is scheduled for October 26 from 9:00–10:00 a.m. via Zoom.

Mr. Peña also shared that Big Smiles Dental visited FACS on October 1, 2026, providing free dental checkups and cleanings to 24 students. Applications were sent home with families, and Big Smiles Dental reviews the applications to determine which students qualify for services. Additionally, updates were shared regarding the Lakeview Terrace Neighborhood Watch and the Popcornopolis fundraiser, which is scheduled to conclude on October 19, 2026.

Item #6 **Parent Conferences (LCAP Goal 1; Metric 1.5, 1.6, 1.8)** – Kelley Christenson, Expanded Learning Coordinator (*Informational Item*)

Fall Parent Conference Week will take place November 16–20, 2026. Parent conferences are an important opportunity to strengthen our partnerships with families, celebrate student growth, discuss areas for improvement, and collaborate on ways to support each child's academic and social-emotional success. On Wednesday, October 14, staff will receive the Parent Conference Memo and all supporting documents during our staff meeting. Please review these materials carefully and be mindful of the following deadlines to ensure a smooth and successful conference week.

- Monday, November 2:** Submit the [Class Roster for Spanish Report Card](#) to the Main Office.
- Wednesday, November 4:** Submit the [Conferences in Need of Translation Form](#) to Alex Muñoz. Lead Teachers will also review grades by this date.
- Wednesday, November 11:** Submit a copy of your master conference schedule to the Main Office using the [Blank Parent-Teacher Conference Schedule](#).
- Friday, November 20:** Submit all official parent conference records to the Main Office, including the [Parent Conference Attendance Sign-In](#) and the [Total Number of Conferences Held](#).

Thank you for staying mindful of these deadlines and for your continued commitment to building strong, collaborative relationships with our Fenton families!

Item #7 **ELO-P Update (LCAP Goal 1; Metric 1.1)** – Kelley Christenson, Expanded Learning Coordinator (*Informational Item*)

Mrs. Christenson presented updates on upcoming ELO-P events and enrichment opportunities. ELO-P Session 1 Clubs will run from October 20, 2026, through January 19, 2027, with clubs meeting Tuesdays and Thursdays from 3:00–4:00 p.m. Offerings include Readers Theater, Math Ninjas, homework clubs, LEGO clubs, and other enrichment activities designed to extend learning beyond the regular school day. Mrs. Christenson thanked the teachers who volunteered to lead clubs, including *Lainey Yanez, Jessi Tello, Patricia Aparicio, Sara Shalaby, Rachel Lee, Gurpreet Viridi, Gigi Mares, Lisa Morales, DeeAnne Ferraro, Feather Gentry, Chris Torres, Leann Chapman, Kristin Tzintzun, and Charlie Spainhower*. She also thanked *Ivan Hernandez and Paola Ramirez* for facilitating after-school experiences at Hope Gardens. Fenton Avenue Charter School (FACS) collaborated with Fenton Charter Public Schools (FCPS) to host an information meeting for participating teachers to review procedures and learn how to use the new Activity Hero platform.

Mrs. Christenson also reviewed plans for ELO-P Days 1 and 2, scheduled for October 29 and 30. Field trips include the Natural History Museum for fourth grade on October 29, the California Science Center for fifth grade on October 29, and Underwood Family Farms for TK–third grade and SDC students on October 30. Students remaining on campus will participate in special enrichment activities, including a prismatic laser assembly celebrating autumn, a schoolwide Halloween parade, and grade-level classroom activities. Grade level teams used the October professional development day to plan these experiences, and materials have been ordered and are being delivered in preparation for the events.

Finally, Mrs. Christenson shared information about the FACS Fall Festival, scheduled for Saturday, October 24, from 3:30–6:30 p.m. The event will feature teacher-led booths, community vendors, a pumpkin patch, a DJ, and a haunted house. Mrs. Christenson expressed special appreciation to the Fall Festival Planning Committee, including *Jose Aceves, Tony Zamora, Lainey Yanez, Evelyn Martínez, Gigi Mares, DeeAnne Drake Ferraro, Kristin Tzintzun, Christopher Torres, Charlie Spainhower, Patricia Aparicio, and Nichole Melendez* for dedicating countless hours beyond the festival itself to planning, decorating, constructing the haunted house, and preparing activities for the school community. Their hard work, creativity, and commitment help make this event possible and create a memorable experience for FACS students and families.

We are excited to welcome Los Angeles City Councilmember Celeste Rodriguez to this year's Fall Festival! Councilmember Rodriguez and her team will host a table to connect with community members and share information about available programs and resources. She will also deliver brief remarks to the Fenton community during the event.

Mrs. Christenson also thanked the following teachers for their willingness to work the Fall Festival and support this special event for students and families: *Charlie Spainhower, Christian Fuentes, Christopher Torres, Elsie Orellana, Evelyn Martinez, DeeAnne Drake Ferraro, Gigi Mares, Gurpreet Virdi, Jann Manorothkul, Jorge Carmona, Kristin Tzintzun, Leann Chapman, Leanna Hendrix, Lety Padilla Parra, Lisa Morales, Nallely Del Rio, Nichole Melendez, Patricia Aparicio, Rachel Lee, Samantha Alarcon, Jessi Tello, and Wendy Kaufman.* We greatly appreciate their willingness to volunteer their time and contribute to the success of the Fall Festival!

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

Our Arts Teacher, Ms. Ferraro, gave an update on the arts program. Students have been learning about different types of arts, with a focus on fine arts, performing arts, and literary arts. Ms. Ferraro held an art contest for students to come up with a logo for this year's Fall Festival. There were over 140 entries and the winner's design will be put on a t-shirt. Ms. Ferraro has been collaborating with Mr. Hernandez for Unity Day and Red Ribbon Week. There is a winter show in the works for the week of December 14.

Item #9 **Canned Food Drive (LCAP Goal 2; Metric 2.2)** - Alex Muñoz, Assistant Director
(Motion to Approve)

The Community Schools Coordinators will organize a canned and shelf-stable food drive to support Fenton families from October 19th – November 13th. Donations collected from our school community will be organized and bagged with the help of volunteers from Lakeview Terrace Neighborhood Watch and distributed alongside the turkey giveaway on Saturday, November 21, 2026. Mr. Peña stated that Community Schools Coordinators will reach out to staff for volunteers for the Turkey Giveaway.

Mr. Peña shared the flyer for the canned food drive. The committee provided feedback regarding the proposed food drive, expressing concerns about the flyer's wording and format, particularly how the request for donations from our families to support other Fenton families is presented. The committee recommends revisiting the messaging and flyer design to ensure the request is communicated thoughtfully and positively.

On **MOTION** of Ivan Hernandez, **SECONDED** by DeeAnne Ferraro, and **CARRIED**, the Canned Food Drive was **APPROVED**.

Announcements:

None

Next Regular Meeting:

December 2, 2026

Adjournment:

On **MOTION** of Elsie Orellana, **SECONDED** by DeeAnne Ferraro, and **CARRIED**, the meeting **ADJOURNED** at 7:58 am

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the Parent Advocacy Committee

October 15, 2026

A meeting of the Parent Advocacy Committee was held on Thursday, October 15, 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: Magaly Fernandez, Secretary

Members Present: Adriana Baez, Bridget Ruiz, Coco Salazar, Gloria Rangel, Juan Gomez, Laura Vasquez, Lindsay Moore, Lorena Sanchez, Magaly Fernandez, Paola Ramirez, Sandra Valle, Shirley Saetang, Jasmin Gonzalez, Sara Fillerup

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

Members Excused: Nina Ferman

Members Absent: Marisela Marquez, Nury Gonzalez

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

The following correction was made to **Item #11 - ELOP Day Activities** was changed to **Expanded Learning Opportunity Program**.

Item #11 Expanded Learning Opportunity Program, (LCAP 2, Metric 2.1) - Adriana Baez, FPC Expanded Learning Coordinator (*Informational Item*)

The following items were added to the agenda:

Item #12 Reading Is Fundamental, (LCAP Goal 2; Metric 2.2) - Coco Salazar, FPC RIF Coordinator (Motion to Approve)

Item #13 Santa Picture Fundraiser, (LCAP Goal 2; Metric 2.2) - Coco Salazar, FPC Kindergarten Lead Teacher (Motion to Approve)

Item #14 12 Days of Holiday Spirit, (LCAP Goal 2; Metric 2.2) - Coco Salazar, FPC PAC Co-Chair (Motion to Approve)

Approval of Minutes from September 10, 2026: Bridget Ruiz, Co-Chair

Item #1 Minutes from the September 10, 2026 meeting of the Parent Advocacy Committee - Bridget Ruiz, Co-Chair (*Motion to Approve*)

On **MOTION** of Adriana Baez, **SECONDED** by Jasmin Gonzalez, and **CARRIED**, the Minutes of the Parent Advocacy Committee Meeting of September 10, 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 Fire Assemblies (LCAP 3, Metric 3.6) - Lorena Sanchez, FPC Administrative Coordinator (*Informational Item*)

In recognition of National Fire Safety Month in October, fire safety assemblies have been scheduled for Monday, October 19. Presenters Katia Bouros and Jewell Valentin from L.A. Troupe, Theatre-in-Education, in association with The Children's Burn Foundation, will arrive at 7:15 a.m. to set up in preparation for the morning presentations.

The assembly schedule for each grade level was outlined as follows:

- **First Grade:** 8:15 a.m. – 8:55 a.m.
- **Second Grade:** 9:00 a.m. – 9:40 a.m.
- **TK and Kindergarten:** 9:45 a.m. – 10:25 a.m.

Item #4 Semester Award Assemblies (LCAP 2, Metric 2.2) - Adriana Baez, FPC Expanded Learning Coordinator (*Informational Item*)

The First Semester Awards Assemblies and Performances are scheduled for the week of November 16–20. During these events, teachers will recognize student accomplishment across four core categories: Citizenship, Improvement, Achievement, and Attendance. Draft schedules for the events are currently under review and will be distributed to staff as soon as they are finalized; in the interim, teachers are directed to record all award recipients in the designated tracking spreadsheet which will be shared. Special acknowledgement was extended to Music Specialist, Dr. Cuneo, for coordinating the music program and to Community School Coordinator, Ms. Vasquez, for overseeing certificate production. FPC looks forward to celebrating student success alongside attending families.

Item #5 Attendance Incentives (LCAP 2, Metric 2.3) - Adriana Baez, FPC Expanded Learning Coordinator (*Motion to Approve*)

Monthly attendance incentives will continue throughout the school year, beginning with recognition for students achieving 100% in-seat attendance during October. Designed to honor families and students demonstrating daily commitment to attendance, these monthly incentives will include small prizes and free-dress privileges. Qualified students may collect their rewards at the designated attendance incentive station located in the atrium. Ms. Baez extends her appreciation to Compliance Assistant, Maria Reyes, for supplying monthly attendance data, to teachers for fostering an engaging learning environment, and to our families whose ongoing support makes student attendance and academic success possible.

On **MOTION** of Bridget Ruiz, **SECONDED** by Laura Vasquez, and **CARRIED**, the Attendance Incentives were approved.

Item #6 Pacoima Parade (LCAP 2, Metric 2.1) - Bridget Ruiz, FPC PAC Co-Chair

(Motion to Approve)

The committee was informed that the Pacoima Christmas Parade will take place on Saturday, December 12, 2026. A staff member or volunteer is needed to chair the initiative and lead the overall planning and preparation for the school's participation in the event. Mr. Osornia has expressed interest in attending the meeting to help coordinate and plan. The team is looking to gather items to give away to the community during the parade.

On **MOTION** of Juan Gomez, **SECONDED** by Sandra Valle, and **CARRIED**, the Pacoima Parade was approved.

Item #7 **Family Center Updates (LCAP 2, Metric 2.2)** - Laura Vasquez, FPC Community School Coordinator (*Informational Item*)

An update was presented on ongoing operations, recent initiatives, and upcoming activities managed by the Family Center:

Parent Ambassador Program:

The program continues to grow with approximately six committed parents actively participating. Session #4 is scheduled for October 26, 2026, at 9:00 a.m. via Zoom. Updates on topics discussed and key takeaways will be presented at the next PAC meeting.

Parent Volunteer Program:

The Family Center announced that approximately 40 parents have successfully completed the Parent Volunteer Process. Both parents and teachers have been notified, and approved volunteers are now welcome to volunteer at FPC.

Metro TAP Cards:

Distribution of Metro TAP transportation cards remains ongoing to support students and families, help overcome transportation barriers, and ensure regular school attendance.

BIG Smiles Dental Group:

Big Smiles Dental visited FPC on September 23, providing free dental services—including cleanings, X-rays, and cavity fillings—to approximately 50 students. They are scheduled to return in the spring for six-month follow-up visits.

Popcornopolis/Snacks Fundraiser:

The fundraiser concluded successfully, raising \$19,554.00 (including online orders). FPC received 40% of the proceeds, which will fund essential student items such as eyeglasses, uniforms, and school supplies.

Parent / Adult Classes:

Adult ESL, GED, and Citizenship classes offered through PEPSAF currently have approximately 20 adult students enrolled. Classes meet every Tuesday and Thursday from 8:30 a.m. to 10:30 a.m.

Teacher & Classroom Support:

The Family Center actively assists teachers with cutting, laminating, preparing materials, and assembling projects. Guidelines and submission details have been emailed to teachers and staff to ensure clear instructions and samples are provided. The Family Center is excited to continue supporting our students, families, and staff while strengthening our FPC community!

Canned Food Drive:

Approval will be requested for a Canned Food Drive scheduled to run from October 19 through November 13. Non-perishable items (canned vegetables, rice, beans, pasta) can be dropped off in Room 205 (Family Center) for distribution to families in need prior to Thanksgiving week.

Item #8 National Love Your Lawyer Day (LCAP 2, Metric 2.2) - Coco Salazar, FPC PAC Co-Chair (*Motion to Approve*)

The committee was informed of an upcoming guest author event and community partnership with J&Y Injury Attorneys in celebration of National "Love a Lawyer" Day on November 6. Following an initial contact at the Reading is Fundamental Orientation, Mrs. Ruiz and Ms. Salazar connected with Dan Moyer, Marketing & Communications Strategist, to arrange a live author reading featuring a children's book written by the firm's attorneys.

J&Y Injury Attorneys confirmed a full partnership for the event, which includes donating a book to every student, hosting grade level readings, and providing student giveaways. The firm is also offering youth soccer jerseys customized with the Fenton logo for student prizes.

The author readings will take place in the Multi-Purpose Room (MPR) according to the following schedule:

- **8:30 AM:** Kindergarten (5 classes)
- **9:00 AM:** First Grade + ILC (6 classes)
- **9:30 AM:** Second Grade (6 classes)
- **10:00 AM:** TK (4 classes)

On **MOTION** of Adriana Baez, **SECONDED** by Jasmin Gonzalez, and **CARRIED**, the National Love a Lawyer Day presentations were approved.

Item #9 Updates from the Counselor (LCAP 2, Metric 2.2) - Paola Ramirez, FPC School Counselor (*Informational Item*)

An update was presented by school counselor, Mrs. Paola Ramirez:

Bullying Prevention & Upstander Presentations:

Throughout October, Mrs. Ramirez will be conducting classroom presentations centered on bullying prevention and being an upstander. The sessions are receiving positive feedback from both students and staff, providing an effective platform to connect with students. Note: Teacher attendance during these presentations is optional.

Coffee with the Counselor:

The inaugural "Coffee with the Counselor" session was held with 17 parents in attendance. The topic focused on "Positive Parenting." Parent response was very favorable, fostering strong connections among attendees, and participants requested future meetings.

Eco Bees Recycling Program:

The FPC Eco Bees recycling program has officially launched. Teachers were issued student vests and lanyards for designated students to wear while collecting classroom blue bin recyclables and transferring them to the main hallway bins.

Career Day Volunteer Outreach:

Mrs. Ramirez is actively networking to recruit guest speakers and volunteers for this year's Career Day. Committee members and parents are encouraged to share any potential volunteer contacts directly with Mrs. Ramirez.

Proposed Blood Drive Fundraiser:

Mrs. Ramirez proposed hosting a blood drive fundraiser at FPC this school year. Incentive tiers yield up to \$20 per donor if participation exceeds 100 individuals, or up to \$10 per donor if attendance is under 100.

Item #10 **Food Drive (LCAP 2, Metric 2.1 & 2.2)** - Laura Vasquez, FPC Community School Coordinator (*Motion to Approve*)

Approval is requested for the Family Center to host a Canned Food Drive from October 19 through November 13, 2026. The drive will collect non-perishable food items—such as canned vegetables, rice, beans, and pasta—in Room 205 for distribution to families in need prior to Thanksgiving week.

On **MOTION** of Paola Ramirez, **SECONDED** by Sara Fillerup, and **CARRIED**, the Food Drive was approved.

Item #11 **Expanded Learning Opportunity Program, (LCAP 2, Metric 2.1)** - Adriana Baez, FPC Expanded Learning Coordinator (*Informational Item*)

The committee was informed regarding registration and scheduling details for Session 1 of the Expanded Learning Opportunities Program (ELO-P) clubs. Enrollment flyers were distributed to teacher boxes for distribution to students on Monday, October 12.

Key program details were outlined as follows:

- **Open Enrollment Window:** October 12 – October 16, 2026
- **Session 1 Dates:** October 20, 2026 – January 19, 2027
- **Meeting Days & Times:** Tuesdays and Thursdays, 2:30 PM – 3:30 PM

It was noted that family registration is now conducted online via ActivityHero, accessible through a QR code on the flyer with step-by-step instructions provided to families. Teachers were asked to direct any parent inquiries or registration assistance requests to Ms. Baez.

An update was also presented regarding the Fall Festival scheduled for Saturday, October 24. Appreciation was extended to Think Together Program Director, Robinette Ramirez, and Assistant Director, Dulce Morales, for partnering with FPC to co-host the annual event for the school community. Think Together is providing and purchasing all booth supplies and materials.

Following budget reviews following the delayed start of Session 1 ELO-P Clubs, staff were informed that

participating teachers will receive three hours of ELO-P compensation for working the event.

Ms. Baez expressed appreciation for the staff's dedication and ongoing support in making the event possible. Staff sign-ups are being coordinated via an online sign-up sheet distributed via email, where teachers can select available activities to support. Additional booth or activity proposals may be submitted to Ms. Baez for inclusion on the master schedule.

Item #12 Reading Is Fundamental (LCAP Goal 2; Metric 2.2) - Coco Salazar, FPC RIF Coordinator (*Motion to Approve*)

The First Reading is Fundamental Motivational Reading Event will take place during our Halloween Day Festivities on Friday, October 30, 2026. Teachers were reminded that a literacy activity must take place in combination with our Motivational Reading Event. Kindergarten and 2nd grade will be doing Room on a Broom. All grades are welcome to use that story. A presentation [slideshow](#) was created and shared on Canva with three possible videos and the activities Kindergarten will be using. Teachers are welcome to use it as is, or make a copy and edit it. A resource for Room on a Broom activities with a variety of activities appropriate for all grade levels was also shared.

Our Spooktacular Book Pick will take place after the Halloween parades on Thursday, October 20. The [schedule](#) with each teacher's book-pick time was shared.

A Motivational Reading Event Report will be submitted as part of our participation with Reading is Fundamental. A post on our Motivational Reading Event will also be shared on Instagram. Teachers are asked to please send Ms. Salazar any pictures of students with their book-related projects, as well as of the book pick. As a reminder, all students must self-select their own book. Absent students will be able to select their books once they return.

The book distribution will either take place in the library or the atrium. Teachers will be notified once a decision is made.

On **MOTION** of Paola Ramirez, **SECONDED** by Sara Fillerup, and **CARRIED**, the first Reading Is Fundamental Motivational Reading Event was approved.

Item #13 Santa Picture Fundraiser (LCAP Goal 2; Metric 2.2) - Coco Salazar, FPC Kindergarten Lead Teacher (*Motion to Approve*)

Approval is requested for the Kindergarten team to host their annual Santa Picture Fundraiser on Wednesday, December 2, 2026. Proceeds from the event will be used to fund student admission and transportation for their annual field trip to the Performing Arts Education Center at Calabasas High School, where students will attend a musical performance of *The Lion King* on Friday, January 29, 2027.

On **MOTION** of Bridget Ruiz, **SECONDED** by Sandra Valle, and **CARRIED**, the Santa Picture Fundraiser was approved.

Item #14 12 Days of Holiday Spirit (LCAP Goal 2; Metric 2.2) - Coco Salazar, FPC Kindergarten PAC Co-Chair (*Motion to Approve*)

FPC's "12 Days of Holiday Spirit" event will run from December 3, 2026 through December 18, 2026. The themed spirit days will celebrate various December holidays as well as highlight popular past spirit day traditions.

On **MOTION** of Jasmin Gonzalez, **SECONDED** by Magaly Fernandez, and **CARRIED**, the 12 Days of Holidays Spirit Days was approved.

Announcements:

In recognition of Augmentative and Alternative Communication (AAC) Awareness Month in October, Speech Pathologist, Ms. Moore, is preparing informational flyers to be sent home to families to help raise awareness and foster understanding across the school community.

Additionally, a reminder was shared that Unity Day will take place on Wednesday, October 21; an informational flyer will be shared out inviting all students and staff to wear orange in support of the event.

Next Regular Meeting:

Thursday, December 3, 2026 at 7:15 a.m.

Adjournment:

By order of **GENERAL CONSENSUS**, the Parent Advocacy Committee Meeting was adjourned at 7:52 AM.

Minutes respectfully submitted by: Magaly Fernandez

[Item II.B.4.a.](#)

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the School Site Council Meeting

October 5, 2026

Call to Order: Lorena Sanchez, Interim Chair

The School Site Council Meeting was called to order at 2:48 p.m. by Interim Chair, Lorena Sanchez.

Roll Call: Lorena Sanchez, Interim Chair

Members Present: Lorena Sanchez, Adriana Baez, Maria Reyes, Cindy Soto, Maricela Marquez, Nuri Gonzalez, Jasmine Directo, Sara Fillerup

Members Excused: Juan Gomez

Members Absent: None

Additions/Corrections to the Agenda: Lorena Sanchez, Interim Chair

There were no additions or corrections to the agenda.

Approval of Minutes: Not Applicable

Presentations from the Public: Lorena Sanchez, Interim Chair

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #2 School Site Council Bylaws, Responsibilities, and Terms of Office - Lorena Sanchez, Administrative Coordinator (*Informational Item*)

Lorena Sanchez shared the School Site Council (SSC) bylaws with all members for review. She also provided information from the California Department of Education outlining the roles, responsibilities, and requirements of the School Site Council. Members were given an opportunity to review the bylaws and become familiar with the expectations associated with serving on the council. It was explained that SSC members may serve either a one-year or two-year term, in accordance with the council's bylaws and established procedures.

Item #3 Selection of School Site Council Officers (LCAP Goal 2, AMO 2) - Lorena Sanchez, Administrative Coordinator (*Motion to Approve*)

Lorena Sanchez presented and reviewed the four officer positions for the School Site Council (SSC), including the roles and responsibilities associated with each position. Nominations and volunteers were then accepted for the officer positions. Lorena Sanchez was nominated to serve as Chairperson, Jasmine Gonzalez volunteered to serve as Vice Chairperson, and Maria Reyes volunteered to serve as Parliamentarian. Lorena Sanchez and Sara Fillerup volunteered to serve as Secretary.

On **MOTION** of Jasmine Gonzalez, **SECONDED** by Maricela Marquez, and **CARRIED**, Selection of School Site Council Officers was approved.

Item #4 **Average Daily Attendance (LCAP Goal 2, AMO 3) - Maria Reyes, Compliance Assistant (*Informational Item*)**

This item will be presented at the next meeting.

Item #5 **FPC Expanded Learning Program (LCAP Goal 2 AMO 3) - Adriana Baez, ELO-P Coordinator (*Informational Item*)**

Adriana Baez shared that the Expanded Learning Program at Fenton Primary Center has experienced a strong start to the school year, with continued emphasis on providing meaningful opportunities that extend and reinforce classroom learning. During the initial months, the general after-school program has prioritized establishing consistent routines and procedures, strengthening behavior management practices, and increasing student engagement while maintaining a safe, organized, and welcoming environment. Program enhancements, including the ongoing maintenance of the ELO-P activity cart, designated seating areas, and the repurposing of art materials for student use, have contributed to a more structured and engaging after-school experience. The Think Together program has demonstrated positive enrollment growth, consistent attendance, and strong staff collaboration. Thank you, Program Director Ms. Robinette Ramirez and her team, for providing intentional support to students as they become familiar with program expectations and transitions. In collaboration with our Think Together program, FPC will be hosting a Fall Festival on October 24th from 10:00 a.m.-1:00 p.m. Session 1 clubs will begin October 19 and continue through January 21, providing students with additional enrichment opportunities aligned with their interests and supporting continued engagement beyond the regular school day. Looking ahead, FPC is preparing for the ELO-P days at the end of October, with field trips, on-site assemblies, STEM-type Halloween activities, and the annual FPC Halloween parade planned. We are excited for what is to come while continuing to identify opportunities to strengthen and sustain the Expanded Learning Program throughout the school year.

Item #6 **Beginning of the Year i-Ready Diagnostic Data (LCAP Goal 1, AMO 5) - Juan Gomez, Director (*Informational Item*)**

Lorena Sanchez presented on behalf of Director Juan Gomez. The i-Ready Inform Beginning of the Year (BOY) assessment was administered across all grade levels. Teachers were asked to make every effort to finalize all remaining diagnostics that week to ensure that student data was available for review during professional goal setting meetings, which began the week of September 14, 2026. Additionally, teachers were reminded that the recommended target for Personalized Instruction was 30-49 minutes of Lesson Time-on-Task per week, per subject.

Item #7 **Initial ELPAC 2026 (LCAP Goal 1, AMO 3) - Lorena Sanchez, Administrative Coordinator (*Informational Item*)**

The Initial ELPAC is a required state assessment for newly enrolled students whose primary language is not English. It is administered to eligible students in kindergarten through grade 12 and assesses two areas: Oral Language and Written Language. Students receive one of three performance levels based on their overall score: Initial Fluent English Proficient (IFEP) for scores ranging from 450-600, Intermediate English Learner for scores from 370-449, or Novice English Learner for scores from 150-369. Students who demonstrate English proficiency are identified as IFEP, while students who do not meet the proficiency criteria are identified as English Learners (ELs). Students identified as ELs then take the Summative ELPAC annually, typically beginning with the spring testing window, to measure their

ongoing progress in English language proficiency.

Item #8 **Enrollment Update (LCAP Goal 1-3) - Juan Gomez, Director** (*Informational Item*)

Lorena Sanchez presented on behalf of Director Juan Gomez 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.

Announcements:

None

Next Regular Meeting:

TBD

Adjournment:

On **MOTION** of Adriana Baez, **SECONDED** Jasmine Gonzalez, and **CARRIED**, the School Site Council Meeting adjourned at 3:07 p.m.

Minutes respectfully submitted by: Lorena Sanchez

Item II.B.4.b.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the English Learner Advisory Committee

October 5, 2026

A meeting of the English Learner Advisory Committee Meeting was held on Monday, October 6, 2026,

at 7:15 a.m via Zoom.

Call to Order: Lorena Sanchez, Interim Chair

The English Learner Advisory Committee Meeting was called to order at 7:18 a.m. by Interim Chair, Lorena Sanchez.

Roll Call: Lorena Sanchez, Interim Secretary

Members Present: Lorena Sanchez, Adriana Baez, Maria Reyes, Dani Rivera, Maricela Marquez, Edith Serrano

Members Excused: Juan Gomez

Members Absent: None

Additions/Corrections to the Agenda: Lorena Sanchez, Interim Chair

There were no additions or corrections to the agenda.

Approval of Minutes: Not Applicable

Presentations from the Public: Lorena Sanchez, Interim Chair

Item #1 Any persons desiring to address the English Learner Advisory Committee on any proper matter

Old Business:

There was no Old Business.

New Business:

Item #2 English Learner Advisory Committee Bylaws, Responsibilities, and Terms of Office - Lorena Sanchez, FPC Administrative Coordinator (*Motion to Approve*)

Lorena Sanchez shared the English Learner Advisory Committee (ELAC) bylaws, along with information from the California Department of Education outlining the roles and responsibilities of ELAC. These materials were provided to all members for review to ensure a clear understanding of the committee's purpose, expectations, and responsibilities. Members were also informed that they may serve either a one-year or two-year term on the committee.

On **MOTION** of Adriana Baez, **SECONDED** Maria Reyes, and **CARRIED**, the English Language Advisory Committee Bylaws, Responsibilities, and Terms of Office were approved.

Item #3 Selection of English Learner Advisory Committee Officers - Lorena Sanchez, FPC Administrative Coordinator (*Motion to Approve*)

Lorena Sanchez presented and reviewed the four officer positions of the English Learner Advisory Committee (ELAC), including the roles and responsibilities associated with each position. Ms. Sanchez

was nominated to continue serving as Chairperson and accepted the nomination. Maricela Marquez volunteered to serve as Vice Chairperson, and Maria Reyes volunteered to serve as Parliamentarian. Lorena Sanchez and Dani Rivera volunteered to serve as Secretaries. The officer nominations and volunteers were acknowledged by the committee.

On **MOTION** of Maricela Marquez, **SECONDED** Maria Reyes, and **CARRIED**, the English Language Advisory Committee Officers were approved.

Item #5 **FPC EL Master Plan** - Lorena Sanchez, FPC Administrative Coordinator
(Motion to Approve)

Lorena Sanchez provided an overview of the FCPS English Learner Master Plan, including the process for identifying English Learners through the Initial and Summative ELPAC assessments. She reviewed the Integrated and Designated ELD programs, including the minimum 40 minutes of daily Designated ELD Instruction. Ms. Sanchez also discussed the instructional resources used to support English Learners, including Benchmark Advance and i-Ready assessments, as well as the procedures for monitoring student progress and determining eligibility for reclassification.

On **MOTION** of Dani Rivera, **SECONDED** Maria Reyes, and **CARRIED**, the FPC EL Master Plan was approved.

Item #6 **FPC Initial Summative ELPAC** - Lorena Sanchez, FPC Administrative Coordinator
(Informational Item)

Lorena Sanchez presented information regarding the Initial ELPAC. The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that is given to newly enrolled students whose primary language is a language other than English. State and federal law requires that local educational agencies (LEAs) administer a state test for ELP to eligible students in kindergarten through grade twelve. Students who take the assessment are assessed on two domains: Written and Oral skills. Students who pass the Initial ELPAC are labeled as Initial Fluent English Proficient (IFEP). There are 3 possible scores that students can receive on the Initial ELPAC: Initial Fluent English Proficient (450-600), Intermediate English Learner (370-440), and Novice English Learner (150-369). Students who are not proficient are then labeled as English Learners and will need to take the Summative ELPAC in February.

Announcements:

None

Next Regular Meeting:

TBD

Adjournment:

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

Minutes respectfully submitted by: Lorena Sanchez

II. C.

Financial Business Manager's Report

(See separate slides from Financial Presentation)

II. D.

Site Directors' Reports

Item II.D.1.

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

October 22, 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%

Cumulative ADA - 99.2%

Date	TK	K	1st	2nd	3rd	4th	5th	Total
10/16/2026	36	52	46	55	166	151	184	690

Date	TK	K	1st	2nd	3rd	4th	5th	Total
10/17/2025	36	51	46	50	154	185	180	706

California School Dashboard Achievement – Green in ELA and Mathematics

For the first time, FACS earned Green performance levels in both English Language Arts and Mathematics on the California School Dashboard. This is an important accomplishment for our school and also marks the first time any school within FCPS has achieved Green in both academic areas.

This achievement reflects the hard work of our students, teachers, and support staff. Over the past several years, we have remained focused on strengthening instruction, using student data to guide our decisions, providing targeted interventions, and making the most of our collaborative planning time. While there is still work to be done, it is rewarding to see these efforts reflected in our student achievement results.

On October 16, we celebrated with a schoolwide "Green Looks Good on FACS!" day. Staff were encouraged to wear green and enjoyed green-themed snacks and refreshments throughout the day. It was a fun way to recognize everyone's contributions and celebrate what we have accomplished together. We also shared the news with our families through ClassDojo, along with information about the California School Dashboard and how to access our results.

We are proud of this accomplishment, but we also recognize that there is always room for growth. We will continue to build on this success by maintaining high expectations, strengthening our instructional practices, and ensuring that all students receive the support they need to succeed.

CURRICULUM AND ASSESSMENT

District Validation Review (DVR) Visit

On September 29, FACS participated in our District Validation Review (DVR) conducted by LAUSD. The visit included a review of student records, classroom observations, parent interviews, and discussions with administration and staff to evaluate our special education programs and services.

Overall, the visit went very well, and we received positive feedback from the review team. They were particularly complimentary of the collaboration between our general education and special education staff,

as well as the support provided to students with disabilities. Parents who participated in the interviews also shared positive feedback about their experiences at FACS. One reviewer even commented that they would enroll their own child at FACS if they lived closer, which was especially meaningful to our team.

While we did receive some corrective action items, we are already working through the necessary corrections to ensure that we remain in compliance with special education requirements. We appreciate the work of our special education team, administration, and support staff in preparing for the visit and demonstrating the collaborative efforts taking place at FACS to meet the needs of our students.

Math Coaching and Instructional Support

FACS continues to prioritize strengthening mathematics instruction through ongoing professional development and collaboration with math consultant Christine Davis. Her next visit is scheduled for October 21–23, during which she will facilitate demonstration lessons for each grade level, followed by debriefing sessions focused on effective instructional strategies and practices. Grade-level teams will also have dedicated time to collaborate with Christine on specific instructional needs identified by their lead teachers. Future coaching visits will include classroom observations to monitor implementation and provide targeted feedback. Teachers from Fenton Primary Center and Fenton Academy have once again been invited to participate, further strengthening instructional collaboration across FCPS schools.

Professional Development and Collaborative Planning

During FCPS Professional Development Day #5, teachers had a full day to collaborate and plan with their Professional Learning Teams (PLTs). Leading up to this day, grade-level teams had worked with Christine Davis during math coaching sessions and met with Ms. Castañeda for goal-setting meetings. These opportunities helped teams identify priorities and determine where they wanted to focus their planning time. We are pleased with the direction this work is moving and will continue supporting teams as they strengthen their planning and instructional practices.

Informal Classroom Walkthroughs

The administrative team has begun conducting informal classroom walkthroughs to gather schoolwide data on instructional practices. Prior to implementation, the walkthrough form was shared and discussed with staff to establish transparency and a shared understanding of the process. These walkthroughs are non-evaluative and are intended to identify instructional strengths, emerging trends, and opportunities for professional growth. Findings will inform future professional development, instructional priorities, and targeted teacher support.

Student Behavior and Social-Emotional Learning

The Council reviewed current student behavior data and the effectiveness of schoolwide behavioral supports. Preliminary data from the 2026–2027 school year indicates a reduction in behavior referrals compared to the previous year, with referral rates also reported to be below the national average. Analysis of referrals recorded in SWIS identified the playground as the most common location for behavioral incidents, with third grade accounting for the highest number of referrals.

In response, the school continues to reinforce SMART expectations through student assemblies, positive behavior incentives, and classroom instruction. Additional efforts include ongoing playground supervision training, increased administrative visibility, weekly Schoolbeat social-emotional learning lessons, and biweekly Tier 2/3 Behavior Team meetings to coordinate individualized interventions. Planned next steps include reinforcing playground expectations before recess, recognizing positive behavior through Yard Stars, and developing a Third Grade Leadership Workshop to provide additional support.

Fall Parent Conferences

Preparations are underway for Fall Parent Conference Week, scheduled for November 16–20, 2026. Teachers will meet with families to celebrate student progress, discuss academic and social-emotional development, identify areas for improvement, and establish shared strategies to support continued growth. Staff have received guidance regarding conference preparation, scheduling, translation needs, and required documentation to ensure meaningful and accessible opportunities for family engagement.

HUMAN RESOURCE AND PERSONNEL

Earned Increase Walkthroughs

Earned Increase Walkthroughs are scheduled for the week of November 9. The walkthrough team will include administrators, lead teachers, and faculty representatives. As in previous years, the team will use the FCPS checklist, which is aligned with Charlotte Danielson's Framework for Teaching. Non-probationary teachers who successfully complete both required walkthroughs during the school year will be eligible to advance one step on the salary schedule for the following school year.

Probationary Teacher Formal Observations

The fall formal observation window for our 14 probationary teachers is now open and will continue through Thanksgiving Break. Each teacher will be observed delivering an English Language Arts lesson using Explicit Direct Instruction (EDI). The process includes a pre-observation conference, classroom observation, and post-observation conference, during which we will discuss feedback and identify next steps. These observations provide an opportunity to support our probationary teachers in strengthening their instructional practices while also identifying areas where additional coaching and support may be needed.

Staffing Updates

With the recent hiring of Speech-Language Pathology Assistant Leticia Osuna, we have filled our remaining instructional and student support positions. Ms. Osuna will work alongside our contracted Speech-Language Pathologist, Ms. Shabani, to provide services to students. We have also secured temporary support through Cross Country on Fridays as the team works to address outstanding speech service minutes and ensure students receive the services outlined in their IEPs. Our only remaining vacancy is a full-time custodial position, for which interviews are currently underway.

BUDGET, FACILITIES, AND SAFETY

Enrollment and Attendance

Enrollment at FACS remains strong, with 690 students currently enrolled, exceeding our original projection of 674 by 16 students. This includes six students enrolled in the Fenton Launchpad Academy program. Class sizes across kindergarten through fifth grade generally range from 23 to 26 students, with fourth and fifth grade classrooms nearing capacity.

Attendance also continues to be an area of success for FACS. We recently achieved our highest Average Daily Attendance (ADA) to date, with 19 teachers reaching 100% classroom attendance during the most recent reporting period. These teachers were recognized for their efforts, particularly the additional time and work involved in coordinating independent studies. Maintaining strong attendance continues to be a schoolwide priority. Administration will continue to monitor attendance data, recognize teacher efforts, and work with staff and families to address attendance concerns as they arise.

Facilities and Campus Improvements

Our facilities team has been working on ways to improve and organize our campus spaces. One of our priorities is replacing some of the older classroom furniture with newer furniture that we already have in storage. We are also looking at ways to better organize classrooms and remove items that are no longer needed.

Another area of focus is our after-school club spaces. Our facilities and expanded learning teams will be working together to clean up, reorganize, and refresh these rooms so they are more functional for students and staff. We anticipate this work taking place throughout November and December. We are also currently interviewing to fill a full-time facilities position.

Emergency Preparedness and Great ShakeOut

On October 15, FACS participated in the annual Great ShakeOut earthquake drill. This provided an opportunity for students and staff to practice emergency procedures and for administration to review our current safety practices. Prior to the drill, staff received updated evacuation maps and emergency preparedness information, along with reminders about communication protocols and staff responsibilities. In addition to the Great ShakeOut, we continue to conduct monthly fire drills, and lockdown drills have been scheduled for both the fall and spring semesters. These drills allow us to practice different emergency scenarios, identify areas for improvement, and ensure that students and staff are familiar with our safety procedures.

SCHOOL-COMMUNITY RELATIONS

Anti-Bullying Awareness and Red Ribbon Week

In recognition of Anti-Bullying Awareness Month, FACS has planned several activities to promote kindness, inclusion, and positive relationships among students. On October 21, we will participate in Unity Day, encouraging students and staff to wear orange as a symbol of unity and kindness. Red Ribbon Week

will follow from October 26–30, with a superhero theme. Our counselor, Mr. Hernandez, and arts teacher, Ms. Ferraro, have been working together to plan activities that help students recognize bullying, understand how to respond, and learn the importance of being upstanders who support their peers.

Community Schools and Family Engagement

Our Community Schools program continues to provide opportunities for families to connect with resources and participate in activities. Through our partnership with Providence, we are currently offering weekly FEAST classes with 10 participants. FACS also has 12 parents participating in the FCPS Parent Ambassador program, which includes 45 parents across the organization.

On October 1, Big Smiles Dental visited FACS and provided free dental checkups and cleanings to 24 students. We appreciate opportunities like these that allow us to bring services directly to our campus and make them more accessible to families.

We are also preparing for our upcoming canned food drive and turkey giveaway. Donations of canned and shelf-stable food items will be collected to support Fenton families, with distribution scheduled for November 21. We will be working with our Community Schools team and volunteers from the Lakeview Terrace Neighborhood Watch to organize and distribute the donations.

Expanded Learning Opportunities

Our first session of ELO-P enrichment clubs begins October 20 and will continue through January 19. Clubs will meet on Tuesdays and Thursdays from 3:00–4:00 p.m., providing students with opportunities to explore new interests and participate in activities beyond the regular school day. This session includes Readers Theater, Math Ninjas, homework clubs, LEGO, leadership, library clubs, STEAM Lab, book club, and show choir.

We appreciate the many teachers who have volunteered to lead these clubs and share their talents with our students. We also want to recognize Mr. Hernandez and Ms. Ramirez for continuing to provide after-school experiences for our students at Hope Gardens. In preparation for the new session, FACS partnered with FPC to provide participating teachers with training on program procedures and the new Activity Hero platform, which will be used to manage enrollment, student rosters, and attendance.

We are also preparing for our first two ELO-P days on October 29 and 30. Fourth-grade students will visit the Natural History Museum, while fifth-grade students will visit the California Science Center on October 29. On October 30, students in TK through third grade, along with our SDC students, will visit Underwood Family Farms. Students remaining on campus will participate in enrichment activities, including a prismatic laser assembly celebrating autumn, a schoolwide Halloween parade, and grade-level activities. Teachers used time during our October professional development day to plan these experiences and ensure that students have meaningful and engaging opportunities throughout both days.

Fall Festival

Preparations are well underway for our annual FACS Fall Festival, scheduled for Saturday, October 24, from 3:30–6:30 p.m. This year's event will include a pumpkin patch, haunted house, games, teacher-led booths, community vendors, music, and activities for the whole family.

We are also looking forward to welcoming Los Angeles City Councilmember Celeste Rodriguez, who will be joining us along with her team. They will host an informational table to connect with families, share available community resources, and provide brief remarks during the event.

A great deal of time and effort goes into planning an event of this size, and we want to recognize our Fall Festival Planning Committee for the many hours they have dedicated to bringing everything together. From coordinating vendors and organizing activities to decorating and constructing the haunted house, their commitment has been instrumental in preparing for this event. We are equally appreciative of the many teachers who have volunteered to work the festival and help make it a memorable experience for our students and families.

We would also like to extend an invitation to all FCPS Board members to join us for the Fall Festival. We would love to have you celebrate with our FACS community!

Arts Program

Our arts program continues to provide students with opportunities to explore fine arts, performing arts, and literary arts. As part of our Fall Festival preparations, Ms. Ferraro organized a student art contest to design this year's festival logo. We received more than 140 entries, and the winning design will be featured on the Fall Festival T-shirt. This was a wonderful opportunity to showcase our students' creativity and involve them in a schoolwide event.

Looking Ahead:

10/26-30	Red Ribbon Week
10/29-30	ELOP Days
11/6	1st Reporting Period Ends
11/11	Veterans Day - No School
11/16-20	Parent Teacher Conference Week - Minimum Day
11/23-27	Fall Break - No School
11/30	Curriculum & Assessment Council Meeting (Conference Room)
12/1	Human Resource & Personnel Council Meeting (Conference Room)
12/2	School Community & Relations Council Meeting (Conference Room)
12/3	Budget, Facilities & Safety Council Meeting (Conference Room)
12/9-11	Christine Davis Coaching Days
12/10	FCPS Board of Directors Meeting

[Item II.D.2.](#)

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

October 22, 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.

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%
10/16/2026	51	78	64	71	93	101	80	83	621	99.13%	99.05%

3-Year Enrollment Comparison

Date	TK		K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total
	Unfunded	Funded								
Oct. 2026	0	51	78	64	71	93	101	80	83	621
Oct. 2025	0	38	62	73	95	107	83	121	87	669
Oct. 2024	6	30	72	90	106	81	122	122	71	700

SMBCCS continues to maintain strong attendance as we progress through the 2026–2027 school year. Our October attendance data reflects encouraging results, with Average Daily Attendance (ADA) increasing from 98.96% in September to 99.13% in October, an improvement of 0.17 percentage points. Our cumulative ADA also increased to 99.05%, while the number of classrooms achieving 100% attendance grew from 10 in September to 11 in October. Student enrollment has remained stable, with a slight increase from 619 to 621 students. These results are a reflection of the collective efforts of our teachers, support staff, and families to prioritize daily attendance. However, despite these positive numbers, we recognize that maintaining consistent attendance and ensuring students arrive at school on time remain ongoing challenges. While most families understand the importance of education, some continue to face difficulties establishing consistent morning routines, managing transportation arrangements, or addressing personal and family circumstances that affect their children’s ability to attend school regularly. At SMBCCS, we continue to emphasize that every instructional minute matters. When students arrive late, they miss valuable opportunities to participate in morning routines, receive direct instruction, and engage in essential learning activities. Even a few minutes of tardiness each day can accumulate into significant lost instructional time over the course of the school year. Our goal is not simply to have students present at school, but to ensure they are in their classrooms, ready to learn, from the beginning of the instructional day.

Recognizing these challenges, SMBCCS is strengthening its approach to attendance through more intentional family outreach, early intervention, and consistent communication. Ms. Luna and Mr. Vasquez will begin conducting daily home visits to connect with families whose children are experiencing chronic absences or ongoing attendance concerns. These conversations will focus on understanding the circumstances affecting attendance, reinforcing the importance of punctuality, and identifying ways the school can partner with families to improve consistency. Although we strive to be understanding and supportive of the challenges families face, we also recognize the need to communicate clear expectations and reinforce that regular attendance and arriving on time are essential responsibilities that directly affect student learning. Teachers continue to support these efforts by building meaningful relationships with students, communicating attendance concerns, and creating classroom environments where students feel connected and motivated to participate. We also recognize that improving attendance requires persistence, particularly when families face recurring challenges despite repeated outreach and support. Moving forward, our priority is to balance compassion with accountability by working collaboratively with families while maintaining high expectations for student attendance and punctuality. Through these continued efforts, SMBCCS remains committed to protecting

valuable instructional time, reducing chronic absenteeism, and ensuring that every student has the greatest possible opportunity for academic success.

INSTRUCTION

FCPS PD Day #5 (Site)

During Professional Development Day #5, SMBCCS welcomed Dr. Cassandra Villa from Scholar System for an inspiring and thought-provoking professional learning experience centered on the importance of relationships, empathy, and creating a strong sense of belonging for all students. Throughout the three-and-a-half-hour session, Dr. Villa challenged staff to reflect on their personal journeys, the experiences that have shaped their perspectives, and the lasting influence educators can have on the lives of children. Her presentation explored three essential areas: cultivating ecosystems of *cariño* (care), shifting from deficit-based thinking to an asset-based mindset, and developing practical approaches to addressing racial language and cultural differences. Through personal storytelling, meaningful conversations, and opportunities for reflection, Dr. Villa created an environment where staff felt comfortable sharing their experiences and connecting with one another on a deeper level. The session was particularly moving, with many staff members visibly emotional as they reflected on their own experiences and considered how those experiences could help them better understand and connect with students. The presentation reinforced the importance of recognizing that every student brings a unique story, strengths, and experiences into the classroom and that meaningful relationships, combined with high academic expectations, are essential to creating an environment where students feel valued, supported, and capable of success.

The impact of the professional development was evident in the overwhelmingly positive feedback received from staff. Of the 49 participants who completed the evaluation, 98% rated the session four or five stars, with 88% awarding it the highest rating of five stars. Staff consistently highlighted the value of connecting with colleagues, reflecting on students' lived experiences, and being reminded of the importance of leading with empathy and an asset-based perspective. One participant shared, "Reminding us of the care that we put into children is so important. Making personal connections and being asset-based," while another reflected, "I really enjoyed this session and found it meaningful. I will be actively more intentional to get to know my students." These reflections demonstrate how the session resonated with staff and encouraged them to consider how intentional relationships can positively influence student engagement, behavior, and academic achievement. Beyond introducing instructional strategies, this professional learning opportunity provided our team with a renewed sense of purpose and a reminder of the profound impact educators have on students' lives. Moving forward, SMBCCS will continue building upon the principles shared by Dr. Villa by promoting culturally responsive practices, strengthening relationships, and fostering a school community where both students and staff experience care, belonging, and high expectations for success.

BOY i-Ready Data (Final)

SMBCCS has completed nearly all Beginning-of-Year (BOY) i-Ready Diagnostic assessments in Reading and Mathematics, with only two students pending completion due to medical circumstances and recent enrollment. Reading results reflect both areas of progress and opportunities for improvement. Currently, 14% of students are performing at or above grade level, a decrease of three percentage points compared to last year. However, the percentage of students performing within one grade level of expectations increased by six percentage points to 45%, while the percentage performing two or more grade levels below decreased from 44% to 41%. In Mathematics, 10% of students are performing at or above grade level, 55% are one grade level below, 21% are two grade levels below, and 15% are three

or more grade levels below. These results provide an important baseline for identifying student needs, monitoring academic growth, and guiding instructional decisions throughout the school year.

To address identified learning gaps, SMBCCS continues to strengthen its data-driven instructional practices through weekly Professional Learning Team (PLT) meetings, where teachers analyze assessment results, identify priority skills, and plan targeted instruction. During WIN (What I Need) time, students receive Tier 2 interventions focused on reinforcing essential skills, while students identified as needing Tier 3 support receive additional targeted instruction from our Acceleration Specialists. In Mathematics, teachers are incorporating manipulatives and the Concrete-Representational-Abstract (CRA) instructional approach to strengthen conceptual understanding and help students transition from hands-on learning to abstract mathematical reasoning. Additionally, students are expected to complete a minimum of 30 minutes of i-Ready Personalized Instruction each week, with a schoolwide goal of at least 90% participation in every classroom. Through consistent implementation of these instructional strategies, ongoing progress monitoring, and collaborative data analysis, SMBCCS remains focused on accelerating student achievement, closing learning gaps, and increasing the number of students performing at or above grade level.

CA Dashboard

The 2026 California School Dashboard results highlight both areas of progress and opportunities for continued improvement at SMBCCS. In English Language Arts (ELA), student performance declined from 27.8 points below standard in 2025 to 35.0 points below standard in 2026, while Mathematics showed a slight improvement from 43.1 to 42.0 points below standard. Although our overall Mathematics performance remains slightly below LAUSD and California, our English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities outperformed their respective LAUSD and statewide averages. These subgroup results are encouraging and reflect areas of relative strength, while reinforcing the need to continue improving overall student achievement. English Learner Progress declined from 44.1% to 37.6%, highlighting the need to strengthen language development across grade levels. In response, our ELD Coalition Committee is working to establish a consistent Designated ELD instructional time to better support our English Learners. Additionally, our WIN (What I Need) intervention focus has shifted from foundational reading skills to reading comprehension. Building on last year's efforts to close foundational reading gaps, our current priority is helping students move beyond learning to read toward reading to understand, analyze, and apply information. Through targeted instruction, collaborative planning, and ongoing progress monitoring, we remain focused on accelerating student growth and improving academic outcomes.

One of SMBCCS's notable accomplishments is our continued success in student attendance, with chronic absenteeism decreasing from 3.9% to 3.6%, moving our California School Dashboard performance level from Yellow to Green. Our chronic absenteeism rate remains significantly lower than LAUSD's 21.3% and California's 16.1%. This achievement reflects our ongoing efforts to monitor attendance, communicate with families, recognize positive attendance habits, and provide incentives that encourage students to attend school consistently. While we continue to face challenges with families ensuring regular attendance, we remain committed to strengthening parent partnerships and reinforcing the importance of daily attendance. In Science, student performance decreased from 49.8% to 47.4%, highlighting another area for improvement. To address this, our STEAM Coalition Team is working to integrate science instruction with Designated ELD, providing opportunities for students to develop scientific understanding while strengthening their academic language skills. This interdisciplinary approach will allow teachers to address multiple learning needs through meaningful, engaging instruction. Moving forward, SMBCCS will continue to emphasize collaboration, data-driven decision-making, and targeted instructional practices to improve student outcomes across all academic areas.

Amira Screener K-2 Training and Implementation

SMBCCS continues to prioritize early literacy development through the implementation of the Amira Reading Screener for all Kindergarten through second-grade students. In alignment with California's dyslexia screening requirements, this year's assessment window runs from October 5 through October 23, 2026. Families were notified of the screening process on September 18, and no parents elected to opt their children out of the assessment. Now in our second year of implementation, we are building upon the experience gained during last year's administration to strengthen our approach to identifying students who may be experiencing early reading difficulties. The screener provides insight into essential literacy skills, including phonemic awareness, phonics, word recognition, fluency, and comprehension. By assessing these skills during the primary grades, we can better identify students who may need additional instructional support before reading difficulties become more significant. This proactive approach supports our broader instructional goal of ensuring that students develop the foundational skills necessary to become confident, independent readers as they progress through the grade levels.

Beyond meeting state screening requirements, our focus is on ensuring that the information gathered leads to meaningful instructional decisions and timely support for students. Following the assessment window, teachers will examine screening results alongside classroom performance data to identify specific areas of need and determine appropriate instructional responses. Students demonstrating gaps in foundational literacy skills will receive targeted support through differentiated classroom instruction and intervention opportunities, with progress monitored to determine the effectiveness of the strategies being implemented. Equally important is maintaining communication with families by sharing screening results and providing practical recommendations to reinforce literacy development at home. As we continue refining our early literacy practices, we recognize that screening is only the first step; the greatest impact comes from how effectively we respond to the needs identified. Through intentional instruction, early intervention, and collaboration between teachers and families, SMBCCS aims to strengthen reading outcomes and ensure that more students enter the upper elementary grades prepared to meet increasingly complex literacy expectations.

Professional Learning Community Update

As part of our continued efforts to strengthen mathematics achievement, SMBCCS is placing greater emphasis on developing students' conceptual understanding and mathematical reasoning through hands-on learning experiences. This school year, we have partnered with Christine Davis from Solution Tree to provide ongoing instructional coaching and professional development focused on effective mathematics practices. During her September 16 and 17 visits, Mrs. Davis worked closely with our Kindergarten through fifth-grade teachers, observed classroom instruction, and provided practical guidance on strengthening mathematics lessons through the use of manipulatives. A central focus of this work is the Concrete-Representational-Abstract (CRA) approach, which encourages students to develop mathematical understanding by first exploring concepts with physical materials, then connecting their learning to visual models, and ultimately applying their knowledge through numbers, symbols, and mathematical reasoning. This instructional shift is intended to move students beyond simply memorizing procedures toward developing a deeper understanding of mathematical concepts and the ability to apply them in different situations.

To build on this professional learning, SMBCCS is taking intentional steps to ensure that the strategies introduced through coaching become part of everyday classroom instruction. During our September 30 staff meeting, teachers prepared individual math manipulative kits to provide students

with greater access to hands-on learning tools throughout the school year. Grade-level teams will continue working collaboratively to identify the materials and instructional strategies that best support upcoming math units, ensuring that manipulatives are used purposefully to reinforce specific mathematical concepts. Our focus through March will be on establishing consistent implementation of the CRA approach across classrooms, allowing students repeated opportunities to explore, visualize, and explain their mathematical thinking. Through continued coaching, collaborative planning, and classroom implementation, we aim to strengthen teachers' instructional practices while building students' mathematical confidence, problem-solving abilities, and overall achievement. This work reflects our commitment to providing meaningful learning experiences that address students' diverse academic needs and establish a stronger foundation for success in mathematics.

Grade Level PLT Days

Between September 21 and October 5, 2026, SMBCCS grade-level teams participated in dedicated planning days focused on strengthening instructional alignment and ensuring that classroom practices remain consistent with FCPS instructional priorities. During these sessions, teachers reviewed Beginning-of-Year i-Ready Diagnostic results, analyzed Common Formative Assessment (CFA) data, revisited Essential Standards, and refined pacing guides to better address student learning needs. Planning sessions were held in the school's conference room, allowing our Instructional Coach, Mrs. Wolfer, to provide ongoing guidance, answer questions, and support meaningful discussions that kept teams focused on FCPS instructional expectations. These collaborative opportunities encouraged teachers to reflect on their instructional practices, identify learning gaps, and develop targeted strategies to improve student achievement. The work completed during these planning days will continue through weekly Professional Learning Team (PLT) meetings, where teachers will monitor student progress, evaluate instructional effectiveness, and make necessary adjustments based on student performance data. Through intentional collaboration and instructional coaching, SMBCCS continues to strengthen consistency across grade levels while promoting shared accountability for student learning and academic growth.

Expanded Learning at Santa Monica Blvd. Community Charter School

SMBCCS continues to expand learning opportunities beyond the traditional school day through our Expanded Learning Opportunities Program (ELOP), providing students with meaningful experiences that promote creativity, exploration, and personal growth. October has been an exciting month, with enrichment activities and field trips offering students opportunities to learn and engage outside the classroom. On October 10, students visited Universal Studios, where SMBCCS was invited to participate in promotional activities highlighting the Universal Studios Youth Groups program. This opportunity included the involvement of the Universal Studios marketing team, which captured moments from the experience for potential use in promotional materials. Looking ahead, students are scheduled to attend *Bluey's Big Show* at the Pantages Theatre on October 24, marking our school's first ELOP field trip to this venue. All October ELOP Day 1 activities and field trips have been coordinated, with grade levels working to finalize necessary preparations and ensure successful participation. Meanwhile, our after-school enrichment classes are now in their fourth week, offering students opportunities to discover new interests, develop skills, and build positive relationships with their peers. The continued success of ELOP reflects the collaboration and dedication of our staff, from those supporting safe and organized dismissal transitions to the teachers leading enrichment clubs and sharing their talents with students. Through these collective efforts, SMBCCS remains committed to creating enriching experiences that support the academic, social, and personal development of our students.

Behavior Coalition Team Update

SMBCCS continues to make meaningful progress in strengthening schoolwide behavior expectations and fostering a positive, safe, and supportive learning environment. Recent data shared by Ms. Luna highlights a significant improvement in student behavior, with average daily referrals decreasing from 6.05 in September 2025 to 2.52 in September 2026, representing a 58% reduction in disciplinary referrals. This encouraging trend reflects our continued commitment to implementing consistent Tier 1 behavior expectations, proactive interventions, and schoolwide positive behavior supports. At the same time, we have observed an increase in the number of students presenting with more intensive social-emotional and behavioral needs. In response, we are collaborating with CMO Directors and Mrs. Ferri to explore additional strategies, resources, and systems of support that will allow us to better address these needs. Our goal is to strengthen the support available to students while ensuring that teachers have the tools and resources necessary to maintain a positive classroom environment and deliver meaningful, uninterrupted instruction to all students. Through these collaborative efforts, we remain committed to meeting the diverse needs of our students while supporting the well-being and success of our entire school community.

Building on our positive schoolwide behavior trends, our Tier 1 Behavior Team continues to utilize School-Wide Information System (SWIS) data to identify areas of focus, establish measurable goals, and implement proactive strategies that reinforce positive student behavior. For October, the team established a goal of maintaining playground referrals related to physical contact or aggression at no more than 30 by October 30. To support this effort, administration is reinforcing schoolwide expectations during monthly behavior assemblies, while teachers continue implementing weekly School Beat lessons that promote responsible decision-making, respectful interactions, and conflict-resolution skills. Restorative practices are also being emphasized to help students reflect on their choices, strengthen relationships, and develop appropriate responses to challenging situations. In addition, our Tier 2 and Tier 3 teams continue collaborating to provide individualized interventions and targeted social-emotional support for students who require additional assistance. Through consistent implementation, ongoing data analysis, and collaboration among school staff and organizational leadership, SMBCCS remains focused on creating an inclusive learning environment where students feel supported, teachers are empowered to provide high-quality instruction, and academic and social-emotional growth remain shared priorities.

Acceleration Program 2026-2027

Our Acceleration Specialists, Ms. Hernandez and Ms. Condo, continue to play an important role in supporting student achievement through targeted interventions and collaboration with classroom teachers. This year, the Acceleration Program is placing a strong emphasis on using student performance data to identify specific learning gaps and provide focused Tier 3 instruction that helps students make progress toward grade-level expectations. On October 1, both specialists participated in the Instructional Leadership Support Team (ILST) meeting, where they collaborated with Ms. Kauffman to review FCPS instructional priorities and strengthen alignment between classroom instruction and academic interventions. The Acceleration team has also been working together to ensure consistency in instructional practices and the delivery of targeted support across grade levels. In addition to providing direct student interventions, Ms. Hernandez and Ms. Condo have supported teachers with Common Formative Assessments (CFAs), particularly in first and fourth grades, helping teams gather meaningful data to guide instructional decisions. The team is also supporting first grade with the administration and monitoring of the Amira Reading Screener, reinforcing our commitment to identifying literacy needs early and responding with appropriate interventions. As we move further into the school year, our focus remains on strengthening collaboration between classroom teachers, Acceleration Specialists, and

instructional leadership to ensure that students receiving Tier 3 services benefit from purposeful instruction, consistent progress monitoring, and opportunities to accelerate their academic growth.

ELD and STEAM Team Coalition Update

At SMBCCS, our ELD and STEAM Coalition Teams are working together to create instructional experiences that strengthen academic language development while engaging students in meaningful, standards-based learning. Under the leadership of Ms. Prado and Ms. Ettleman, and with support from our Instructional Coach, Mrs. Wolfer, the ELD Coalition is developing Designated ELD lessons that connect with the science and engineering concepts being introduced through our STEAM initiatives. This collaborative approach is designed to provide English Learners with opportunities to develop language proficiency while building their understanding of academic content. Teachers will have access to lessons that incorporate intentional vocabulary development, structured student discussions, visual representations, and language supports that encourage students to communicate their thinking through speaking and writing. An important priority of this work is helping students use academic language with greater independence and confidence while ensuring that instruction remains accessible to learners at different stages of English language development. As the coalition continues its work, the focus will be on creating practical instructional resources that teachers can consistently implement to strengthen language acquisition, deepen comprehension, and support academic achievement across content areas.

October also marked an exciting milestone for SMBCCS as we hosted our first Family Math Night on October 14, providing an opportunity to bring mathematics to life for students and their families. The event was a success, with families engaging in a variety of interactive activities designed to encourage mathematical reasoning, problem-solving, and collaboration in a welcoming and enjoyable environment. Through activities such as Tangrams, Candy Graphing, Challenge 24, and other hands-on math challenges, parents and students explored mathematical concepts together while experiencing ways to make learning engaging beyond the classroom. This event represents an important step in strengthening family involvement in mathematics and building positive connections between home and school. Looking ahead, our STEAM Coalition is preparing an additional learning experience for the October 29 ELOP Day centered on *The Garbage Patch*, an engineering challenge that introduces students to the environmental impact of ocean pollution. Following an introductory lesson and shared reading, students will work in teams to design and construct a device intended to collect waste from the ocean. This two-hour activity will encourage students to apply scientific thinking, creativity, and collaboration to a real-world environmental challenge. Through these initiatives, SMBCCS continues to expand opportunities for students to engage in hands-on learning while strengthening family partnerships and promoting curiosity, innovation, and academic growth.

PERSONNEL

Informal Classroom Visits

At SMBCCS, we continue to focus on strengthening classroom instruction by ensuring that the strategies introduced through professional development, instructional coaching, and our coalition teams are becoming part of everyday teaching practices. These visits provide an opportunity to observe instruction across grade levels, recognize effective practices, and better understand how our schoolwide instructional priorities are being implemented. Unlike formal observations, these walkthroughs are not used to evaluate individual teachers. Instead, they allow us to gather information about what is happening across our classrooms, celebrate areas of progress, and identify where additional resources or support may be needed. During our initial walkthroughs, we examined several important instructional practices, including classroom labeling that supports English Learners in developing vocabulary, the use

of anchor charts as visual learning tools, posted learning objectives, accessible lesson plans, Kagan cooperative learning structures, and the implementation of schoolwide behavior expectations. By looking at these practices collectively, we are able to identify patterns across the school and have meaningful conversations about how to create more consistent and effective learning experiences for students.

As we move into the next phase of our walkthroughs, our attention will shift toward mathematics instruction, particularly the intentional use of manipulatives to help students develop a deeper understanding of mathematical concepts. This focus builds directly upon the professional learning and coaching provided by Christine Davis, who has been working with our teachers on the Concrete-Representational-Abstract (CRA) approach to mathematics. We want to see students actively using hands-on materials to explore mathematical ideas, explain their thinking, and make connections between concrete models, visual representations, and abstract concepts. Equally important, the information gathered through these visits helps us make informed decisions about our next steps as an instructional leadership team. Rather than providing professional development based solely on assumptions, we use walkthrough findings to determine which strategies need reinforcement, where teachers may benefit from additional coaching, and what topics should be prioritized during staff meetings and future professional learning opportunities. Our goal is to create a continuous cycle of learning, implementation, reflection, and improvement, where teachers receive meaningful support and students benefit from increasingly effective instruction. Through this collaborative approach, SMBCCS remains committed to building instructional consistency across grade levels while recognizing the strengths and professional expertise of our teaching staff.

Formal Observation Lessons for Probationary Status Teachers

As part of our continued commitment to instructional excellence and professional growth, SMBCCS has begun its Fall Formal Observation cycle. This school year, SMBCCS has six probationary teachers, including three in their first year and three in their second year of probationary status. To ensure that teachers feel prepared and supported, our Instructional Coach, Mrs. Wolfer, has met with each probationary teacher to review the observation process, clarify expectations, and discuss available instructional resources. The process includes a pre-observation conference to review lesson objectives and instructional planning, a formal classroom observation conducted by the Director and an additional administrator alongside the Instructional Coach, and a post-observation conference focused on constructive feedback, reflection, and opportunities for continued growth. Throughout this process, teachers will collaborate with their Lead Teachers and Mrs. Wolfer to design and deliver lessons aligned with the Explicit Direct Instruction (EDI) model, emphasizing clear learning objectives, purposeful instructional strategies, student engagement, and checks for understanding. The fall observation cycle will focus on English Language Arts (ELA), while the spring cycle will shift to Mathematics, allowing teachers to demonstrate and refine their instructional practices across both core subject areas. Beyond meeting formal evaluation requirements, we view this process as an opportunity to recognize effective teaching, encourage professional reflection, and provide individualized coaching that strengthens classroom instruction. Our goal is to ensure that every probationary teacher receives the guidance, encouragement, and actionable feedback necessary to grow professionally while maintaining high expectations for student learning and achievement.

COMMUNITY RELATIONS

SMBCCS Family Center Updates

The SMBCCS Parent Center continues to play an important role in strengthening family involvement and creating opportunities for parents to actively contribute to our school community. This

month, families are being encouraged to participate in our schoolwide popcorn fundraiser, with fundraising envelopes distributed to teachers for students to take home. The fundraiser, which concludes on October 26, provides families with an opportunity to support our school while helping raise additional funds for student programs and activities. Planning is also underway for our annual Winter Show in December, with the Parent Center preparing to participate in this year's celebration. We are especially excited about expanding student involvement in the performance, providing additional opportunities for children to showcase their talents and share a memorable experience with their families. These activities help bring our school community together, strengthen relationships between families and staff, and create a welcoming environment where parents feel connected to their children's educational experiences.

Beyond schoolwide events, our Parent Center continues to serve as a valuable resource for families seeking opportunities for personal growth and educational advancement. Approximately 20–25 adult learners participate in classes held on Tuesdays and Thursdays from 12:30 to 2:15 p.m., working toward earning their high school diplomas or GEDs. Additional learning opportunities include citizenship classes on Fridays and English language classes, allowing parents to develop skills that support their personal goals and increase their confidence in navigating everyday responsibilities. We are encouraged by the strong participation in these programs, as they reflect our families' commitment to education and lifelong learning. When parents have access to meaningful educational opportunities and feel supported by their child's school, they are better positioned to remain engaged in their children's academic and social development. At SMBCCS, we recognize that supporting families is an important part of supporting students, and we remain committed to making our Parent Center a welcoming space where families can learn, connect, and become active partners in their children's success.

Partnering with Community Resources

SMBCCS is looking forward to several upcoming events that will bring students, families, staff, and community partners together as we move into the final months of the calendar year. Our next schoolwide celebration will be Trunk or Treat on October 29, providing families with an opportunity to enjoy a festive and welcoming experience on campus. Preparations are underway, with ten vehicles currently committed to participating, including approximately five from school staff and five from community partners. We continue to encourage additional staff involvement through candy donations and volunteer support to help make the event enjoyable for our students and families. On October 30, SMBCCS will also continue its annual tradition of visiting Paramount, an experience that has become part of our school's October activities. These events provide opportunities to strengthen relationships beyond the classroom, celebrate school traditions, and foster a sense of belonging among students and their families.

As we approach the Thanksgiving season, SMBCCS is also preparing to host a community turkey giveaway on November 21, reflecting our continued commitment to supporting families beyond their children's academic needs. Through our partnership with the Council District 13 Office, Councilmember Hugo Soto-Martinez has committed to donating 250 turkeys for distribution during the event. This contribution represents an important example of how collaboration with community leaders can provide meaningful assistance to families, particularly during a time of year when household expenses can increase. We appreciate the support of our community partners and the willingness of our staff to contribute their time and efforts to these initiatives.

Fall Parent Night Meetings

At SMBCCS, increasing meaningful parent participation remains an important priority as we continue exploring new ways to strengthen the partnership between home and school. This year, we introduced our first Fall Parent Learning Nights, held from September 21 through October 1, 2026.

Rather than hosting a traditional schoolwide parent meeting, we organized a series of late-afternoon sessions, with each evening dedicated to a specific grade level. Our goal was to provide families with practical strategies they could immediately use at home to reinforce the skills their children are learning in the classroom. Teachers were given approximately 20 minutes to share grade-level expectations, demonstrate instructional strategies, and explain how parents can support their children's academic development. Depending on the grade level, families learned ways to practice letter sounds, help children blend sounds to read words, ask meaningful comprehension questions during reading, and strengthen mathematical fluency through activities such as practicing multiplication facts. We wanted parents to leave these meetings with more than general information about school expectations; we wanted them to gain a clearer understanding of what their children are learning and feel confident helping them succeed academically. Families also received valuable information from Gabriela Arroyo regarding the AXIS Scholarship Program and from Rolando Gutierrez regarding Independent Study. In addition, we reviewed important schoolwide expectations, including student uniforms, morning drop-off and afternoon pick-up procedures, and the respectful behaviors we expect students to demonstrate throughout the school day.

We are pleased to report that 140 parents participated in our inaugural Fall Parent Learning Nights, making this new initiative an encouraging step forward in our efforts to increase family involvement. We also recognize that increasing parent participation is an ongoing challenge, as work schedules, family responsibilities, and other commitments can make it difficult for some parents to attend school events. For this reason, we continue to look for ways to make our meetings purposeful, accessible, and worthwhile for families. Building on the success of our fall sessions, we are planning a second series of Parent Learning Nights in the spring, with a greater emphasis on preparing students for the Smarter Balanced Assessment Consortium (SBAC) assessments. These sessions will focus on helping parents understand the skills students are expected to demonstrate and providing practical activities they can use at home to strengthen reading comprehension, mathematical reasoning, problem-solving, and academic confidence. Our long-term goal is to move beyond simply increasing attendance at school events and create a culture of meaningful family engagement in which parents feel informed, empowered, and equipped to support their children's learning.

FACILITIES AND SAFETY

Great California Shake-Out 2025

Ensuring that students and staff are prepared to respond safely and confidently during an emergency remains an essential responsibility at SMBCCS. On October 15, 2026, our school joined schools and organizations throughout California in participating in the annual Great California ShakeOut, an important opportunity to practice our earthquake emergency procedures and reinforce our schoolwide safety expectations. During the drill, students and staff demonstrated their understanding of the “Drop, Cover, and Hold On” procedure before transitioning to a full-campus evacuation. Students proceeded to their designated areas on the main yard, while staff members carried out their assigned emergency responsibilities. The exercise provided an opportunity to put our emergency response procedures into practice and reinforce the importance of remaining calm, following directions, and working together during an unexpected event. Beyond practicing the required safety procedures, these drills help students become more familiar with what to do in an emergency while allowing school leadership to review our response systems and identify opportunities for continued improvement. By regularly practicing emergency procedures and reinforcing clear expectations, SMBCCS continues to prioritize a safe and prepared school community where students and staff understand their roles and can respond effectively when it matters most.

Facility Updates

Creating a school environment that meets the needs of all students continues to be an important priority at SMBCCS. One of the significant changes made this school year was the relocation of our Middle Special Day Class (SDC) to Room 18, providing students with a more accessible classroom that better accommodates their physical and instructional needs. Previously housed in a bungalow, the classroom presented challenges for students with limited mobility, particularly those who use wheelchairs. After collaborating with faculty representatives, we agreed to exchange the locations of the SDC classroom and staff lounge. This adjustment has made a meaningful difference for our students, allowing them to move more comfortably throughout their learning space and participate in daily classroom activities in an environment better suited to their needs. The transition also presented an unexpected challenge when an unpleasant odor was discovered in the bungalow designated as the new staff lounge. Upon investigation, a roof leak and evidence of rodent activity were identified, requiring the space to be temporarily closed while the necessary cleaning, remediation, and repairs were completed. We are pleased to report that these concerns have been addressed, and the staff lounge is once again available for staff use.

Another area that required immediate attention this month was the air conditioning system in our main building. During a period of unusually high temperatures, the system experienced multiple mechanical problems that affected classroom temperatures and created challenges for students and staff. Maintaining a comfortable learning environment is especially important during extreme heat, as classroom conditions can affect student concentration, engagement, and the ability of teachers to deliver effective instruction. Working closely with Mr. Del Toro, who oversees maintenance across the Fenton schools, we arranged for portable air conditioning units to be placed in affected classrooms while repairs were completed. Although the age of the equipment and difficulty obtaining replacement parts complicated the repair process, the air conditioning system has been restored and is currently functioning. We appreciate the flexibility and patience demonstrated by our teachers and students as we worked through these challenges. At the same time, this situation has brought attention to the need for a more dependable long-term solution. FCPS is beginning to explore options for replacing the aging system, a process that will require collaboration and approval from LAUSD. From a school leadership perspective, our greatest concern is ensuring that facilities issues do not interfere with teaching and learning.

Upcoming Events:

- 10/28 Jester Reading Assembly
- 10/29 SMBCCS Trunk or Treat Event
- 10/30 Paramount Movie Screening
- 11/6 Earned Increase Walkthroughs
- 11/6 TK Parent Workshop
- 11/16 Parent Conference Week
- 11/21 Turkey Giveaway

FENTON PRIMARY CENTER (FPC)
DIRECTOR'S REPORT

October 22, 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 – 99.6%

Date	TK	K	1st	2nd	Total	Monthly ADA	Cumulative ADA
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October 2026	74	112	119	131	436	99.59%	99.62%
September 2026	73	111	118	130	432	99.66%	99.66%
September 2025	67	141	136	143	456	99.37%	99.54%

October reflects continued progress in instructional implementation, student services, campus preparedness, and family engagement at Fenton Primary Center (FPC). Site leadership remains focused on measurable academic growth, effective personnel deployment, responsible resource stewardship, and strong school-community partnerships.

Enrollment for this reporting period is **436** students, an increase of **4** students from the September report of **432** and 12 above the annual projection of **426**. Reported October Average Daily Attendance (ADA) is **99.6%**, 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. The following report summarizes work across Instruction, Personnel, Finance and Safety, and Parent Advocacy.

INSTRUCTION

October instructional priorities emphasize using baseline assessment results to guide differentiated instruction, strengthening targeted interventions, and supporting staff through collaborative professional learning.

BOY i-Ready Diagnostic, Personalized Instruction, and Amira

Of 362 students identified for diagnostic testing, 355 completed Reading (98.1%) and 353 completed Mathematics (97.5%). Teachers continue to monitor Personalized Instruction with a minimum expectation of 30 minutes weekly in each subject. Middle-of-Year results in January will provide an important measure of academic growth and intervention effectiveness.

Amira Reading Screener

FPC continues to strengthen its early literacy assessment practices through the implementation of the Amira Reading Screener for students in Kindergarten through second grade. The initial screening window, scheduled for October 5–23, 2026, supports compliance with California Senate Bill 114, which requires annual screening to identify students who may be at risk for reading difficulties, including dyslexia. As of this week, FPC is well underway to having all eligible students at 100% completion.

Bee Time and COST Meetings

Bee Time was scheduled to begin the week of October 19 for first and second grades, with targeted small-group instruction on Tuesdays, Wednesdays, and Thursdays. Grade 1 sessions are scheduled for 9:10–9:45 a.m. and Grade 2 sessions for 8:25–9:00 a.m. Coordination of Services Team (COST) meetings are scheduled from October 19 through November 13 to identify student needs and

interventions before SSPT referrals, with follow-up reviews approximately four to six weeks later. This reinforces the systems of support that FPC has in place in order to support all students.

ELA and Science Curriculum Pilot

Five FPC educators are participating in the organization-wide curriculum pilot: Coco Salazar, Caitlin McMabell, and Elizabeth Marquez in ELA; Lisa Ibarra and Martha May in Science. Across FCPS, 18 educators are participating in ELA and 14 in Science. Participants will receive training, implement pilot materials, and provide feedback to inform curriculum adoption decisions.

Professional Development at FACS and Instructional Collaboration

Teachers participated in mathematics professional learning facilitated by Christine Davis at FACS, emphasizing grade-level standards, the Concrete–Representational–Abstract framework, formative assessment, and mathematical reasoning. FPC will continue to collaborate to work with FACS in order to align instructional practices across both schools.

On October 2, FPC dedicated PLT time for all Grade levels to collaborate around the PLC framework. In addition, staff participated in a professional development day facilitated by our partner, Dr. Jay Cruz. He reviewed classroom applications of occupational therapy principles and provided strategies to support all students, including those that are differently abled. This was in response to the current needs and demands FPC is experiencing on our campus. We thank him for his knowledge and appreciate his willingness to collaborate with us at a different capacity outside of his OT services.

District Validation Review and Parent Conferences

The administrative and special education teams are preparing for our November 3 District Validation Review, examining IEP documentation, processes, and implementation of services. The admin team alongside SPED Director, Psychologist, and SPED lead have been working diligently to ensure all compliance items are completed in a timely manner.

Fall parent-teacher conferences are scheduled for November 16–20, with in-person conferences as the primary format and virtual or translation support available to promote family participation. We look forward to working with our families to discuss their child’s progress and to engage in ways to ensure student success.

Communication Focus Lead

Twelve second-grade students were recommended for the first-semester Leadership/STEAM program. The first meeting was held October 15, and students will meet on Thursdays. Instruction emphasizes responsibility, respect, safety, communication, and positive citizenship. Students received leadership shirts and pouches containing affirmative messages to distribute during recess and lunch. Student leaders embrace our three rules, Be Safe, Be Respectful, and Be Responsible.

PERSONNEL

Personnel priorities center on instructional supervision, professional accountability, and maintaining appropriate student support while monitoring fiscal implications.

Professional Goal Setting and Walkthroughs

Beginning-of-Year professional goal-setting meetings were held beginning the week of September 12 - September 30, incorporating i-Ready data, individual professional goals, and evaluation-cycle expectations. Staff met with Director to review BOY i-Ready Data and review systems of support for each staff member.

Informal walkthroughs are scheduled for October 19–23. These walkttthrouhgs are intended to be non-evaluative and aim to focus on Kagan structures and student collaboration, with observations recorded in Observe for Success platform. The platform will collect data to support the development of PD and instructional strategies. Earned Increase walkthroughs begin the week of November 9 using the Charlotte Danielson Framework. Administrators, Faculty reps, and Grade Levels leads participate in order to establish a culture of shared accountability.

Probationary Evaluation and Staffing

FPC continues to prioritize professional growth, accountability, and the effective allocation of personnel to support student achievement and organizational needs. As part of the established employee evaluation cycle, a second-year probationary teacher is scheduled to complete a formal classroom observation during the week of November 9, 2026. The evaluation process will include a pre-observation conference, a formal classroom observation, and a post-observation conference to provide constructive feedback, assess instructional effectiveness, and identify areas for continued professional development. Upon successful completion of the evaluation process, the Personnel Committee will review the teacher's progress and consider advancement to regular employment status.

Site leadership will also continue providing individualized guidance and support to employees currently serving in probationary status, including an Education Specialist and a Speech-Language Pathologist (SLP). These efforts are intended to ensure that employees have a clear understanding of professional expectations, evaluation procedures, and performance standards while receiving appropriate support to promote their continued growth and effectiveness.

In addition to certificated staffing, FPC continues to monitor and address paraprofessional staffing needs to ensure appropriate support for students requiring specialized services. The school currently utilizes seven contracted paraprofessionals, including three through Scoot Education, three through Zen Educate, and one through Tradewinds. These personnel provide essential classroom assistance, individualized student support, and supervision aligned with student needs and Individualized Education Program (IEP) requirements. Paraprofessionals contracted through Zen Educate bring specialized training to support students receiving special education services, further strengthening the school's capacity to address diverse learning needs.

Given the financial implications associated with contracted staffing, site leadership will continue evaluating these allocations to ensure that personnel resources remain responsive to student needs while supporting fiscal responsibility.

Acceleration Specialist and Campus Supports

Following Elisa Vallejo’s transition to Fenton Launchpad Academy, FPC will not replace the acceleration specialist at this time. Grade-level collaboration and Bee Time remain central to targeted intervention. Site teams continue strengthening proactive behavioral supports, consistent expectations, and staff collaboration.

FINANCE AND SAFETY

The Finance and Safety Committee focused on enrollment, facility operations, emergency preparedness, and continuity of essential campus services.

Enrollment and Average Daily Attendance

October enrollment is reported at 438 students, compared with 432 in September and a projected enrollment of 426. The reported October ADA is 99.6%. Maintaining strong attendance is a dual instructional and fiscal priority: it increases students’ access to learning and supports attendance-based funding. Enrollment outreach and community visibility remain ongoing priorities.

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.

We’ve removed the Bee’s located around the building and instead added two new staircase decals displaying FPC’s motto, “Learning today for a brighter tomorrow,” were installed as part of the campus identity improvements. We have also parted ways from Peralta Cleaning Company at the moment. In response, our custodial team has strategically moved custodial schedules to better meet operational needs.

Great ShakeOut and Comprehensive School Safety Plan

FPC participated in the October 15 Great ShakeOut earthquake drill. Staff and students followed evacuation procedures, and the Search and Rescue Team completed a campus sweep. Post-drill priorities include clearly labeled emergency bags, appropriate master-key access, and safety vests for staff. The committee also reviewed the updated 2027–2028 Comprehensive School Safety Plan, which addresses emergency procedures and risk mitigation.

PARENT ADVOCACY

Parent Advocacy initiatives continue to expand family participation, recognize student achievement, and connect students and families with educational and community resources.

Music Program

FPC continues to strengthen its music education program under the direction of Dr. Cuneo, providing students with meaningful opportunities to develop musical skills, creativity, and confidence through performance. In preparation for the upcoming First Semester Awards Assemblies, Dr. Cuneo will collaborate with classroom teachers to coordinate student musical performances that celebrate student achievement and showcase the integration of music into the school's instructional program.

Additionally, Dr. Cuneo will begin preparing students for a winter musical performance in conjunction with FPC's traditional Tree Lighting Ceremony. This annual celebration provides an opportunity to bring students, families, and staff together while highlighting student talent and strengthening school-community connections. These initiatives reflect FPC's continued commitment to providing a well-rounded educational experience that incorporates the performing arts, encourages student expression, and fosters a positive school culture.

Attendance, Student Recognition, and School Climate

The committee approved monthly incentives for students achieving 100% in-seat attendance, beginning in October. First Semester Awards Assemblies are scheduled for November 16–20, recognizing Citizenship, Improvement, Achievement, and Attendance. October activities include fire safety assemblies and counselor-led bullying prevention lessons emphasizing positive peer relationships and upstander behavior. The first Coffee with the Counselor session on Positive Parenting welcomed 17 parents. Parents were extremely appreciative of the commitment to our students, but even our families.

Literacy and Community Partnerships

The first Reading Is Fundamental motivational reading event is scheduled for October 30, combining literacy activities with student-selected book distribution. A November 6 partnership with J&Y Injury Attorneys will provide author readings and donated books. Planning is underway for participation in the December 12 Pacoima Parade, and the committee approved the December 2 Kindergarten Santa Picture Fundraiser to support an upcoming performing arts field trip.

Family Center

Approximately six FPC parents are actively participating in the Parent Ambassador Program, with Session 4 scheduled for October 26. The number of cleared parent volunteers has grown to approximately 40. The Family Center continues distributing Metro TAP cards, coordinating classroom material preparation, and offering adult ESL, GED, and citizenship classes through PEPSAF; approximately 20 adults are enrolled in Tuesday and Thursday sessions.

The September 23 Big Smiles Dental visit provided approximately 50 students with dental services, including cleanings, X-rays, and fillings, with a spring follow-up anticipated. The Popcornopolis/Snacks fundraiser generated \$19,554 in reported sales, with 40% of proceeds benefiting FPC to support needs

such as eyeglasses, uniforms, and school supplies. A canned food drive is scheduled October 19–November 13, with donations distributed to families before Thanksgiving.

Think Together at FPC

Think Together continues maintaining before- and after-school participation while focusing recruitment on first-grade enrollment. Its second-grade coeducational soccer club is preparing for an October 24 tournament, promoting teamwork and sportsmanship. The program will co-host FPC’s October 24 Fall Festival and is preparing a Lights On Afterschool family event for October 31.

Expanded Learning Opportunities Program

ELOP Session 1 clubs began October 20 and continue through January 19, 2027, on Tuesdays and Thursdays from 2:30–3:30 p.m. Offerings include reading intervention, phonics, homework support, drama, and art. Family registration is available through ActivityHero, and FPC continues its partnership with Hope Gardens and Fenton Academies.

Expanded Learning Days on October 29–30 will include a TK/K field trip to see The Wizard of Oz, Mad Science “Fire and Ice” assemblies, fall STEM activities, the schoolwide Halloween Parade, and a Reading Is Fundamental book distribution. Lunch and recess schedules will remain unchanged.

Looking Ahead:

October

10/19	Informal Walkthroughs
10/21	Lead Meeting-2:20
10/21	DVR Overview and 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

November

11/3	District Validation Review
11/6	FPC Guest author reading
11/9	Earned Increase walkthroughs and probationary observation
11/16	Parent-teacher conferences and awards assemblies

December

12/2	Kindergarten Santa Picture Fundraiser
12/12	Pacoima Parade

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

October 22, 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	1st	2nd	3rd	4th	5th	6th	ILC	Total	Monthly ADA	Cumulative ADA
10/22/2026	30	18	38	25	41	27	39	43	9	270	98.88%	98.76%

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
October 2026	0	30	18	38	25	41	27	39	43	9	270
October 2025	0	16	19	46	21	25	41	48	32	16	264
October 2024	0	16	46	36	45	40	49	32	50	11	289

Fenton Charter STEM Academy (STEM) educators are committed to maintaining an Average Daily Attendance (ADA) rate of 98.5% or higher. In the second month of the school year, STEM achieved an ADA of 98.88%. The attendance for September has a total of 9 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.

Independent Studies

Independent Study is an important way to support both student learning and ADA when students are unable to attend school. Students must complete and return their assigned work so it can be evaluated by a certificated teacher and properly documented for attendance credit. It is important that Independent Studies are completed within each reporting period so attendance and ADA can be accurately accounted for.

We also recognize that preparing, monitoring, and evaluating Independent Study creates additional work for teachers. Fenton is exploring ways to recognize and show appreciation to teachers for the additional time and effort required to support students through the Independent Study process.

Instruction

PLC Model School Recognition

We are incredibly proud to announce that both Fenton STEM Academy and Fenton Charter Leadership Academy have officially been recognized as Model Professional Learning Community (PLC) Schools! This outstanding achievement places both schools among an elite group of just 64 schools in California to earn this prestigious distinction, with fewer than five being charter schools.

Earning this recognition is a remarkable accomplishment and a testament to the dedication, collaboration, and unwavering commitment of our teachers and staff to ensuring all students learn at high levels. The rigorous application process included an extensive review of student achievement data and evidence demonstrating how our PLC practices have transformed instruction and positively impacted student learning.

This milestone represents three years of intentional work, continuous improvement, and a shared commitment to excellence. It is especially meaningful as both schools move through the charter renewal process, providing further validation of our strong instructional systems and collaborative culture. We extend our heartfelt congratulations and appreciation to our entire Fenton Academies team for earning this well-deserved recognition! This is truly a moment of pride and celebration for our entire school community.

CAASPP 2026 Results

We are proud to share our 2026 CAASPP results, which reflect the performance of our students. STEM students demonstrated achievement, outperforming both neighboring schools and LAUSD averages.

In English Language Arts (ELA), 46.76% of STEM students met or exceeded grade-level standards—well above the averages of **36.76%** for nearby schools. Slightly below LAUSD at **48.33%** and 2 ½% less than the state at **49.26%**.

In Mathematics, 34.78% of STEM students met or exceeded grade-level standards, slightly lower than **nearby schools (36.03%)** and around 5% lower than **LAUSD (39.74%)** and **the state average (38.35%)**.

	ELA % at grade-level or above	Math % at grade-level or above
Fenton STEM Academy	46.76	34.78
Nearby Schools	36.76	36.03
LAUSD	48.33	39.74
STATE	49.26	38.35

Nearby Schools	ELA % at grade-level or above	Math % at grade-level or above
Fernangeles	34.58	31.94
Vinedale	28.69	20.50
Glenwood	28.91	33.34
Roscoe	36.24	40.64
Stonehurst	55.37	53.72
Average	36.76	36.03

2026 California Honor Roll Recognition

Fenton STEM Academy (STEM) has been recognized as a **2026 California Honor Roll School** by Educational Results Partnership (ERP). This prestigious recognition honors schools that demonstrate high academic achievement, continuous improvement, and success in closing achievement gaps, particularly among historically disadvantaged student populations.

This year, 2,080 schools across California earned this distinction, representing the top 24% of schools statewide. The recognition is based on 2024–2026 CAASPP assessment results and reflects STEM's continued commitment to academic excellence and student success.

This outstanding achievement is a testament to the dedication and hard work of our students, teachers, staff, and families, and we are incredibly proud to celebrate this well-deserved recognition!

Grade-Level Professional Learning Team (PLT) Planning Days

During the final two weeks of September, grade-level Professional Learning Teams participated in dedicated planning days focused on strengthening instruction and responding to student needs. Teams analyzed beginning-of-year i-Ready data, compared results with the previous year's end-of-year performance, and reviewed Unit 1 assessments to identify student progress and areas requiring additional support. Using these findings, teams refined their ELA and Math Unit 2 instructional plans, developed common formative assessments (CFAs), and aligned pacing and instructional strategies. Particular emphasis was placed on planning targeted Tier 2 AIM instruction and Tier 3 interventions using multiple sources of student achievement data. These collaborative planning days were highly productive and reinforced our commitment to data-driven instruction, continuous improvement, and student success. Special appreciation is extended to Mrs. Fuentes for her leadership and support throughout the planning process.

Amira Reading Screener Training and Implementation

Fenton Charter Public Schools is implementing the Amira Reading Screener for all Kindergarten through 2nd grade students from October 5–23, 2026, in accordance with California Education Code § 53008. This 20–30 minute assessment measures foundational literacy skills, including letter recognition, phonics, fluency, and comprehension. The results will provide teachers with valuable diagnostic information to identify students' strengths, address learning gaps, and plan targeted instruction and early interventions. Families will receive their child's results, along with guidance and recommendations to support continued reading development at home and school. This initiative further strengthens our commitment to early literacy and ensuring students develop the foundational skills necessary for reading success.

Expanded Learning at the Fenton Academies

Fenton Academies hosted a wonderful Fall Family Math Night on Thursday, October 15, from 4:00 to 5:30 p.m., with an excellent turnout and meaningful opportunities for scholars and families to engage in math together. We extend our sincere gratitude to our teachers for their time, creativity, and dedication in developing engaging, hands-on math activities that made the evening both fun and educational. The event also welcomed community partners, including Bert Corona Middle School, Sigfred's Uniforms, Think Together, Tradewind Subs, and Kona Ice, who helped make the evening a memorable experience for our school community.

A special thank you to our security and custodial teams for their hard work, support, and assistance in preparing for and facilitating the event. We are grateful to all staff members and community partners who

contributed their time and effort to making this event a success. Your teamwork and commitment to our scholars and families continue to strengthen the Fenton Academies community!

STEM Focus

Our TK–6th grade students put their creativity, critical thinking, and problem-solving skills to the test during our latest schoolwide STEM challenge! Using the Engineering Design Process, students designed and constructed their own roller coasters using paper-based materials, including paper plates, paper cups, and toilet paper tubes. Once their designs were complete, students tested their roller coasters using a marble, observing how it moved through their creations and making adjustments to improve their designs. Our youngest engineers in TK–1st grade participated in a modified version of the challenge by creating their own marble runs, exploring movement, speed, and how the design of a track affects a marble's path. Through this hands-on learning experience, students practiced engineering, collaboration, creativity, and perseverance while discovering that testing, learning from mistakes, and redesigning are all important parts of the engineering process!



Beginning of Year Diagnostic iReady Data

Students took the Beginning of Year iReady Diagnostic in September. In ELA, 7% of the students scored at mid or above grade level, 15% of students scored early grade-level, 41% of the students scored one grade level below, 21% of students scored two grade levels below, and 17% of students scored three or more grade levels below.

In Math, 5% of the students scored at mid-or above grade level, 8% of students scored early on, 51% of the students scored one grade level below, 26% of students scored two grade levels below, and 11% of students scored three or more grade levels below.

Grade-level teams are reviewing the data along with CFA and other assessments to create tier 2 and tier 3 instruction to support all students. Grade levels plan to review groupings at least every 6 weeks to ensure students are getting what they need.

i-Ready Personalized Instruction

As a reminder, please ensure that students are consistently utilizing i-Ready Personalized Instruction for 30–45 minutes each week in both Reading and Math. Providing students with this dedicated time is

essential to strengthening their skills, addressing individual learning needs, and supporting continued academic growth.

Please continue to monitor student usage and lesson completion and provide students with the time and encouragement needed to meet the weekly expectation.

Our Current Progress:

Reading - STEM

- **70%** of students are completing 30 minutes or more of Personalized Instruction.
- **71%** of students are passing lessons.

Math - STEM

- **62%** of students are completing 30 minutes or more of Personalized Instruction.
- **89%** of students are passing lessons.

Thank you for your continued support in making i-Ready Personalized Instruction a consistent part of our students' learning. Our goal is for every student to meet the weekly 30–45 minute expectation in both Reading and Math. Your support and consistent monitoring make a difference!

Personnel

Beginning-of-Year (BOY) Goal-Setting Meetings

During the final two weeks of September, Dr. Henschel met individually with each teacher for a 30-minute goal-setting session. These meetings provided an opportunity to celebrate accomplishments, reflect on instructional practices, review progress within the teacher evaluation cycle, and establish professional goals aligned with schoolwide priorities. Discussions focused on the four domains of the Danielson Framework, beginning-of-year i-Ready data and Personalized Instruction, Professional Learning Team (PLT) goals, and effective instructional practices aligned with the “Fenton 4.” These meaningful conversations reinforced a shared commitment to professional growth, instructional excellence, and continuous improvement in student learning.

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Informal Classroom Walk-Throughs

During the week of October 19–23, informal classroom walk-throughs will focus on instructional strategies that support multilingual learners. Each classroom will be visited by two members of the leadership team, including administrators and/or Instructional Coach Mrs. Yesenia Fuentes. Observations will highlight effective practices that promote oral language development and meaningful student

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Our Fall fundraiser ran from September 11th to September 25th and after totaling all online plus paper form sales, our schools sold a total of \$18,183. Our schools will receive 40% of the total raised, which is about \$7,273. The orders were shipped to the company within the time frame recommended by the fundraiser representative that would ensure that families receive their orders by the week of October 26th estimated delivery date. As more updates become available, Ms. Palma will communicate with staff via email while updating families via Class Dojo.

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Reading Is Fundamental (RIFSoCal) Partnership

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On September 11, 2026, Bianca Bell-Reed and Tiffany Walker, along with Jennifer Pimentel, FCPS Community Schools Liaison, represented the Fenton Academies at the annual RIF SoCal Site Orientation. This year's theme, "Partnerships", emphasized the importance of collaboration among schools, families, community organizations, and corporate sponsors to support children's literacy and academic success.

The RIF SoCal initiative closely aligns with the Community School approach by promoting meaningful partnerships and family engagement. Through this collaboration, the Fenton Academies will continue expanding literacy opportunities, encouraging a lifelong love of reading, and strengthening connections throughout the school community.

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As part of The NED Show, FCLA will host a yo-yo sale from October 28–31. Proceeds will support The NED Show's "Pay It Forward" campaign, which allows other schools to experience the program at no cost.

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The Fenton Academies will host their Second Annual Turkey Giveaway on Saturday, November 21, 2026, to support families during the Thanksgiving holiday. Mr. Parra and Mrs. Pimentel are coordinating outreach to local businesses and community partners to secure donations to help fund the purchase of turkeys. This event reflects the Academies' ongoing commitment to supporting families and strengthening community partnerships.

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Parent and staff ballots for the 2026–2027 School Site Council (SSC) were collected by September 30, 2026. Thank you to everyone who participated in the election process. We congratulate and welcome our newly elected SSC members: Nidia Cuevas, Kate Altufeva, Andrea Duarte, Dulce Rojo, Virginia Palma, Yesenia Fuentes, Cecilia Quijano, and Beth Henschel. Election results will be shared with families and staff through ClassDojo and email on Monday, October 12, 2026.

The first SSC meeting is scheduled for Thursday, November 5, at 3:30 p.m. via Zoom. All stakeholders are encouraged to attend. The meeting agenda and Zoom information will be shared in advance.

English Language Advisory Committee (ELAC) Update

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Operations

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This drill reflects the Academies’ ongoing commitment to maintaining a safe and prepared school environment. Through regularly scheduled earthquake, fire, and lockdown drills, students and staff continue to strengthen their readiness and confidence in responding effectively to emergencies.

Upcoming Events:

10/23	FCPS Minimum Day (PLT Day)
	Tier 2/3 Behavior Meeting
10/26	The Ned Show (12:30/1:30)
10/27	Directors’ Meeting
10/28	Halloween Parade (8:30)
	Thinking Maps Training
	CAASPP Admin Meeting
10/29	ELOP Day #1
10/30	ELOP Day #2
11/2	National Psychologist Week
11/3	Personnel Meeting
	Personnel Admin Meeting
11/5	Power of Sight Screening
	Instruction Committee Meeting
	SSC/ELAC Meetings
11/6	Spirit Assembly
	STEM Photo Retakes
	Power of Sight Screening
	Behavior Tier 1 Meeting
11/9	FCLA Photo Retakes
11/10	Parent Advocacy Meeting
	All Admin Meeting
11/11	Veteran’s Day (No School)
11/12	Finance Committee Meeting
	Tier 2/3 Behavior Meeting

11/13 RIF Reading
 11/13 Fire Drill (1:30)
 11/16 Parent Teacher Conference Week (Minimum Days)
 11/17 FCLA And STEM LAUSD Charter Renewal Vote
 11/23 Beginning of Thanksgiving Break

Item II.D.5.

FENTON CHARTER LEADERSHIP ACADEMY (FCLA)
DIRECTOR'S REPORT

October 22, 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
10/22/26	17	32	19	50	21	52	40	25	9	265	99.79%	98.85%

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
October 2026	0	17	32	19	50	21	52	40	25	9	265
October 2025	0	0	14	37	23	44	49	42	43	18	270
October 2024	0	0	16	46	36	45	40	49	32	50	314

Fenton Charter Leadership Academy (FCLA) educators are committed to maintaining an Average Daily Attendance (ADA) rate of 98.5% or higher. The attendance for September had a total of 9 out of 13 classes with 100% attendance. In the second month of the school year, FCLA had an ADA of 99.79% increasing our Cumulative ADA to 98.85%. Support will be provided for those below 98.5%.

The Fenton Academies continue to prioritize enrollment and strong Average Daily Attendance (ADA). Attendance incentives are being implemented to encourage consistent attendance and punctuality, including monthly brag tags and classroom recognition. Students will also be recognized at the semester and end-of-year awards assemblies for outstanding attendance. These efforts, along with ongoing family outreach, continue to reinforce the importance of regular attendance and student engagement.

Independent Studies

Independent Study is an important way to support both student learning and ADA when students are unable to attend school. Students must complete and return their assigned work so it can be evaluated by a certificated teacher and properly documented for attendance credit. It is important that Independent Studies are completed within each reporting period so attendance and ADA can be accurately accounted for.

We also recognize that preparing, monitoring, and evaluating Independent Study creates additional work for teachers. Fenton is exploring ways to recognize and show appreciation to teachers for the additional time and effort required to support students through the Independent Study process.

Instruction

PLC Model School Recognition

We are incredibly proud to announce that both Fenton STEM Academy and Fenton Charter Leadership Academy have officially been recognized as Model Professional Learning Community (PLC) Schools! This outstanding achievement places both schools among an elite group of just 64 schools in California to earn this prestigious distinction, with fewer than five being charter schools.

Earning this recognition is a remarkable accomplishment and a testament to the dedication, collaboration, and unwavering commitment of our teachers and staff to ensuring all students learn at high levels. The rigorous application process included an extensive review of student achievement data and evidence demonstrating how our PLC practices have transformed instruction and positively impacted student learning.

This milestone represents three years of intentional work, continuous improvement, and a shared commitment to excellence. It is especially meaningful as both schools move through the charter renewal process, providing further validation of our strong instructional systems and collaborative culture. We extend our heartfelt congratulations and appreciation to our entire Fenton Academies team for earning this well-deserved recognition! This is truly a moment of pride and celebration for our entire school community.

CAASPP 2026 Results

We are proud to share our 2026 CAASPP results, which reflect the outstanding performance of our students. FCLA excelled this year, surpassing the average scores of both neighboring schools and LAUSD.

In English Language Arts (ELA), 55.86% of FCLA students met or exceeded grade-level standards—well above the averages of 36.76% for nearby schools, 48.33% for LAUSD, and 49.26% statewide.

In Mathematics, 46.90% of FCLA students met or exceeded standards, again outperforming nearby schools (36.03%), LAUSD (39.74%), and the state average (38.35%).

These results highlight our students' hard work, our teachers' dedication, and our school's commitment to academic excellence.

	ELA % at grade-level or above	Math % at grade-level or above
Fenton Charter Leadership Academy	55.86	46.90
Nearby Schools	36.76	36.03
LAUSD	48.33	39.74
STATE	49.26	38.35

Nearby Schools	ELA % at grade-level or above	Math % at grade-level or above
Fernangeles	34.58	31.94
Vinedale	28.69	20.50
Glenwood	28.91	33.34
Roscoe	36.24	40.64
Stonehurst	55.37	53.72
Average	36.76	36.03

2026 California Honor Roll Recognition

Fenton Charter Leadership Academy (FCLA) has been recognized as a **2026 California Honor Roll School** by Educational Results Partnership (ERP). This prestigious recognition honors schools that demonstrate high academic achievement, continuous improvement, and success in closing achievement gaps, particularly among historically disadvantaged student populations.

This year, 2,080 schools across California earned this distinction, representing the top 24% of schools statewide. The recognition is based on 2024–2026 CAASPP assessment results and reflects FCLA's continued commitment to academic excellence and student success.

This outstanding achievement is a testament to the dedication and hard work of our students, teachers, staff, and families, and we are incredibly proud to celebrate this well-deserved recognition!

Grade-Level Professional Learning Team (PLT) Planning Days

During the final two weeks of September, grade-level Professional Learning Teams participated in dedicated planning days focused on strengthening instruction and responding to student needs. Teams analyzed beginning-of-year i-Ready data, compared results with the previous year's end-of-year performance, and reviewed Unit 1 assessments to identify student progress and areas requiring additional support. Using these findings, teams refined their ELA and Math Unit 2 instructional plans, developed common formative assessments (CFAs), and aligned pacing and instructional strategies. Particular

emphasis was placed on planning targeted Tier 2 AIM instruction and Tier 3 interventions using multiple sources of student achievement data. These collaborative planning days were highly productive and reinforced our commitment to data-driven instruction, continuous improvement, and student success. Special appreciation is extended to Mrs. Fuentes for her leadership and support throughout the planning process.

Amira Reading Screener Training and Implementation

Fenton Charter Public Schools is implementing the Amira Reading Screener for all Kindergarten through 2nd grade students from October 5–23, 2026, in accordance with California Education Code § 53008. This 20–30 minute assessment measures foundational literacy skills, including letter recognition, phonics, fluency, and comprehension. The results will provide teachers with valuable diagnostic information to identify students' strengths, address learning gaps, and plan targeted instruction and early interventions. Families will receive their child's results, along with guidance and recommendations to support continued reading development at home and school. This initiative further strengthens our commitment to early literacy and ensuring students develop the foundational skills necessary for reading success.

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A special thank you to our security and custodial teams for their hard work, support, and assistance in preparing for and facilitating the event. We are grateful to all staff members and community partners who contributed their time and effort to making this event a success. Your teamwork and commitment to our scholars and families continue to strengthen the Fenton Academies community!

Leadership Focus

The Fenton Academies' Leadership Academy students demonstrated kindness and community spirit through their Sock-tober Sock Drive! Students created posters, promoted the drive throughout the school, and successfully collected more than 50 pairs of new socks to donate to the Family Rescue Center. This meaningful service project provided students with an opportunity to develop their leadership skills while making a positive difference in the lives of families in need.



Beginning of Year Diagnostic iReady Data

Students took the Beginning of Year iReady Diagnostic in September. In ELA, 9% of the students scored at mid or above grade level, 12% of students scored early grade-level, 39% of the students scored one grade level below, 20% of students scored two grade levels below, and 20% of students scored three or more grade levels below.

In Math, 3% of the students scored at mid-or above grade level, 8% of students scored early on, 47% of the students scored one grade level below, 26% of students scored two grade levels below, and 17% of students scored three or more grade levels below.

Grade-level teams are reviewing the data along with CFA and other assessments to create tier 2 and tier 3 instruction to support all students. Grade levels plan to review groupings at least every 6 weeks to ensure students are getting what they need.

i-Ready Personalized Instruction

As a reminder, please ensure that students are consistently utilizing i-Ready Personalized Instruction for 30–45 minutes each week in both Reading and Math. Providing students with this dedicated time is essential to strengthening their skills, addressing individual learning needs, and supporting continued academic growth.

Please continue to monitor student usage and lesson completion and provide students with the time and encouragement needed to meet the weekly expectation.

Our Current Progress:

Reading

- **68%** of students are completing 30 minutes or more of Personalized Instruction.
- **67%** of students are passing lessons.

Math

- **67%** of students are completing 30 minutes or more of Personalized Instruction.
- **84%** of students are passing lessons.

Thank you for your continued support in making i-Ready Personalized Instruction a consistent part of our students' learning. Our goal is for every student to meet the weekly 30–45 minute expectation in both Reading and Math. Your support and consistent monitoring make a difference!

Personnel

Beginning-of-Year (BOY) Goal-Setting Meetings

During the final two weeks of September, Dr. Henschel met individually with each teacher for a 30-minute goal-setting session. These meetings provided an opportunity to celebrate accomplishments, reflect on instructional practices, review progress within the teacher evaluation cycle, and establish professional goals aligned with schoolwide priorities. Discussions focused on the four domains of the Danielson Framework, beginning-of-year i-Ready data and Personalized Instruction, Professional Learning Team (PLT) goals, and effective instructional practices aligned with the “Fenton 4.” These meaningful conversations reinforced a shared commitment to professional growth, instructional excellence, and continuous improvement in student learning.

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11/17	FCLA And STEM LAUSD Charter Renewal Vote
11/23	Beginning of Thanksgiving Break

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

October 22, 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.

Ms. Paige Piper is currently on leave. NCB director reports will resume upon her return.

II. E.

FCPS Directors' Reports

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

October 22, 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 third edition was sent to staff on October 19, 2026 - [Director of Instruction Monthly Update \(October 2026\)](#)

**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.

Current Status: On October 7, 2026 Fenton received official feedback from the Los Angeles Unified School District Charter Schools Division. In all, FCLA received a total of 105 comments and STEM received a total of 112 comments. Responses were requested no later than 7 days - October 14, 2026. The majority of the feedback was focused on suspension and lottery procedures, with many minor formatting requests. The CMO team, with the help of legal counsel, responded to all 217 comments and resubmitted by the October 14th deadline. There may be additional requests made by the Charter Schools Division with the release of 2025-2026 Dashboard Data. The schools remain on track for the November 17, 2026 board vote. A timeline of all renewal events can be viewed within the [Director of Instruction's September Board Report](#).

Public Release of California Dashboard Results

On October 15, 2026, the 2026 [California School Dashboard](#) and accompanying [DataQuest](#) reports were publicly released, with data showing continued statewide improvements in student outcomes across key indicators of student success. The California Dashboard is a portal which scores schools on state and local indicators. State indicators are those areas reported directly to the state, while local indicators are ones submitted from FCPS directly to the California Department of Education (CDE) each year. Examples of state indicators are: Chronic Absenteeism, Suspension Rates, EL Progress (ELPAC), ELA (CAASPP), and Math (CAASPP). For student achievement, the Dashboard measures status for student groups such as English Learners, Students with Disabilities, Socio-Economic status, etc. This is a change from the past when high performing schools could hide their failure of certain student groups with an overall impressive pass rate. The accountability system measures all student groups to assign an overall performance band color. Examples of local indicators are: Implementation of State Standards, Teaching Assignments, Parent/Family Engagement, Climate Survey Results, and Curriculum.

Schools are scored by looking at two variables - **status and growth**. **Status** is comparing a school's Distance from Proficient (DFP) in comparison to the state. The closer a school's performance to the state, the more positive the score. **Growth** is the comparison from last year's status. For example, a school which showed an increase in EL progress from the previous year, will have a positive growth trend and higher score on the Dashboard.

The Dashboard reflects these scores by using performance band colors. It is our goal to have all Fenton schools in the green and blue performance band colors. The Dashboard honors growth, not just status. That means a school can be close to the state average (high status), but if that score is lower than the school's previous year score (low growth), they will receive a lower performance band color. This holistic approach is meant to look at schools across multiple measures and honor growth. This is vastly different from the old days when schools had one score (API).

A comprehensive overview of FCPS performance can be viewed within the [FCPS CA Dashboard Analysis \(FY23-FY26\)](#).

Analysis of FCPS CA Dashboard Results

The 2026 California Dashboard results reflect areas of continued strength across Fenton Charter Public Schools, particularly in student attendance, while also identifying opportunities for targeted academic improvement. When compared with the State of California, several Fenton schools continue to demonstrate stronger performance in English Language Arts (ELA) and Mathematics. FCLA stands out in ELA, performing above the state standard with a Distance from Proficient of +7.1 points, compared to California's -7.5 points. FACS also demonstrated notable improvement in ELA, moving from -12.5 in 2025 to -2.7 in 2026. In Mathematics, FCLA and FACS made meaningful gains, with FCLA improving from -26.5 to -11.9 points and FACS from -33.3 to -24.2 points. Both schools outperformed the statewide average of -38.9 points. FACS now holds both green performance color bands for ELA and Math, while FCLA holds green for mathematics.

One of Fenton's most significant strengths continues to be chronic absenteeism, with all five schools substantially outperforming California's statewide rate of 16.1%. In 2026, Fenton schools reported chronic absenteeism rates ranging from 3.5% to 7.1%. Three schools demonstrated reductions from 2025, reflecting continued efforts to promote student engagement, strengthen family partnerships, and maintain supportive school environments.

Science achievement presents a combination of strengths and opportunities for growth. FCLA demonstrated particularly strong performance, increasing from 54.7 Science Points in 2025 to 57.7 in 2026, exceeding California's statewide average of 54.2. While other Fenton schools performed below the statewide average, FACS demonstrated modest improvement, highlighting the importance of continued attention to science instruction and achievement.

English Learner progress and outcomes for Students with Disabilities remain important areas of focus. Although FPC and FACS demonstrated improvements in English Learner progress, other campuses experienced declines, particularly FCLA and STEM. Additionally, achievement gaps persist for Students with Disabilities, reinforcing the need for differentiated instruction, targeted interventions, and consistent progress monitoring across schools.

Overall, the 2026 results demonstrate a school system with notable strengths in attendance, promising academic growth, and clear opportunities for continued improvement. While academic performance varies across schools and student groups, Fenton's commitment to Professional Learning Communities, data-driven instruction, and systematic intervention provides a strong foundation for addressing achievement gaps. Continued emphasis on instructional consistency, English Learner achievement, and support for Students with Disabilities will be essential to sustaining progress and building momentum across all five schools.

i-Ready Beginning of Year (BOY) Status Comparison Over Time

The following data provides a comparison of the percentage of students meeting or exceeding grade-level standards at the beginning of the school year from 2022–2023 through 2026–2027. This longitudinal analysis offers an opportunity to examine student achievement trends across grade levels, schools, and content areas over a five-year period.

Interpretations of this data should be made with caution, as the results represent beginning-of-year performance rather than end-of-year achievement or annual student growth. Additionally, changes in student enrollment, cohort composition, and individual student needs may influence year-to-year results. Nevertheless, these comparisons provide valuable insight into broader achievement patterns and help identify areas of sustained progress and opportunities for continued improvement.

Overall, the data reflects encouraging trends in both English Language Arts (ELA) and Mathematics. Across the five Fenton schools and all grade levels, the percentage of students beginning the school year meeting or exceeding grade-level expectations has increased by approximately 2 percentage points in ELA and 1 percentage point in Mathematics when comparing 2025–2026 to 2026–2027. While these gains are modest, they suggest positive movement in students' incoming academic readiness over time.

These trends are particularly meaningful when considered alongside Fenton's continued emphasis on

strengthening instructional practices, implementing the Professional Learning Community (PLC) process, and developing systematic approaches to intervention and enrichment. Over the past several years, educators have focused on identifying essential standards, using common formative assessments, monitoring student learning, and responding collaboratively to student needs. Although the beginning-of-year data cannot independently establish the impact of these initiatives, the positive trends provide an additional indicator of progress toward improved student outcomes.

Moving forward, FCPS will continue monitoring achievement trends across grade levels and student groups, with particular attention to increasing the percentage of students entering each school year at or above grade-level expectations. Continued analysis of beginning-, middle-, and end-of-year i-Ready results will help determine whether these positive trends translate into sustained academic growth and improved proficiency over time.

The complete data, including school-level and grade-level comparisons, is available in the [i-Ready Status & Growth By Grade Level Over Time](#) Google Sheet.

STATUS	FPC					FACS					SMBCCS					STEM					FCLA				
	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
ELA																									
Schoolwide	16	22	16	16	20	25	27	26	26	26	14	15	17	17	14	20	24	23	19	22	23	21	24	21	23
Kindergarten	20	25	24	27	28	9	22	31	30	12	12	8	18	16	10	25	19	29	19	12	33	17	20	15	39
1st Grade	13	17	7	11	20	4	5	15	20	11	6	8	13	5	4	13	19	0	16	10	16	9	3	13	10
2nd Grade	15	21	17	12	13	8	24	15	22	32	14	9	13	17	9	2	19	13	4	24	18	24	14	11	12
3rd Grade	-	-	-	-	-	43	35	36	37	28	26	23	24	26	22	33	31	31	23	26	19	41	29	23	27
4th Grade	-	-	-	-	-	22	25	20	23	25	11	16	14	15	15	32	18	28	24	26	27	10	45	19	18
5th Grade	-	-	-	-	-	19	27	24	21	31	11	19	20	18	20	11	35	26	18	21	22	15	19	37	28
6th Grade	-	-	-	-	-	-	-	-	-	-	17	18	20	17	19	21	17	33	30	31	32	26	34	23	27
Math																									
Schoolwide	6	6	7	5	10	11	14	14	14	14	8	7	9	10	9	10	15	15	14	13	13	9	18	11	11
Kindergarten	13	8	15	11	18	3	8	12	4	12	11	3	2	3	7	15	10	11	19	13	22	12	15	8	10
1st Grade	3	4	3	5	3	0	2	2	4	2	3	3	2	0	3	3	0	4	10	13	8	3	6	8	0
2nd Grade	4	6	3	2	8	4	4	2	4	13	1	2	2	2	9	2	5	13	0	8	5	7	5	2	8
3rd Grade	-	-	-	-	-	9	5	7	7	5	7	3	4	5	3	14	10	9	8	0	5	6	16	0	0
4th Grade	-	-	-	-	-	13	20	21	19	18	12	11	10	12	13	14	18	16	24	7	9	13	31	22	12
5th Grade	-	-	-	-	-	14	21	22	21	25	13	16	19	17	13	8	33	28	18	23	20	8	16	21	19
6th Grade	-	-	-	-	-	-	-	-	-	-	12	14	16	27	16	12	10	24	15	22	21	16	31	19	20

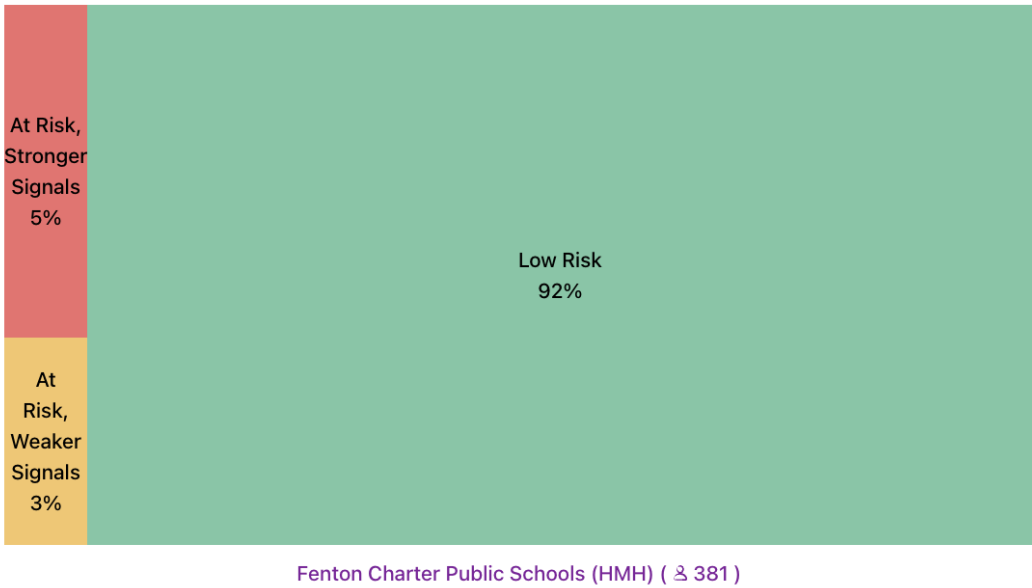
Amira Risk of Reading Difficulty Screener (*In Progress*)

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 the 2025 process and screener selection. Training for all K-2 teachers took place on Friday, September 11, 2026.

Throughout October, the Fenton schools have implemented the Amira Risk of Reading Difficulties screener. As with most new statewide initiatives, there were some minor challenges with gaining access, technology glitches, etc. Thank you to the FCPS Technology Team, William Lander, the Instructional Coaches, and all K-2 educators for their patience and commitment to ensuring the screener was implemented with fidelity.

Currently, about 700 students have completed the screening of the 900 K-2 scholars. Of those 700, about 381 show some level of reading risk.

The graphic below indicates 381 of Fenton K-2 students demonstrate some level of risk of reading difficulties. Of the 381 students, 92% are low risk, 3% are at risk (low), and 5% are at risk (high). Further analysis will occur at the conclusion of assessment.



Low Risk At Risk, Weaker Signals At Risk, Stronger Signals

FCPS i-Ready Personalized Instruction

Progress monitoring of student outcomes allows educators and leaders to assess whether students are mastering the essential standards. It provides insights into individual and group learning trajectories, providing time to adjust instructional strategies as needed. Data from progress monitoring informs decision-making at various levels, including school-wide policies, resource allocation, and professional development priorities. It ensures that decisions are based on evidence of student performance and needs.

In both Reading and Mathematics, students who use *i-Ready* experience, on average, greater learning gains than students who do not use *i-Ready*. During a large-scale study during the 2018-2019 school year, a sample size of over 700,000 students showed students who met their i-Ready rates experienced 50% more gains in ELA and 31% more gains in mathematics.

All Fenton students will work to attain an i-Ready Personalized Instruction usage rate of 30-49 minutes per subject (ELA and Math) per week with a pass rate of at least 70%. Teachers are expected to incorporate this time within their daily schedule. Site leaders are expected to monitor data on a weekly basis to review usage rates and lesson pass rate. It is encouraged to provide student incentives for those meeting usage and/or pass rates.

The Director of Instruction's monthly reports will share out on progress towards meeting this instructional metric at the conclusion of October 2026. Data will be included during the December board meeting for October and November rates. Thank you to the FCPS Directors for their continued hard work to ensure consistent and frequent stakeholder communication.

Model PLC at Work School Application Status for Fenton Schools

On May 1, 2026, all five Fenton Charter Public Schools submitted applications for recognition as **Model PLC at Work Schools**. This prestigious designation is awarded to schools that demonstrate a sustained commitment to Professional Learning Community (PLC) principles, successful implementation of these practices for at least three years, and measurable evidence of improved student learning.

The application process is comprehensive and rigorous, requiring schools to provide detailed evidence of their instructional practices, collaborative structures, organizational culture, and student achievement outcomes. Applications undergo an extensive review by the Evidence of Effectiveness Review Committee. Currently, more than 1,000 schools worldwide have earned this recognition, with only five California charter schools holding this distinction.

On October 1, 2026, FCPS received notification regarding the status of all five applications. Following the committee's extensive review, three Fenton schools have officially earned Model PLC at Work School recognition, with the remaining two applications pending final review.

The current status of each school is outlined below:

- **Fenton STEM Academy:** *Approved* as a Model PLC at Work School.
- **Fenton Charter Leadership Academy:** *Approved* as a Model PLC at Work School.
- **Santa Monica Boulevard Community Charter School:** *Approved* as a Model PLC at Work School.
- **Fenton Avenue Charter School:** *Pending*. The committee requested two minor terminology revisions, changing "PLC" to "PLT" within the application. These revisions were completed, and the application was resubmitted on October 1, 2026.
- **Fenton Primary Center:** *Pending*. The committee requested additional 2025–2026 i-Ready student achievement data and supporting PLC progress-monitoring artifacts. The requested evidence was submitted on October 2, 2026.

This recognition represents an extraordinary accomplishment for Fenton Charter Public Schools and reflects the dedication, collaboration, and hard work of educators across all five campuses. Over the past three years, Fenton staff have demonstrated an unwavering commitment to strengthening instructional practices, building collaborative teams, and improving student learning outcomes. Each school has contributed meaningfully to this collective achievement, and all five deserve recognition for their tremendous efforts.

We remain optimistic about receiving favorable decisions for Fenton Avenue Charter School and Fenton Primary Center, particularly given the nature of the additional information requested and the timely responses submitted. We anticipate positive news in the near future and look forward to celebrating this significant milestone together.

Once all five schools have received final approval, FCPS plans to host a grand, organization-wide celebration to honor the extraordinary work of our educators and recognize this historic achievement. Earning district-wide Model PLC at Work School recognition would represent a defining moment in Fenton's instructional journey and a powerful reflection of our collective commitment to student success.

**Fenton STEM Academy, Fenton Charter Leadership Academy, and
Fenton Avenue Charter School
2026 California Honor Roll Schools**

Fenton STEM Academy, Fenton Charter Leadership Academy, and Fenton Avenue Charter School made the California Honor Roll list of top performing schools as shared by the Education Results Partnership (ERP). Honor Roll schools and districts represent those that were comprehensively higher performing on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts and Math Assessments, for all cohorts of student populations served, and that are improving outcomes for historically underserved student populations. To make the Honor Roll, a school or district must have comprehensively performed above the mean (trendline) at least 80 percent of the time for all cohorts of students served and for all grade levels served. With the official release of 2026 CAASPP scores this past week, we may see more accolades and recognition of Fenton schools' growth and achievement. A comprehensive list of all schools can be found at <https://www.edresults.org/honor-roll>. All Fenton schools are on their way to seeing even higher gains with the 26-27 assessments.

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.

During October 2026, Jennifer Miller, Kristine Khachian, and Angie Castellana Ferri met with every site's Lead Teacher & Faculty Representative team, as well as every site's Administrative Team. The meetings focused on 4 central questions:

1. What is your current reality?
2. What are some interventions making a positive impact?
3. Where do you see a gap between effort and outcomes?
4. What do you need to feel successful in terms of student behavior?

Every team thoughtfully and professionally provided valuable feedback. The team has begun to analyze the feedback for common trends and patterns to provide immediate, short term, and long term

recommendations. Simultaneously, Mrs. Ferri is participating in extensive research of common districts across Los Angeles and current policy.

Preliminary findings have been shared with site leaders. Next steps include continued research, revisions to existing procedures and policy, while introducing recommendations to strengthen and improve Fenton's approach to student success.

2026–2027 English Language Arts and Science Curriculum Pilot Teacher Meetings

On October 12 and 13, 2026, FCPS hosted its initial English Language Arts (ELA) and Science Pilot Teacher meetings, bringing together 31 educators representing all five FCPS schools, kindergarten through sixth grade, and Special Education. Led by the Director of Instruction and Instructional Coaches, these meetings marked the beginning of a comprehensive, collaborative curriculum review and selection process for the 2026–2027 school year.

Prior to the meetings, the Instructional Coaches conducted an initial review of potential curriculum programs, considering California state adoption criteria, independent EdReports evaluations, research-based instructional practices, and alignment with organizational instructional priorities. During the meetings, teachers examined curriculum materials, reviewed program strengths and limitations, and utilized comprehensive evaluation rubrics to assess instructional quality, standards alignment, differentiation, English Learner supports, assessment practices, and teacher usability.

The ELA team focused on identifying comprehensive literacy programs aligned with the Science of Reading, emphasizing explicit foundational skills instruction, knowledge building, reading comprehension, writing, and language development. The Science team prioritized programs aligned with the Next Generation Science Standards (NGSS), emphasizing hands-on investigations, inquiry-based learning, integration with literacy and mathematics, and opportunities to strengthen student performance on the California Science Test (CAST). Particular attention was given to instructional pacing, differentiation, and the practical demands of classroom implementation.

Following collaborative discussions and evaluations, teachers participated in a selection process to identify programs in each content area for classroom piloting. The ELA Pilot Team requested an additional day to meet with representatives from each ELA curriculum to further understand the program components. November 13, 2026 has been identified as the day to meet with all 3 vendors and narrow choices to 2 for pilot purposes. The three potential programs include McGraw Hill - Emerge, Benchmark Advance - Max Literacy, and Curriculum Associates - Magnetic Literacy.

The Science pilot team confirmed the two official programs for piloting purposes. Those two programs include McGraw Hill - Inspire and Houghton Mifflin Harcourt - Dimensions.

The next phase will include publisher presentations in January, classroom implementation of both selected programs during February and March, ongoing teacher feedback surveys and check-ins, and final curriculum recommendations in April 2027.

This process reflects FCPS's continued commitment to teacher leadership, research-based instructional practices, and continuous improvement. By placing educators at the center of curriculum decisions and

providing opportunities to evaluate materials through actual classroom implementation, FCPS aims to select high-quality instructional resources that meet the diverse needs of students, support effective teaching, and strengthen academic achievement across all five schools. Thank you to the following FCPS educators representing these pilot teams.

ELA Pilot Team (18): Lisa Morales, Coco Salazar, Leanna Hendrix, Annie Hai, Caitlin McMabell, Feather Gentry, Vanessa Marcoe, Elizabeth Marquez, Evelia Prado, Lilia Padilla Zuniga, Jennifer Hines, Victoria Hernandez, Sabrina Gonzalez, Jordan Jones, Robin McNutt, Patience Moore, Maria Cardenas, and Vivian Matute.

Science Pilot Team (13): Christian Fuentes, Loren Caballero, Lisa Ibarra, Sofia Scaglione, Laura Gerow, Martha May, Tiffany Walker, Izaro Telleria, Deborah Allan, Melissa Sopitkuankan, Shanjana Hossain, Nikole Mae De La Rosa, and Heather Garnica.

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 September 2026 with links to meeting agendas for both All Staff and Lead Teacher.

September 1-30, 2026		
School	Lead Teachers 4 Meetings	Staff Meeting 4 Meetings
FACS	75%	100%
SMBCCS	75%	100%
FPC	100%	100%

FCLA/STEM	<u>100%</u>	<u>100%</u>
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FCPS Team Excellence Award Recognition Program

September 30, 2026 was the first round of award recipients for the **FCPS Team Excellence Awards Recognition Program**. Jennifer Miller had the honor to visit every site and join each administrative team for this official recognition. Educators received a celebratory certificate and customized domino set to mark the importance of our theme: *Momentum Begins With Us*.

We are thrilled to announce the following teams were recognized for their collective effort, commitment to instructional priorities, and positive results within their grade level and/or department. Please see the [FCPS Team Excellence Award Recognition Program Memo \(26-27\)](#) for more information.

- The Special Education team at Santa Monica Boulevard Community Charter School was recognized for their outstanding collaboration and shared commitment to student success. Through thoughtful analysis of student data, identification of individual needs, and ongoing collaboration, the team works together to ensure consistent, aligned support for every student.
- The Kindergarten team at Fenton Primary Center was recognized for demonstrating a strong commitment to building instructional capacity by prioritizing student learning. Through collaboration, flexibility, and shared expertise, they support one another and strengthen practices that directly impact student success, even amid competing demands and challenges.
- The Fenton Avenue Charter School Fourth Grade Team was recognized for outstanding collaboration and collective commitment to student success. By working together to analyze CFA data, identify student needs, and create targeted GLOW groups for Tier 2 instruction, the team is turning data into meaningful action so early into the school year.
- The Fenton Academies Fourth Grade Team was recognized for demonstrating strong implementation of Goal 1 through purposeful PLC collaboration. By analyzing student data, aligning instruction, and sharing effective strategies and resources, the team takes collective responsibility for meeting student needs and supporting high levels of achievement.

Congratulations again to these outstanding educators. Our next round of Team Excellence Awards will take place on **October 28, 2026**.

[Item II.E.2.](#)

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

October 22, 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	121						
FPC	83	85						
SMBCCS	131	134						
STEM	58	59						
FCLA	60	57						

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)	0.82 (HOH)						
FPC	1.20 (MDO)	1.17 (MDO)						
SMBCCS	0.76 (OI)	0.75 (OI)						
STEM	0.36 (MDO)	1.59 (MDO)						

FCLA	0.38 (HOH)	1.75 (HOH)						
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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	17.51						
FPC	19.21	19.49						
SMBCCS	21.12	21.57						
STEM	21.09	21.85						
FCLA	22.90	21.50						

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		

October 2026

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	40			1	1	3			27	31	18		
FPC	36					3	1		7	10	28		
SMBCCS	43					1		1	16	46	26		
STEM	20						1		19	9	10		
FCLA	18				1	2			13	11	12		

AUT - Autism
DEA - Deafness
DBL - Deaf Blindness
ED - Emotional Disturbance
HOH - Hard of Hearing

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

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 <ul style="list-style-type: none"> • BII-Behavior Implementation Intervention, • BID-Behavior Intervention Development services
New Growth	Support for RBTs <ul style="list-style-type: none"> • Consultations with RBTs-Registered Behavior Technicians • BCBA-Board Certified Behavior Analyst supervision for RBTs
Scout	<ul style="list-style-type: none"> • Supplies adult assistants to support students exhibiting significant behavioral needs.
Zen Education	<ul style="list-style-type: none"> • 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	Scout	Zen Educate	Total
FACS	21	1				22
FPC	14			8		22
SMBCCS	13			2	3	18
STEM	16					16
FCLA	12	1				13

Special Education Administrator Meeting, October 6, 2026

The Special Education Administrator Meeting focused on preparing our schools for the 2026 - 2027 District Validation Reviews (DVRs), strengthening IEP compliance, and promoting collaboration between general and special education teams.

Following Fenton Avenue Charter School's successful completion of its DVR on September 29, administrators reflected on the experience and shared valuable lessons to support the remaining four campuses. Highlights included positive feedback regarding collaboration between general and special education staff, parent satisfaction, and effective classroom practices.

Key areas identified for continued improvement included strengthening oversight of IEP documentation, conducting weekly reviews of Welligent compliance reports, monitoring service delivery by outside providers, and ensuring accommodations are consistently implemented in classrooms.

Administrators also reviewed expectations for student record reviews, classroom observations, parent interviews, and corrective actions. The team emphasized using DVR findings as opportunities for professional growth, improved accountability, and consistent practices across all five campuses.

The next steps are applying lessons learned from FACS to upcoming DVR visits, strengthening internal compliance monitoring, and providing ongoing support to school teams to ensure readiness and continuous improvement.

Behavior Administrator Meeting, October 13, 2026

The Behavior Administrator Subcommittee continued its work toward strengthening student behavior supports, promoting consistency across all five campuses, and developing a more unified approach to addressing Tier 2 and Tier 3 behavioral challenges.

Administrators shared updates on the implementation of Behavior Academies, which focus on social-emotional learning, emotional regulation, and targeted behavioral interventions. Schools are at various stages of implementation, with teams identifying students in need of additional support, establishing intervention strategies, and strengthening collaboration among administrators, counselors, psychologists, and behavior support staff.

The committee also reviewed feedback gathered from school stakeholders to identify common behavioral concerns, successful interventions, and areas requiring greater consistency. Discussions emphasized the importance of balancing preventative strategies, appropriate consequences, and accountability while maintaining a safe and supportive learning environment.

Additionally, Angie Ferri reviewed evidence-based discipline practices from other school districts to guide the development of consistent behavior expectations, progressive interventions, and clearer discipline procedures across FCPS. These efforts will inform future updates to the Comprehensive School Safety Plan and student discipline guidelines.

Kristine Khachian, Jennifer Miller and Angie Ferri will complete the behavior stakeholder interviews at each campus to provide guidance, monitor progress, and share evidence-based practices. The committee will continue working toward a consistent, proactive, and supportive approach to student behavior across the organization.

Student Behavior Initiative - Organizational Progress and Next Steps

During the 2026–2027 school year, Jennifer Miller and Kristine Khachian with the support of Angie Ferri, are leading an organization-wide initiative to assess student behavioral needs, strengthen existing support systems, and develop recommendations that promote positive student outcomes across all five FCPS campuses.

Since July 2026, the team has worked collaboratively with school administrators to evaluate existing Behavior Solutions practices, student discipline procedures, and the Comprehensive School Safety Plan. A key area of focus has been identifying opportunities to strengthen consistency in addressing challenging student behaviors, particularly those requiring intensive Tier 2 and Tier 3 interventions, while reinforcing preventative Tier 1 supports.

In October, the team conducted a comprehensive needs assessment by meeting with each school's Administrative Team, Lead Teachers and Faculty Representatives. These discussions focused on understanding current behavioral challenges, identifying successful interventions, recognizing gaps between efforts and outcomes, and determining what additional resources and support staff need to be successful.

The feedback gathered has provided valuable insight into common challenges and effective practices across the organization. The team is currently analyzing this information to identify trends and develop immediate, short-term, and long-term recommendations. Concurrently, Angie Ferri is researching evidence-based practices and discipline policies from other school districts in Los Angeles to help guide improvements to FCPS procedures, including the potential development of a comprehensive Student Behavior Handbook.

The team will continue collaborating with school leaders to refine behavior intervention systems, establish clearer expectations and procedures, and strengthen accountability and consistency across campuses. The overarching goal is to create a proactive, equitable, and sustainable approach to student behavior that supports student success, strengthens school climate, and ensures safe and supportive learning environments for all students, including students with disabilities.

FCPS School Counselors - CASC 2026 Convention & Expo

FCPS school counselors attended the California Association of School Counselors (CASC) 2026 Convention & Expo, held October 7 - 9 in Riverside, California, to strengthen their professional knowledge, explore evidence-based counseling practices, and identify strategies to better support students' academic, social-emotional, and behavioral needs.

The conference provided professional development opportunities focused on student mental health, social-emotional learning, behavioral interventions, student engagement, and comprehensive school counseling programs.

Sessions also addressed college and career readiness, equity and access, multi-tiered systems of support (MTSS), and the evolving role of school counselors in providing school-based behavioral health services.

The goal of their participation was to bring back practical strategies and resources to strengthen counseling services, support student well-being, and promote positive student outcomes across FCPS campuses.

FCPS School Psychologists - CASPCON26

FCPS school psychologists attended the California Association of School Psychologists (CASP) 2026 Convention, held on October 13 - 16, 2026, in Los Angeles, California. The conference, themed *Healthy Minds, Strong Futures*, provided professional development opportunities focused on strengthening psychological services, improving student mental health, and implementing evidence-based practices to support students with diverse learning and behavioral needs.

Conference sessions addressed topics such as autism identification and assessment, learning and attention disorders, cognitive functioning, transition planning, and strategies to support students' academic, social-emotional, and behavioral development.

Participation provided opportunities for our school psychologists to expand their professional expertise, collaborate with colleagues across California, and explore practical strategies to strengthen assessments, interventions, and special education services across FCPS campuses.

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

October 22, 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:

Throughout October, Fenton Charter Public Schools (FCPS) continued to expand and strengthen integrated student support across all five campuses. Through ongoing partnerships, targeted resources, and coordinated services, FCPS remains committed to addressing students' academic, social-emotional, and basic needs. These efforts are designed to remove barriers to learning, increase student engagement, strengthen access to essential services, and create supportive environments where all students can thrive and achieve academic success.

Support for Students and Families Experiencing Housing Instability: During October, FCPS experienced an increase in requests for assistance from families experiencing homelessness or housing instability. In response, FCPS continues to actively identify and coordinate resources to address the immediate and ongoing needs of affected students and their families. Transportation support remains a priority through resources such as [Metro GoPass TAP](#) and [HopSkipDrive](#), helping students maintain access to school. FCPS also continues to provide essential items, including uniforms and shoes, to families in need. Additionally, families have been connected with LA Family Housing and 211 LA to access housing assistance and community resources. Information for the Los Angeles County Mental Health Support Line (800-854-7771) has also been shared to help families access mental health support when needed. Through these coordinated efforts, FCPS remains committed to reducing barriers to education and ensuring students and families receive the resources and support they need during challenging circumstances.

Annual Turkey Giveaway and Canned Food Drive: FCPS is preparing for its third annual Turkey Giveaway, scheduled for November 21, 2026, along with a canned food drive running through November 13. In response to requests from families and community members for additional food assistance amid rising living costs, FCPS is exploring opportunities to expand support for families through these initiatives. The community school coordinators have been encouraged to share the proposed canned food drive with their school administrators and school-community committees or Parent Advisory Councils (PACs) to discuss participation and determine each school's needs. Participation is entirely voluntary, allowing families who are able to contribute an additional food item to support others in the community. Building on the success of previous turkey giveaways, these efforts reflect FCPS's continued commitment to addressing basic needs, strengthening family and community partnerships, and fostering a culture of compassion and shared responsibility across our school communities.

Los Angeles Rams STEAM Programs: The FCPS ELO-P coordinators are exploring opportunities to expand student learning through the Los Angeles Rams STEAM program. Jesse Lovejoy and Gideon Buddenhagen from the LA Rams met with FCPS ELO-P team and shared the educational resources and programming available through the Rams, which integrate science, technology, engineering, arts, and

mathematics (STEAM). Following the meeting, ELO-P Coordinators were provided with information on how to register their schools for future STEAM programming and access available resources. The Rams representatives also offered to facilitate a virtual information session for FCPS teachers to introduce the resources and explore ways to incorporate these engaging, real-world learning experiences into after-school programming. This partnership has the potential to strengthen FCPS's expanded learning opportunities and further enrich students' academic and enrichment experiences. The link shared is [HERE](#).

Pillar 2 – Extended Learning Time & Opportunities:

The FCPS Expanded Learning Opportunities Program (ELO-P) continues to provide a comprehensive range of academic support, enrichment, and recreational opportunities beyond the traditional school day. The ELO-P team oversees Think Together and regular after-school programming, which operates until 5:30 or 6:00 p.m., depending on the campus. In addition, FCPS is expanding its offerings through new after-school classes led by FCPS teachers and third-party providers. ELO-P Coordinators have worked diligently to develop and coordinate these additional opportunities to meet students' diverse interests and needs, enrich their educational experiences, and support their academic growth and overall development.

ELO-P Coordinator Meetings: ELO-P coordinators have been focused on launching their programs and ensuring that after-school activities are successfully established across campuses. As a result, the team has not convened since its September 11, 2026, meeting. The next meeting is scheduled for November 10, 2026, and will provide an opportunity to review the implementation of ELO-P programming, share updates, address challenges, and discuss the following items:

- **Updated 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](#).
- **Review 2025-2026 ELO-P Budget and Expenditures:** Review of the budget for the 2025-2026 ELO-P programs located [HERE](#). Review the 2025-2026 expenditures spreadsheet found [HERE](#).
- **Review 2026-2027 ELO-P Budget and Expenditures:** The budget for the 2026-2027 ELO-P programs is [HERE](#) and the 2026-2027 expenditures spreadsheet can be found [HERE](#). The budget and expenditure reports are being closely monitored and are very conservative until there is a full review with our back office financial provider.
- **Plan and Prepare for the Four ELO-P Days:** The ELO-P coordinators have amazing plans for the upcoming ELO-P school days on October 29 and 30. These days will provide students with targeted opportunities for academic intervention, enrichment, and expanded learning experiences aligned with ELO-P requirements with a fall theme.

Pillar 3 - Active Family and Community Engagement

During October, FCPS continued to strengthen family and community engagement by identifying and creating meaningful opportunities for families to participate in their children's education. These efforts focus on providing accessible, culturally responsive, and inclusive opportunities that reflect the diverse needs and strengths of the communities we serve. Community school coordinators play an essential role in fostering these connections by building relationships with families, facilitating engagement opportunities, and connecting families with resources and services that support student success. Each FCPS campus has a dedicated Community School Coordinator who works collaboratively with school administrators, staff, families, and community partners to strengthen these efforts.

Community School Coordinator Meeting: The community school coordinators met on October 16, 2026. The agendas are available [HERE](#). The October meeting focused on coordinating upcoming family engagement activities, school events, and integrated student support across FCPS campuses. Discussion topics included parent classes, calendar coordination, and volunteer recruitment. The team also discussed the November 21 turkey giveaway, the canned food drive, and food pantries. Additional updates addressed the Parent Ambassador Program and preparations for the November 17, 2026, charter renewal hearings for Fenton STEM and Fenton Charter Leadership Academy. These discussions support continued collaboration among school teams to strengthen family engagement, expand access to resources, and promote student and community well-being.

Assemblywoman Luz Rivas Visits Fenton Avenue Charter School: On September 28, 2026, Fenton Avenue Charter School welcomed Congresswoman Luz Rivas for a special visit focused on civics and civic engagement. During her visit, Congresswoman Rivas met with 10 fifth-grade students to discuss government, public service, and the importance of active civic participation. Students did an outstanding job engaging in thoughtful discussion and asking insightful questions about artificial intelligence (AI), space exploration, and ways to make a positive difference in their community. Congresswoman Rivas also donated books to support classroom libraries and encourage students' love of reading. This meaningful experience provided students with an opportunity to connect directly with an elected representative, explore topics relevant to their future, and deepen their understanding of civic responsibility. FCPS continues to welcome opportunities for collaboration with elected officials and community partners to provide students with meaningful, real-world learning experiences that strengthen their understanding of government, public service, and community involvement.

Fenton Primary Center Participates in groundbreaking of the Hansen Dam Playground Renovation Project: On October 8, 2026, Fenton Primary Center participated in the groundbreaking ceremony for the Hansen Dam Playground Renovation Project, hosted by Los Angeles City Councilwoman Monica Rodriguez. The event celebrated an important community investment that will transform the existing playground into a more inclusive, accessible, and engaging space for children and families of all abilities. Planned improvements include accessible ramps, sensory play elements, swings, climbers, a roller slide, additional shade structures, and resilient safety surfacing. Fenton Primary Center's participation highlighted FCPS's commitment to community engagement, building strong partnerships with local leaders, and advocating for safe, inclusive recreational spaces that support children's development. Special thanks to Coco Salazar for coordinating the class field trip and providing students with a valuable civic leadership experience, allowing them to witness firsthand how local government and community partnerships help improve public spaces for the benefit of all.

Parent Classes: Community School Coordinators continue to program classes at each of the FCPS family centers, expanding opportunities for family engagement, adult learning, and personal development. Classes range from exercise and meal preparation to English as a Second Language (ESL) and General Educational Development (GED) preparation. Through partnerships with Los Angeles Community College and Los Angeles Valley College, families can access educational resources and learning opportunities directly at our school sites. These programs reflect FCPS's ongoing commitment to strengthening family centers as welcoming hubs that support lifelong learning, promote family well-being, and connect families with valuable community resources.

Panorama Education and Climate Surveys: FCPS is establishing a new partnership with Panorama Education to strengthen its approach to collecting and analyzing feedback from students, teachers and staff, and families. Through this partnership, FCPS is preparing to launch school climate surveys designed to better understand student supports, learning environments, staff experiences, and family perspectives.

The surveys will range from 10 to 14 questions and are expected to take approximately five to seven minutes to complete. The surveys will be customized to reflect FCPS's priorities and align with the Local Control and Accountability Plan (LCAP) also known as the School Plan for Student Achievement (SPSA). The partnership with Panorama will also integrate with Infinite Campus to streamline roster management and survey administration. By gathering meaningful feedback from across the FCPS community, this initiative will help inform data-driven decision-making, identify areas for improvement, and guide efforts to strengthen school climate, family engagement, and student well-being across all five schools.

Parent Ambassadors: FCPS is continuing its inaugural Parent Ambassador Program, with participants having completed three of the six scheduled sessions. The remaining three sessions will take place over the coming month, with the program expected to conclude in November. The next session is scheduled for October 26, 2026, at 9:00 a.m. via Zoom, and will focus on "*Parent Ambassadors as Parent Advocates*." This program is designed to strengthen parent and family leadership by providing participants with a deeper understanding of FCPS, public charter school education, Community Schools, and opportunities for family engagement. Upon completing all six sessions, participants will receive an FCPS Community Ambassador Certificate. Ultimately, the program aims to establish a network of informed and engaged parent leaders who can expand families' understanding of school programs and resources, strengthen communication between families and schools, and encourage greater family participation and leadership across FCPS.

Community Engagement Initiative (CEI) Street Data Community of Practice: As previously reported, FCPS is participating in the 2026–2027 CEI Street Data Community of Practice, with Santa Monica Blvd. Community Charter School (SMBCCS) serving as the pilot site. The SMBCCS lead team will gather and analyze input from students, families, and staff to better understand school climate, identify areas for growth, and inform school improvement priorities. The team will also document lessons learned and share effective engagement strategies that may be applied across FCPS. FCPS representatives attended the first in-person session, *Listening Leader*, on September 18, 2026, in Anaheim, and will continue their professional learning and collaboration at the October 22–23 meeting in Santa Rosa, California. This work will help ensure that student, family, and staff voices meaningfully inform school practices and decision-making.

Pillar 4 – Collaborative Leadership & 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.

California Community Schools Partnership Program Update for 2026 and Beyond: The California Department of Education has held a couple of informational webinars regarding the California Community Schools Partnership Program (CCSPP) Opt-In process and future funding possibilities. The most recent webinar was held on October 13, 2026. The webinar provided an overview of the opt-in opportunity, eligibility requirements, key timelines, and available resources. Participation offered an opportunity to

gain a better understanding of the process and receive guidance from CCSPP staff. All FCPS schools are currently in cohort 3 and year three of the implementation grant. Currently all FCPS schools are up to date and will continue to receive the same funding until June 2029. FCPS will continue to explore opportunities for additional funding. [HERE](#) is the presentation provided at the last webinar for CCSPP. The proposed amount for continuing to opt-in to the community schools initiative beyond 2029 looks like the following:

Pupils Enrolled at the Eligible Schoolsite	Amount to be Computed per Eligible Schoolsite
10–24	\$75,000
25–150	\$115,000
151–400	\$190,000
401–1,000	\$230,000
1,001–2,000	\$305,000
2,000+	\$400,000

The FCPS Community Schools Advisory Committee: The FCPS Community Schools Advisory Committee will meet on October 19, 2026, to review ongoing initiatives and coordinate upcoming activities across school sites. Key topics will include the upcoming climate surveys, food drive, annual turkey giveaway, and 5K practice runs. The meeting will provide an opportunity for committee members to share updates, discuss implementation plans, and collaborate on strategies to strengthen family engagement, promote student and community well-being, and support the continued development of FCPS Community Schools. [HERE](#) is the schedule of 2026-2027 meetings and [HERE](#) is the agenda of the meeting held on October 19, 2026.

Professional Development: FCPS continues its partnership with Dr. Jacqueline Sanderlin of ImpactLeader Enterprises to strengthen staff collaboration and advance implementation of the California Community Schools Partnership Program (CCSPP). This five-part professional learning series brings together FCPS Community School Coordinators, an administrator from each school site, and members of the Charter Management Organization (CMO) leadership team. Grounded in Dr. Sanderlin's Five C's framework: Community, Collaboration, Capacity, Connection, and Creativity, the series provides participants with practical strategies to strengthen relationships, expand community partnerships, and develop the collaborative systems needed to support successful community schools implementation across FCPS. The [second professional learning session](#) focused on collaboration, emphasizing strategies for building stronger, more intentional relationships with community partners and fostering shared responsibility for meeting the needs of students, families, and the broader school community.

Dr. Villa and Scholar Systems Professional Development: On October 2, 2026, Santa Monica Blvd. Community Charter School (SMBCCS) welcomed Dr. Cassandra Villa and Scholar System for professional development focused on strengthening relationships, fostering belonging, and advancing culturally responsive practices across the school community. The professional learning was organized

around four key strands: Cultivating Ecosystems of Cariño (Care); Masbloom, Synchronizing High Emotional Support and High Rigor; Interrupting Bias; and Embracing Familial Cultures. During the initial 3.5-hour session, staff explored cultivating a culture of care, shifting from deficit-based to asset-based mindsets, and developing practical tools for addressing racial language and cultural differences. Dr. Villa's approach emphasized creating school environments where students experience both high levels of emotional support and high expectations for academic achievement. Staff were encouraged to reflect on how relationships, beliefs, and school practices can either support student success or create barriers to it. This professional development represents FCPS's continued commitment to building a shared mindset and consistent practices that strengthen connection, belonging, and culturally responsive teaching while supporting positive outcomes for all students. Participant feedback was overwhelmingly positive. Of the 49 survey responses received, 98% rated the session four or five stars, including 43 participants (88%) who awarded it five stars. Participants reported leaving the session feeling inspired and reconnected to the heart of their work. These results highlight the value of providing professional learning that encourages reflection, strengthens relationships, and supports meaningful changes in school practices. FCPS looks forward to continuing this partnership through additional professional development sessions that reinforce a shared commitment to connection, belonging, culturally responsive practices, and positive student outcomes. The follow-up four 1-hour sessions will take place on Wednesdays, sometime between now and the spring.

FCLA and Fenton STEM Board Approval Preparation: As Fenton Charter Leadership Academy (FCLA) and Fenton STEM prepare for their upcoming charter renewal vote on November 17, 2026, FCPS Community School Coordinators are working to organize and prepare a group of 20-30 parents to attend and show their support for both schools. This effort highlights the importance of family engagement and parent advocacy in demonstrating the strength of the FCPS community and the positive impact of its schools on students and families. Parents of all FCPS schools will participate and current Ambassadors will help recruit other parents to participate.

Social Media Postings and Support: FCPS will pilot a partnership with Rough Edit Inc. to coordinate and enhance social media communications across all five school sites. The three-month pilot, at a cost of \$1,500 per month, will include content planning, development of posts and graphics using existing school photos and videos, scheduling and publishing approved content, and monthly performance reporting. The initiative aims to strengthen timely communication with families, increase awareness of school programs and events, and streamline staff involvement in content creation. At the conclusion of the pilot, FCPS will evaluate the services provided, staff workload, audience engagement, and available indicators of family interest to determine the potential for continuing the partnership.

Community Schools Calendar: FCPS has developed a comprehensive [community schools calendar](#) that serves as a centralized resource for tracking CCSP-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.

Upcoming Events:

10/19	CS Advisory Committee Meeting 3:00 Virtual
10/21	CEI Street Data - In-Person Sonoma thru 10/23
10/22	FCPS Board Meeting
10/24	FPC Fall Festival 10:00 a.m. to 1:00 p.m.
	FACS Fall Festival 3:00 p.m. to 6:00 p.m.

10/29	ELO-P Day #1
10/30	ELO-P Day #2
11/4	LACOE Community Schools Regional Meeting (R-TAC)
11/5	Power of Sight Visits Academies thru 11/6
11/10	ELO-P Meeting
11/16	Week of Parent Conferences
	CEI Street Data Virtual Meeting
11/17	LAUSD Board Charter Vote for STEM and FCLA
12/10	FCPS Board Meeting

II. F.

FCPS Officers' Reports

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

October 22, 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](#)

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

September Consumer Price Index Update
Excerpts From School Services of California
Posted October 14, 2026

The Bureau of Labor Statistics (BLS) released its September Consumer Price Index (CPI) report today, October 14, 2026, showing consumer prices rose 0.6% in September, up from 0.4% in August. Annual inflation rose from 3.4% to 3.7%. Core inflation, excluding the more volatile commodities of food and energy, rose more modestly by 0.3% for the second consecutive month, while its annual rate rose from 2.4% to 2.6%.

For California local educational agencies (LEAs), these figures do not change the 2026-27 statutory cost-of-living adjustment (COLA), which remains 2.87%. However, the latest report reinforces the need to monitor inflation and its possible implications for operating costs and the 2027-28 statutory COLA, particularly in light of today's release indicating that energy costs are impacting prices more broadly.

Gasoline prices increased 9.1% in September, accounting for more than half of the monthly CPI increase. The overall energy index rose 5.2%, up from 2.1% in August. Compared with a year ago, energy prices were up 20.4%, and gasoline prices rose 34.2%. For LEAs, sustained energy price increases could put additional pressure on transportation and facilities budgets. Higher fuel costs can also affect the cost of delivering supplies and providing contracted services. The extent of those effects will depend on local purchasing arrangements, contracts, and consumption.

September also brought increases in shelter, recreation, used cars and trucks, education, airline fares, medical care services, and apparel. Shelter prices rose 0.4% for the month and 3.2% over the year. Food prices were unchanged for the month and up 2.5% year over year. The increase in annual core inflation changes the picture presented by the August BLS report, when core inflation had eased. Energy remains the dominant contributor to the monthly increase, but September's results also show inflationary pressure in other categories. These figures alone do not establish that higher energy costs caused those increases or that inflation will continue accelerating.

In addition, September's rise in headline and core inflation could strengthen the case for another Federal Reserve (Fed) interest rate hike at its October meeting later this month, as policymakers weigh inflation against employment and other economic conditions. For LEAs, a further increase in the Fed rate could impact borrowing costs and financing arrangements.

As discussed in prior articles (see "Rising Prices and the Statutory COLA" and "Annual Inflation Holds at 3.4% as Energy Pressures Continue" in the May 2026 and September 2026 *Fiscal Reports*, respectively), California's statutory COLA is calculated using the federal Implicit Price Deflator for State and Local Government Purchases of Goods and Services issued by the Bureau of Economic Analysis, rather than the CPI released by the BLS. The September inflation rate therefore should not be interpreted as an estimate of the eventual 2027-28 statutory COLA.

However, persistent increases in energy and other costs could affect the broader price trends reflected in the index used to calculate COLA. For LEAs, the practical concern is how those pressures affect expenditures. Monitoring transportation, utilities, supplies, and contracted services will help districts identify emerging cost pressures and adjust their multiyear budget assumptions accordingly.

Finance ([Back to Top](#))

Quarterly Investment Update

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

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

Oct 25	\$1,673,392	\$3,173,392	111.56%		\$635,850	\$5,135,850	14.13%	
Jan 26	\$1,801,255	\$3,301,255	120.08%		\$680,400	\$5,180,400	15.12%	
April 26	\$1,723,245	\$3,223,245	114.88%		\$737,100	\$5,237,100	16.38%	
Aug 26	\$2,132,322	\$3,632,322	142.15%		\$805,950	\$5,305,950	17.91%	
Managed Liquid YOY Growth %			22.99		Short Term YOY Growth %			4.16

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

S&P 500

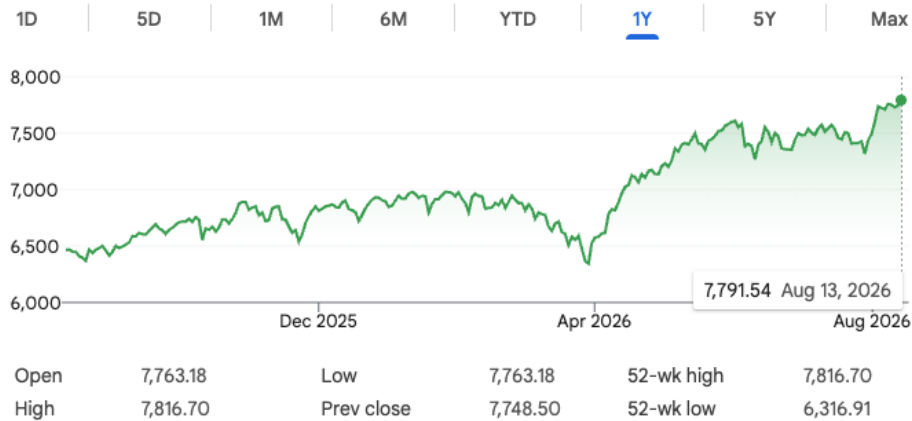
INDEXSP: .INX

7,790.87

↑ 20.48% +1,324.29 past year

Aug 13, 2:27 PM EDT • [Disclaimer](#)

🔍 Why is .INX up 20.48%



The S&P 500 grew by 20.48 % YOY.

The FCPS OPEB Trust was formally established at the East West Bank and an investment portfolio created on March 28, 2016. Funds are transferred twice a year, in December (mid-fiscal year) and June (at the end of the fiscal year), and the amount of the deposit is annually determined by the actuarial report completed as required by FASB ASC 715. The trust was established "...solely for the benefit of one or more specified public employee retirement healthcare benefits plans sponsored and provided to qualified public school employees and beneficiaries by Fenton Charter Public Schools." As an irrevocable trust, there are specific guidelines and regulations pertaining to the *exclusive* use of any funds. The OPEB total trust contribution currently has a market value of \$14,752,354 and has grown 10.88% YOY.

OPEB Trust		
	Initial Purchase	Current Market Value
Jan 23	\$8,373,085	\$9,400,490
Mar 23	\$8,691,719	\$9,749,390
June 23	\$8,691,719	\$10,005,751
Oct 23	\$9,010,353	\$10,285,829
Jan 24	\$9,319,064	\$10,983,169
Mar 24	\$9,319,064	\$11,182,600
Jul 24	\$9,627,835	\$11,999,208
Oct 24	\$9,627,835	\$12,181,625
Feb 25	\$9,627,835	\$12,525,123
Aug 25	\$9,936,606	\$13,304,596
Oct 25	\$9,936,606	\$13,913,261
Jan 26	\$9,936,606	\$14,186,015
Apr 26	\$9,936,606	\$14,312,661
Aug 26	\$9,936,606	\$14,752,354
OPEB Trust YOY Growth % Aug 2025 to Aug 2026		10.88
OPEB Trust Growth % since Jan 2026		3.99

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

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

October 22, 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](#); [FCPS Financial Consultant](#); [Financial Services Update](#); [CalPERS Health Benefits](#); [STEM/FCLA Charter Renewals](#)

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 October 19, 2026, FCPS enrollment is currently 3% above budgeted projections.

	FACS		FPC		SMBCCS		STEM		FCLA		FCPS	
	30	36	67	74	35	51	18	30	18	17	168	208
TK	48	52	110	112	55	78	17	18	34	32	264	292
K	48	46	115	118	64	64	44	40	19	19	290	287
1st	50	56	134	131	74	71	28	31	46	50	332	339
2nd	170	166			97	93	44	42	24	22	335	323
3rd	144	151			104	101	24	27	50	54	322	333
4th	180	184			83	80	40	39	44	44	347	347
5th					85	83	44	43	22	27	151	153
6th	670	691	426	435	597	621	259	270	257	265	2209	2282
TOTAL		21		9		24		11		8		73
+/-		3%		2%		4%		4%		3%		3%

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.

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

FCPS continues to work closely with Vertex Education to ensure the accuracy of our financial reporting and budget projections. Our current focus is on reconciling the financial forecast with the Board approved budget from June 2026 and ensuring that all revenue and expenditure assumptions are accurately reflected.

At this stage, the financial presentation remains heavily based on projections rather than actual expenditures, as the current reports primarily reflect actual financial activity through mid August. Based on feedback from our financial consultant, Kristin Dietz, the current forecast should be viewed as a work in progress as additional actual financial data becomes available. We anticipate that the December financial presentation will provide a more accurate picture of our financial position, with significantly more actual expenditures incorporated into the projections.

During this review, we have identified several staffing discrepancies, particularly at Fenton Primary Center and the Fenton Academies. Vertex is working closely with the FCPS Back Office Team to reconcile these differences and ensure that staffing costs are accurately reflected in each school's financial forecast. We will continue to refine our projections and provide the Board with updated financial information as these adjustments are completed.

CalPERS Health Benefits ([Back to Top](#))

Fenton Charter Public Schools continues to make progress toward our transition to the CalPERS Health Benefits Program, with an anticipated implementation date of March 1, 2027. We are working closely with CalPERS, CalSTRS, and the Los Angeles County Office of Education (LACOE) to complete the necessary retirement reporting and health benefits enrollment requirements.

On behalf of Fenton staff, the CEO would like to thank the Board of Directors for participating in the Special Meeting on October 12, 2026, to approve the CalSTRS resolutions for our individual schools. Currently, CalSTRS retirement contributions for employees across all five Fenton schools are reported through Fenton Primary Center. These resolutions support the activation of each school as an independent CalSTRS reporting entity, allowing retirement contributions to be reported directly through the school to which each employee is assigned. LACOE is working toward completing the necessary reporting configurations by January 1, 2027.

Our next major milestone is obtaining Board approval of the CalPERS Health Benefits resolutions for each school. CalPERS has confirmed that we may proceed with the health benefits contracting process while the CalSTRS and LACOE reporting requirements are being finalized. We anticipate receiving the resolution templates shortly and will coordinate a Special Board Meeting to approve them. CalPERS recommends that all adopted and signed resolutions be submitted by December 1, 2026, to allow sufficient time for a smooth transition.

Following Board approval, our focus will shift to employee communication, enrollment, and implementation. This will include coordinating a CalPERS Health Benefits Fair, completing required staff training, and assisting employees with selecting their health plans. Our goal is to complete employee enrollments by mid February to ensure that medical identification cards and coverage are in place for the March 1, 2027 implementation date. We will continue to keep the Board informed as we move through these important milestones.

STEM/FCLA Charter Renewals ([*Back to Top*](#))

With the November 17, 2026 LAUSD Board of Education meeting approaching, our attention is focused on securing the successful renewal of Fenton STEM Academy (STEM) and Fenton Charter Leadership Academy (FCLA). Both schools have demonstrated strong academic and fiscal performance, placing them in favorable positions for renewal. STEM qualifies for a five year renewal under its Middle Performing designation, while FCLA qualifies for a six or seven year renewal under its High Performing designation.

An important part of our preparation involves mobilizing families and strengthening our advocacy efforts. Our Community School Coordinators are working with Parent Ambassadors across all five FCPS schools to identify approximately 20 to 30 parents who can attend the November 17 meeting and express their support. We believe it is important for LAUSD Board members to hear directly from the families whose children benefit from the educational opportunities and supportive environments provided by our schools.

Although the renewal process has largely focused on demonstrating academic achievement, operational effectiveness, and fiscal responsibility, we also recognize the importance of having a strong community presence. Our goal is to approach the November 17 meeting with both comprehensive renewal petitions and a unified network of families advocating for the continued success of our schools. This is an opportunity to demonstrate the collective strength of the FCPS community and the importance of preserving the educational opportunities our schools provide.

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

October 22, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

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

BACKGROUND

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

ANALYSIS

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

Peralta Maintenance (\$311,230)(FCPS) - Payment of outstanding invoices totaling \$311,230 from Peralta Maintenance for recurring and billable janitorial services, floor and carpet care, and facility maintenance provided across multiple school sites. Peralta previously delivered these services, including daily weekday janitorial cleaning and special maintenance, without submitting timely invoices, leading to accumulated unpaid balances spanning FY25 through FY27. Because the total amount exceeds the CEO's approval limit and requires audit adjustments for prior year balances (\$94,060 in FY25 and \$137,770 in FY26), formal Board approval is required to settle the balance and ensure proper accounting alignment. All services with Peralta have since been terminated moving forward.

RECOMMENDATION

It is recommended that the Board of Directors approve the expenditures for Peralta Maintenance for \$311,230.

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



FENTON CHARTER PUBLIC SCHOOLS

October 22, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Ratification of Revised 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

On September 17, 2026, the Fenton Charter Public Schools Board of Directors received and reviewed the Unaudited Actual Reports for the fiscal year ending June 30, 2026, for all five Fenton schools. At the same meeting, the Board approved the recording of the Employee Retention Credit (ERC) at the FCPS home office and authorized a one time allocation of the proceeds for fiscal year 2025–2026.

Following the September Board meeting, Vertex Education finalized additional year end accounting adjustments and incorporated the Board approved ERC allocation into the revised financial reports. The revised Unaudited Actual Reports were resubmitted to the Los Angeles Unified School District (LAUSD) on September 23, 2026. The revised reports are being presented to the Board for formal ratification to document the final accounting adjustments and financial information reflected in the September 23, 2026 resubmission.

ANALYSIS

The revised Unaudited Actual Reports incorporate three accounting adjustments: a \$519,804 reallocation of Other Postemployment Benefits (OPEB) expenses and related balance sheet accounts, a \$26,800 reconciliation of Charter Management Organization (CMO) fees, and the recognition of \$53,783 in additional Expanded Learning Opportunities Program (ELO-P) revenue at Fenton Charter Leadership Academy.

The revised reports also reflect the previously approved allocation of \$3,117,800 in ERC funds and related interest to Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy. This allocation resulted in each of these three schools reporting approximately \$75,000 in positive net income for FY2026.

Adjustment	Amount	What changed	Net effect
FY25 OPEB correction	\$519,804 reallocated	Moved OPEB expense from the five schools to FCPS. Journal FCPS15387 also reallocated the related account 9664 OPEB liability and pooled-cash balances among entities.	Changed school and FCPS income-statement and balance-sheet presentation; no consolidated impact.
FY26 CMO fee true-up	\$26,800 true-up	Reduced school-level CMO fee expense to the final FY26 fee amounts and reduced the corresponding FCPS CMO fee revenue.	Schools +\$26,800; FCPS \$(26,800); no consolidated impact.
Additional FCLA ELO-P revenue	\$53,783 recognized	Recognized additional FY26 ELO-P revenue at FCLA based on existing eligible FY26 expenditures.	FCLA and consolidated net income +\$53,783.

The OPEB, CMO fee and ERC adjustments changed the financial results reported for individual schools and the FCPS home office but did not affect organization-wide net income. The additional ELO-P revenue increased total organization-wide net income by \$53,783, from \$1,924,901 to \$1,978,684.

Following these adjustments, all five Fenton schools reported positive year end financial results. The revised reports reflect the final accounting adjustments and previously approved ERC allocation methodology. All reported amounts remain subject to completion of the annual independent audit.

Entity	Original GL net income	Resubmitted net income	Total change
FACS	\$1,258,478	\$243,058	\$(1,015,420)
FPC	\$(120,501)	\$75,000	\$195,501
SMBC	\$1,465,394	\$124,694	\$(1,340,700)
FCLA	\$(676,133)	\$75,000	\$751,132
STEM	\$(29,137)	\$75,000	\$104,137
FCPS home office	\$26,800	\$1,385,933	\$1,359,133
Organization-wide	\$1,924,901	\$1,978,684	\$53,783

RECOMMENDATION

It is recommended that the Board of Directors ratify the revised 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.

[*Revised: Unaudited Actual Reports for FACS, SMBCCS, FPC, STEM and FCLA*](#)



FENTON CHARTER PUBLIC SCHOOLS

October 22, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

SUBJECT: Recommendation to approve revised FCPS Employee Handbook

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 updates to Fenton policies, practices and procedures approved by the Board during the 2026-2027 school year and changes to federal and state employment practices to date. All revisions have been made with the advice of legal counsel at Procopio, Cory, Hargreaves and Savitch, LLC. The handbook is included in its entirety as two separate attachments: a redline version showing revisions and a clean final version. The proposed changes were announced as an informational item at the FCPS Board of Directors meeting on September 17, 2026.

RECOMMENDATION

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

Attachments: [Revised FCPS 2026-2027 Employee Handbook](#)

V. ITEMS SCHEDULED FOR INFORMATION



FENTON CHARTER PUBLIC SCHOOLS

October 22, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

SUBJECT: Update on FCPS OPEB Trust and FCPS Investment Account

BACKGROUND

FCPS OPEB Trust:

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

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

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

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

FCPS Investment Account:

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

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

ANALYSIS

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

RECOMMENDATION

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

Attachment: [*OPEB Trust Investment Account - Updated Performance*](#)

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



FENTON CHARTER PUBLIC SCHOOLS

October 22, 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

A detailed analysis of LCAP assessment data will be presented by the Chief Executive Officer and Director of Instruction.

RECOMMENDATION

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