



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

Videoconference Locations: [See Page 5](#)

REGULAR MEETING - BOARD OF DIRECTORS

January 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/8747966875>
Meeting ID: 874 796 6875

AGENDA

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

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

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

Instructions for Presentations to the Board by Parents and Citizens

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

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

I. PRELIMINARY

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

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

- E. **Minutes of Previous Regular Meeting and Special Meeting** - Chair Lucente
 - 1. [Minutes of the December 11, 2025 Regular Meeting of the Board of Directors will be presented for approval.](#)
 - 2. [Minutes of the January 16, 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**

- 1. **Finance Committee:** Sarah Ananta (FPC); Isabella Rodriguez (SMBCCS); Jennifer Hines (FCLA); Mercedes Meeks (STEM)
Budget, Facilities and Safety Council: Martin Penner (FACS)
- 2. **Instruction Committee:** Lisa Ibarra & Coco Salazar (FPC); Jocelyn Condo & Sandra Hernandez (SMBCCS); Kalea Wright (FCLA); Alyssa Marygold (STEM)
Curriculum and Assessment Council: Wendy Kaufman (FACS)
- 3. **Personnel Committee:** Caitlin McMabell (FPC); Gaby Arroyo & Xareni Robledo (SMBCCS); Kate Marrelli (FCLA); Priscilla Gentry (STEM)
Human Resource and Personnel Council: Jann Manorothkul (FACS)

4. **Parent/Community Advocacy Committee:** Gurpreet Gill & Bridget Ruiz-Acevedo (FPC); Christian Hidalgo & Aaron Veals (SMBCCS); Virginia Palma (FCLA); Michelle Menjivar (STEM)
School-Community Relations Council: Kristin Tzintzun (FACS)
 - a. **School Site Council:** Juan Gomez (FPC)
 - b. **English Learner Advisory Committee:** Alejandra Muñoz (FACS); Juan Gomez (FPC)

C. Financial Business Manager’s Report:

Erik Okazaki, Financial Business Manager of the FCPS, will update the most current financial statements, cash flow position, and any variations in revenues and expenditures from the approved 2025-2026 budgets for all sites.

D. Site Directors’ Reports

Site Directors’ Reports will be distributed to Board members 72 hours prior to the regular meeting. All Board members are asked to submit any questions or requests for clarification to Board Chair Lucente prior to the beginning of the meeting. Chair Lucente will call 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)** - Mrs. Sirui Thomassian
4. **Fenton STEM Academy (STEM)** - Dr. Beth Henschel
5. **Fenton Charter Leadership Academy (FCLA)** - Dr. Beth Henschel

E. FCPS Directors’ Reports

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

- A. [Recommendation to receive and file 2024-2025 School Accountability Report Cards \(SARCs\) for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy](#)

IV. [ITEMS SCHEDULED FOR ACTION](#)

- A. [Recommendation to approve expenditures for items above the spending authority of the Chief Executive Officer](#)

V. [ITEMS SCHEDULED FOR INFORMATION](#)

- B. [Form 700 Filers](#)
- C. [Update on FCPS OPEB Trust and Investment Portfolio](#)
- D. [Mid-Year LCAP Report](#)

VI. [ANNOUNCEMENTS](#)

The next regular meeting of the Board of Directors of the Fenton Charter Public Schools will be held on Thursday, March 12, 2026 at 4:30 pm in the boardroom of the FCPS Business Office and via Zoom.

VII. [FUTURE MEETINGS](#)

March 12, 2026
April 16, 2026
May 14, 2026
June 11, 2026

VIII. [ADJOURNMENT](#)

Americans with Disabilities Act

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

Videoconference Locations:

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

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

December 11, 2025

A meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, December 11, 2025, at 4:30 p.m. in the FCPS Business Office Boardroom and via Zoom.

I. PRELIMINARY

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

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

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

Board Members Present

Yvette King-Berg, *Community Representative*

Joe Lucente, *Community Representative*

Erin Studer, *Community Representative*

Carrie Wagner, *Community Representative*

Jed Wallace, *Community Representative*

Via Zoom: 3817 Halcon Place, Davis, CA 95618

Caprice Young, *Community Representative*

Via Zoom: 1 Surf Way, #108, Monterey, CA 93940

Board Members Not Present

Daniel Laughlin, *Parent Representative*

C. Flag Salute - Chair Lucente

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

D. Approval of the Agenda - Chair Lucente

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

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

Nay: (0)

Abstentions: (0)

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

On **MOTION** of Erin Studer, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the minutes of the October 23, 2025 Regular Meeting (Item I.E.) were 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**

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

There were no further reports by committees/councils.

C. **Financial Business Manager's Report**

Erik Okazaki, Financial Business Manager of the FCPS, presented updates to the 2025-2026 approved budget. The following update was presented:

2025-2026 First Interim Financials

Ending fund balances remain strong as an organization: (operating income per site):

FACS - \$1,677,584

FPC - \$390,040

SMBCCS - \$1,374,705

STEM - \$120,595

FCLA - \$165,181

2025-2026 Forecast Update

Ending fund balances remain strong as an organization. Operating incomes per site:

FACS - \$2,091,324

FPC - \$745,672

SMBCCS - \$1,645,377

STEM - \$248,207

FCLA - \$304,748

Employee Retention Credit (ERC) will be recognized as revenue in 2025-2026. Total refunds per site:

FACS - \$1,303,530

FPC - \$1,330,676

SMBCCS - \$1,622,875
STEM - \$584,727
FCLA - \$617,795
FCPS - \$483,422
TOTAL - \$5,943,026

2025-2026 Enrollment and ADA% - enrollment increased but ADA percentage decreased as of Month 3:

FACS - Enrollment - 705; ADA - 98.6%
FPC - Enrollment - 456; ADA - 99.6%
SMBCCS – Enrollment - 673; ADA - 99.3%
STEM – Enrollment - 262; ADA - 97.9%
FCLA – Enrollment - 268; ADA - 98.3%

2025-2026 Cash Balance Forecast

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

Bond covenants:

- Liquidity - 45 days of cash on hand required; obligated group will reach 126 days (without FPC, STEM and FCLA reach 93 days)
- Debt Service - debt service coverage ratio of 1.10 is minimum requirement; obligated group will reach 2.28 (without FPC, STEM and FCLA alone reach 2.06)

Additional Information

Special Education Budget - Special Education expenses far exceed revenues:

FACS - <\$1,253,818>
FPC - <\$733,408>
SMBCCS - <\$1,280,350>
STEM - <\$698,073>
FCLA - <\$722,070>

A Committee of the Board will convene to review Special Education and other staffing norms prior to the next regular board meeting scheduled on January 22, 2026. The meeting time is to be determined.

Facility Lease Budget - Lease expenses have a significant impact on operating income of obligated group:

FPC - <\$750,774>
STEM - <\$538,176>
FCLA - <\$529,238>

D. Site Directors' Reports

Site Directors' Reports were distributed to Board members 72 hours prior to the regular meeting. All Board members were asked to submit any questions or requests for

clarification to Board Chair Lucente prior to the beginning of the meeting. There were no questions and reports were received as published.

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

E. FCPS Directors' Reports

FCPS Directors' Reports 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 all reports were received as published.

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 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 LAUSD Certification of Board Compliance Review

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve LAUSD Certification of Board Compliance Review (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 receive and file First Interim Report

On **MOTION** of Erin Studer, **SECONDED** by Jed Wallace, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to receive and file First Interim Report (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 expenditures for items above the spending authority of the Chief Executive Officer

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve expenditures for items above the spending authority of the Chief Executive Officer (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)

Specific expenditures approved:

Mathnasium (\$120,888) (SMBCCS) - Santa Monica Boulevard Community Charter School budgeted \$139,050 for the 2025-2026 school year in the board approved ELO-P budget on September 18, 2025. They have already spent \$132,045 for the first half of the year. The request is for an additional \$120,888 for the second half of the year. This is in alignment with what the school spent last year. This amount is fully funded by ELO-P funds.

Michael Williams CFOMW (\$128,195.71) (FCPS) - Success Fee for Employee Retention Credit Claim (ERC) - 8.0% of the total IRS credit received of \$1,602,446.43 for Q3 2021.

D. Recommendation to ratify vendor schedule of agreements

On **MOTION** of Yvette King-Berg, **SECONDED** by Erin Studer, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to ratify vendor schedule of agreements (Item IV.D.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

E. Recommendation to approve revised acknowledgement of teachers who meet or exceed ADA rate of 98.5%

On **MOTION** of Erin Studer, **SECONDED** by Yvette King-Berg, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve revised acknowledgement of teachers who meet or exceed ADA rate of 98.5% (Item IV.E.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

F. Recommendation to approve FCPS Professional Learning Advisor role

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

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

Nay: (0)

Abstentions: (0)

G. Recommendation to approve Resolution #59 and Notice of Withdrawal from SELF

On **MOTION** of Yvette King-Berg, **SECONDED** by Carrie Wagner, and **CARRIED** by a vote of 6 (YES) and 0 (NO), the recommendation to approve Resolution #59 and Notice of Withdrawal from SELF (Item IV.G.) was approved as presented.

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

Nay: (0)

Abstentions: (0)

V. ITEMS SCHEDULED FOR INFORMATION

A. AB 1234 Ethics Training - Janelle Ruley, Young, Minney & Corr, LLP

B. LCAP Update and Instructional Report

These were information items only and no action was taken.

VI. ANNOUNCEMENTS

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

VII. FUTURE MEETINGS

January 22, 2026

March 12, 2026

April 16, 2026

May 14, 2026

June 11, 2026

VIII. ADJOURNMENT

The meeting was adjourned at 6:20 p.m.

Respectfully submitted:

Irene Sumida
Secretary of the Board

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

January 16, 2026

A Special Meeting of the Board of Directors of the Fenton Charter Public Schools was held on Thursday, January 16, 2026, at 9:00 a.m. via Zoom: <https://us02web.zoom.us/j/84103327746> (Meeting ID: 841 0332 7746).

I. PRELIMINARY

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

The Board of Directors meeting was called to order at 9:03 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

Carrie Wagner, *Community Representative*

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

Caprice Young, *Community Representative*

3850 Lankershim Blvd., Los Angeles, CA 90068

Board Members Not Present

Daniel Laughlin, *Parent Representative*

Erin Studer, *Community Representative*

Jed Wallace, *Community Representative*

C. Approval of the Agenda - Chair Lucente

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

Aye: (4) Yvette King-Berg, Joe Lucente, Carrie Wagner, Caprice Young

Nay: (0)

Abstentions: (0)

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

The minutes from the December 11, 2025 regular board meeting will be presented for approval at the January 22, 2026 regular board meeting.

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 regular meeting of the Board.

C. Financial Business Manager's Report

The Financial Business Manager's report will resume at the January 22, 2026 regular meeting of the Board.

D. Site Directors' Reports

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

E. FCPS Directors' Reports

FCPS Directors' reports will resume at the next regularly scheduled meeting of the Board on January 22, 2026

F. FCPS Officers' Reports

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

III. CONSENT AGENDA ITEMS

There were no items scheduled for the Consent Agenda.

IV. ITEMS SCHEDULED FOR ACTION

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

On **MOTION** of Carrie Wagner, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the recommendation to approve the revised FCPS General Accounting Policies and Procedures Manual (Item IV.A.) was approved as presented.

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

B. Recommendation to approve revised FCPS Procurement and Purchasing Procedures Handbook

On **MOTION** of Yvette King-Berg, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the recommendation to approve the revised FCPS Procurement and Purchasing Procedures Manual (Item IV.B.) was approved as presented.

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

C. Recommendation to approve Resolution #60: Submission of a New Charter Petition for Fenton Launchpad Academy

On **MOTION** of Carrie Wagner, **SECONDED** by Caprice Young, and **CARRIED** by a vote of 4 (YES) and 0 (NO), the recommendation to approve the submission of Resolution #60: Submission of a New Charter petition for Fenton Launchpad Academy (Item IV.C.) was approved as presented.

Aye: (4) Yvette King-Berg, Joe Lucente, Carrie Wagner, 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, January 22, 2026 at 4:30 p.m. in the FCPS Business Office Boardroom and via Zoom.

VII. FUTURE MEETINGS

January 22, 2026
March 12, 2026
April 16, 2026
May 14, 2026
June 11, 2026

VIII. ADJOURNMENT

The meeting was adjourned at 9:13 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 Meeting on
January 13, 2026

Call to Order: Sarah Ananta, Chair, called the meeting to order at 7:15 am.

Roll Call: Mia Martinez, Secretary

Members Present: Sarah Ananta, Mia Martinez, Shirley Saetang, Juan Gomez, Jeanette Hernandez, Lorena Sanchez, and Sirui Thomassian.

Additions/Corrections to the Agenda:

There were no additions or corrections to the agenda.

Item #1 **Approval of Minutes from the November 12th meeting of the Finance and Safety Committee - Sarah Ananta, Chair** (*Motion to Approve*)

On a **MOTION** by Shirley Saetang, **SECONDED** by Jeanette Hernandez, and **CARRIED**, the minutes of the November 12, 2025 Finance and Safety Committee meeting were approved as submitted.

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

No one addressed the committee.

Old Business:

There was no Old Business.

New Business:

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

Sirui Thomassian shared the latest enrollment numbers for Fenton Primary Center.

November 2025:

TK: 65
K: 109
1st: 137
2nd: 143
Total: 454

January 2026:

TK: 68
K: 113
1st: 138
2nd: 145
Total: 464

There is an increase of 10 students.

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

Sirui Thomassian shared that FPC hopes to continue our fine arts program next school year, but we will not be able to afford funding for a certificated teacher in the fine arts instruction position. Ms. Penner has been maintaining an organized portfolio of projects, so that classified staff can possibly continue the program in the future. The certificated classroom teacher will need to be present during fine arts instruction in the future.

Mrs. Thomassian shared that \$4,246.03 of student body funds was used to purchase library books from Mija Books. This company offers a wide variety of books from authors of color about people of color in English and Spanish.

Fenton Primary Center will be partnering with Schoolbeat (formerly Moozoom). The company will soon start working on the rostering process on Clever. Teachers will not have to manually add in students and everyone will see the app on their Clever dashboards.

After the Clever set up is completed, we will schedule an implementation training for administration. We will discuss school SEL goals and how we can make sure that Schoolbeat best supports our goals and initiatives.

Item #5 **Facilities Update (LCAP Goal 3 Metric 3.6)** - Lorena Sanchez, ELO-P
Coordinator *(Informational Item)*

Lorena Sanchez shared the list of work done on the facilities at the Fenton Primary Center:

- Touch-up painting was completed on the lower walls in the atrium.
- Trees were trimmed around the entire property.
- Recruitment signage will be purchased for placement around the school (ex. logo on yard Astro Turf, pole banners in parking lot area).
- Banners were purchased for the awards assemblies.
- More games like large Connect Four and Tic Tac Toe were purchased for the playground.

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

Lorena Sanchez shared the Lock Down Drill on December 5, 2025 was successful. There was good feedback on the survey sent to staff after the December 5 Lock Down Drill. It was suggested that doors remain unlocked so teachers can practice locking doors during a lock down drill. The next fire drill will be January 23, 2026 at 8:30 am.

Announcements:

There were no announcements.

Next Regular Meeting:

February 11, 2026 at 7:15 am

Adjournment:

The meeting was adjourned by a **MOTION** from Juan Gomez, **SECONDED** by Mia Martinez, and **CARRIED**. The Finance and Safety Committee Meeting of January 13, 2026 was adjourned at 7:51 am.

Respectfully submitted by Mia Martinez

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

Unapproved Minutes of the Instruction Committee

January 13, 2026

Call to Order: Jocelyn Condo and Sandy Hernandez, Co-Chairs

Roll Call: Laura Gerow, Secretary

Instruction Committee Members Present: Jocelyn Condo, Sandra Hernández, Angela Boyd, Diana Ramos, Jennifer Fynn, Jordan Jones, Megan Rol, Laura Gerow, Aleeyah Culhane, Patience Moore, Lizette Adkisson, Walter Gomez, Carmen Solis

Absent: Bunny Wolfer

Non-Members Present: Jazmin Luna

Additions/Corrections to the Agenda: Jocelyn Condo and Sandy Hernandez, Co-Chairs

There were no additions or corrections.

Approval of Minutes: Jocelyn Condo and Sandy Hernandez, Co-Chairs

Item #1 **Approval of Minutes from the November 12, 2025, meeting of the Instruction Committee** - Jocelyn Condo and Sandy Hernandez, Co-Chairs (*Motion to Approve*)

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

Presentations from the Public: Jocelyn Condo and Sandy Hernandez, Co-Chairs

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

There were no presentations to the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **PD Day #5 January 12th, 2026 (LCAP Goal 3 Metric 3.2)** - Walter Gomez, Director (*Informational Item*)

Mr. Gomez shared that on January 12, 2026, SMBCCS held its fifth Professional Development Day. During this session, Mrs. Wolfer, Ms. Hernandez, and Ms. Condo led a presentation on Structured Literacy, focusing on the significant reading challenges many students across California face. The presentation outlined the essential skills students need to become proficient readers and provided teachers with practical strategies they can use in the classroom to help close reading gaps and strengthen foundational literacy.

In addition, Ms. Wolfer, Ms. Solis, Ms. Rodriguez, Ms. Ribakoff, Mrs. Hossain, and Mrs. Marcoe shared key takeaways from their participation in the PLC in Math Conference held in December. They presented strategies, instructional concepts, and ways to use the PLC model to help students better access and master math standards while clearly understanding what is required to reach proficiency. A follow-up presentation is scheduled for January 14, 2026, where they will share best practices and implementation strategies with the rest of the staff.

Item #4 **i-Ready MOY Diagnostic Assessment & Data Trends (LCAP Goal 1, Metric 1.5) - Walter Gomez, Director** *(Informational Item)*

Mr. Gomez presented information on the i-Ready MOY Diagnostic Assessment. The i-Ready Mid-Year (MOY) Diagnostic window will run from January 20 through February 6, 2026, with the Reading Diagnostic administered to students in kindergarten through sixth grade from January 21–23 and the Math Diagnostic administered from January 28–30. These assessments are designed to measure what students have actually learned as a result of classroom instruction, daily routines, and targeted interventions. The MOY i-Ready Diagnostic serves as the closest instructional proxy to CAASPP, providing staff with valuable data to monitor progress, adjust instruction, and ensure students are on track to meet grade level expectations.

Item #5 **School Accountability Report Card (SARC) Update (LCAP Goal 1, Metric 1.2) - Walter Gomez, Director** *(Informational Item)*

Mr. Gomez presented information on the School Accountability Report Card (SARC), which provides the public with important information about school conditions, student performance, and educational programs, and is due to the state by February 1. SMBCCS has completed its SARC, and it is currently awaiting Board approval before it can be officially submitted. Once approved, the report will be filed with the state to ensure compliance and transparency regarding the school’s academic and operational performance.

Item #6 **Western Association of Schools and Colleges (WASC) Update (LCAP Goal 1, 2, 3) - Walter Gomez, Director** *(Informational Item)*

Mr. Gomez also shared that SMBCCS will undergo its Western Association of Schools and Colleges (WASC) accreditation visit from April 20–22, which will include a full Self-Study Review. WASC is an independent accrediting organization that evaluates schools to ensure they meet rigorous standards for educational quality, student learning, and school effectiveness. Through the self-study and on-site review process, WASC examines the school’s programs, instructional practices, leadership, and student outcomes, and provides feedback and recommendations to support continuous improvement and maintain accreditation status.

Item #7 **LAUSD Oversight Update (LCAP Goal 1, 3) - Walter Gomez, Director** *(Informational Item)*

It is very important that students are dropped off and picked up on time, as supervision staff and custodial staff are affected when a class is picked up late. Please make it a priority to review playground and behavioral expectations daily with your students before recess and lunch. Consistent reminders around respectful behavior, following directions the first time, and safe play will help reinforce expectations and set students up for success during these unstructured times.

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

Mr. Gomez presented updates for the Expanded Learning Program. The first semester of ELO-P classes officially end on January 29th. The new semester of ELO-P classes will begin on February 9th and run until June 4th. Teacher clubs will begin on February 10th and conclude on April 23rd. Teachers must sign up if they want to lead a teacher club by Wednesday, January 14th at 3pm. Ms. Weiss will approve teacher clubs by the week of January 20th. For teachers that will be leading a teacher club, there will be a meeting the week of February 2nd to review logistics. An exact date will be announced soon. Student Interest Surveys for second semester clubs will be sent out the week of February 2nd.

There are many exciting activities coming up for the students and school. On Friday, January 16th, there will be a Diavolo Dance after school assembly. There will be two field trips to Universal Studios for fifth and sixth graders on January 17th (6th graders) and January 31st (5th graders). Also on January 31st, the robotics club will be competing in a robotics competition called “Rally in the Valley.”

Item #11 **2025-2026 Professional Learning Team Lead - T.E.A.M.S. January**
Share-Out (LCAP Goal 1) PLT Lead Teachers (*Informational Item*)

Each grade level Lead Teacher shared out what their teams have been focusing on since returning from winter break. Many discussed their ongoing efforts with efficiently conducting W.I.N time within their grade. Teachers have also been proactively implementing the Kagan strategies that were recently learned during a professional development day.

Announcements:

There were no announcements.

Next Regular Meeting:

The next Instruction Committee meeting will be held on February 24, 2026.

Adjournment:

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

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the Curriculum and Assessment Council

January 13, 2026

Call to Order: Wendy Kaufman, Chairperson at 7:23 AM

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

Council Members Present: Monica Castañeda, Leann Chapman, Feather Gentry, Leanna Hendrix, Wendy Kaufman, Nicole Langlois, Jann Manorothkul, Gigi Mares, Katherine Sheppard, Christopher Torres, Rebecca Williamson, Lainey Yanez

Excused Members: Evelyn Martinez and Lisa Morales

Absent Members: None

Non-Council Members: Alejandra Muñoz

Additions/Corrections to the Agenda: Wendy Kaufman, Chairperson

There were no additions or corrections to the agenda.

Item #1 **Approval of Minutes from the October 13, 2025, meeting of the Curriculum and Assessment Council - Wendy Kaufman, Chairperson** (*Motion to Approve*)

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

Presentations from the Public: Wendy Kaufman, Chairperson

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

There were no presentations from the public.

Old Business:

There was no Old Business.

New Business:

Item #3 **i-Ready Mid-Year Diagnostic Assessment (LCAP Goal 1; Metric 1.5, 1.6) - Monica Castañeda, Director** (*Informational Item*)

The assessment will be reviewed during the Wednesday staff meeting, at which time the testing schedule will be shared. The schedule will mirror the beginning-of-year diagnostic schedule.

The testing window will begin on Tuesday the 20th and continue for three weeks, with the final week reserved for make-up testing. We will begin testing with the reading assessment, and psychomotor activities will not take place when testing occurs in the morning. The mid-year diagnostic is designed to identify specific student skill needs, monitor fifth-grade progress, and inform intervention planning for the second semester. Results will also assist in understanding student performance trends related to state testing (SBAC).

The presentation will outline best practices for test administration, including mimicking SBAC testing conditions, actively proctoring and circulating throughout the room, ensuring proper implementation of IEP accommodations, and allowing students adequate time without rushing. Staff will also be reminded to ensure that headphones are functioning properly.

Additional guidance will include strategies to support student motivation such as data chats, i-Ready incentives, and 100 percent attendance celebrations. Staff will be able to track diagnostic completion and monitor i-Ready status and progress, and historical data will be made available for review. All materials and information will be shared during the Wednesday staff meeting.

Item #4 **i-Ready Personalized Instruction Monitoring (LCAP Goal 1; Metric 1.5, 1.6)**
- Monica Castañeda, Director (*Informational Item*)

According to Mrs. Miller's director's report from before the break, FACS is performing well in reaching minutes and passage rate goals. Staff is encouraged to continue motivating students. i-Ready Personalized Instruction begins again today, and staff are reminded to ensure that students are completing their assigned lessons.

Team leads were encouraged to check in regularly with their teams and remind them to continue sending students to meet with Monica at least once a week for their i-Ready passing incentive. i-Ready data will also be used to support an application for Model PLC School status. Staff are encouraged to keep students motivated and to continue monitoring progress and updating i-Ready folders prior to the upcoming diagnostic assessment.

Item #5 **New Hire Math Learning Walks (LCAP Goal 3; Metric 3.2, Action 3.2)** -
Evelyn Martinez, Instructional Coach (*Informational Item*)

The Learning Walks will take place on Wednesday, January 28 and Thursday, January 29. Observations will include a variety of classrooms, including both Lead and non-Lead Teachers.

Teachers will participate in subject-specific focus groups in Math and/or ELA. Math observations will focus on the use of manipulatives and how instruction supports the Concrete–Representational–Abstract (CRA) progression. ELA observations will highlight effective Tier 1 and Tier 2 instructional strategies.

Observation focus areas will include EDI instructional structures such as I Do, We Do, You Do, checking for understanding, the use of Kagan structures, teacher modeling and think-alouds, and smooth instructional transitions. Ms. Martinez shared that she will reach out to all participating teachers later this week with specific details and observation schedules.

Item #6 **ELPAC Summative Assessments (LCAP Goal 1; Metric 1.3)** - Alex Munoz,
Assistant Director (*Informational Item*)

The official ELPAC Summative Testing window opens on February 3 and closes on May 31. For FACS, a tentative testing period has been set for mid to late February.

The Summative ELPAC is administered to all students classified as English Learners and assesses the domains of reading, writing, listening, and speaking. At present, FACS has 197 students who will be assessed across these four domains. Due to the high number of students, a testing model similar to last year's will be implemented.

Because the speaking domain must be administered in a one-to-one setting, teachers will be asked to administer the speaking portion of the assessment to their own students. Ms. Ramos, Mrs. Langlois, and Mrs. Muñoz will support the administration of the reading, listening, and writing portions.

Additional information will be provided during next week's staff meeting, including a detailed breakdown of the teacher training that will take place over the coming weeks, as well as the finalized testing schedule.

Announcements:

It was announced that the Lead Teacher team will be attending CAPs tomorrow. Since there will be no school on Monday next week, Lead Teachers will meet on Wednesday following the staff meeting.

Next Regular Meeting:

March 3, 2026

Adjournment:

On **MOTION** of Gigi Mares, **SECONDED** by Leanna Hendrix, and **CARRIED**, the meeting adjourned at 7:38 A.M.

FENTON CHARTER PUBLIC SCHOOLS
Fenton Primary Center

Unapproved Minutes of the Personnel Committee

January 15, 2026

A meeting of the Personnel Committee was held on Thursday, January 15, 2025 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: Caitlin McMabell, Chair

The Personnel Committee Meeting was called to order at 7:21 a.m. by Chair, Caitlin McMabell.

Roll Call: Caitlin McMabell, Chair

Members Present: Juan Gomez, Angelica Salceda, Caitlin McMabell, Cristina Moran, Elizabeth Marquez, Lorena Sanchez, Sirui Thomassian, Diana Lucas, Laura Vasquez

Members Excused: None

Members Absent: None

Additions/Corrections to the Agenda: Caitlin McMabell, Chair

There were no additions or corrections to the agenda.

Item #1 **Approval of Minutes from the November 13, 2025, meeting of the Personnel Committee - Caitlin McMabell, Chair** (*Motion to Approve*)

On **MOTION** of Sirui Thomassian, **SECONDED** by Angelica Salceda, and **CARRIED**, the Minutes of the Personnel Committee Meeting from November 13, 2025, were approved as submitted.

Presentations from the Public: Caitlin McMabell, 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 **Mid-Year Goal Setting Meetings (LCAP Goal 1, Metric 1.5)** - Sirui Thomassian, Director (*Informational Item*)

Dates for MOY Goal Setting Meetings: Feb 23, 2026 (Mon.) - March 9, 2026 (Mon.)

Email with a link to sign up will be sent by Friday, January 16, 2026.

Meeting Agenda Items will be:

- Welcome and Check-In
- Review and Discussion of Internal iReady Data
- Discussion of Professional Responsibilities and Professional Goals for the Year

Item #4 **FCPS Letter of Intent (LCAP Goal 3, Metric 3.1)** - Sirui Thomassian, Director (*Informational Item*)

The email that includes the FCPS Letter of Intent will be sent by Dr. Riddick mid-January. We will soon plan our staffing needs for the 2026-2027 school year. This process begins with the "**Letter of Intent**" Google Survey link. You will also receive an email confirming the information you provided once you complete the survey.

This is the first step for staff reorganization for the next school year. Please be mindful of your colleagues as you submit this information. We need to know your plans for next year as changes will likely impact others.

The FCPS Letter of Resignation will also be attached to this email. Do not fill out the Letter of Resignation unless it applies to your situation.

Item #5 **Spring Formal Lesson Observations (LCAP Goal 3, Metric 3.2)** - Sirui Thomassian, Director (*Informational Item*)

Formal lesson observations will be scheduled for our two probationary Education Specialists during the Spring semester. Our Education Specialists have successfully completed their previous formal lesson observations in the Fall of 2025.

Item #6 **Hiring of Speech Pathologist Kaigan Benning (LCAP Goals 1 & 3, Actions 1.1 & 3.1)** - Sirui Thomassian, Director (*Informational Item*)

Please join us in welcoming Kaigan Benning, who began working with us on Tuesday (1/14/25), as our new Speech Pathologist.

Kaigan is a licensed and credentialed Speech-Language Pathologist with experience in school-based settings serving diverse student populations. She brings strong expertise in assessing, developing, and implementing evidence-based therapy for articulation, language, fluency, pragmatics, and AAC needs. Kaigan also has a solid background in IEP compliance, interdisciplinary collaboration, and supporting both general education and regional autism programs.

Due to the high number of students in need of speech services, which exceeds a full case load of 55, Ms. Benning will have a Speech Language Pathology Assistant (SLPA - from Cross Country) who will assist her in providing speech services.

Item #7 **Paraprofessional Update (LCAP Goal 3, Metric 3.1) - Juan Gomez, Assistant Director** (*Informational Item*)

Alyssa Delgado has officially resigned from her AA position. To support ongoing operations, we have hired Jasmin Aguilar as an Adult Assistant. In addition, Roxanna Figueroa has been assigned to the role of Supervision Aide for 3.5 hours per day.

We are also in need of hiring additional ELO-P Adult Assistants for Session 2. The interview process is currently underway, and we are seeking to hire two qualified individuals to adequately support program needs.

Announcements:

None

Next Regular Meeting:

February 5, 2026

Adjournment:

On **MOTION** of Mrs. Salceda **SECONDED** by Ms. Vasquez, and **CARRIED**, the Personnel Committee was adjourned at 7:36 a.m.

Minutes respectfully submitted by: Lorena Sanchez

FENTON CHARTER PUBLIC SCHOOLS
Fenton Avenue Charter School

Unapproved Minutes of the School - Community Relations Council

January 15, 2026

Call to Order: Kristin Tzintzun, Chairperson

Roll Call: Bridget Moreno, Secretary

Members Present: Monica Castañeda, Kelley Christenson, Alex Muñoz, Nicole Langlois, Kristin Tzintzun, Samantha Alarcon, Edith Cervantes, Nallely Del Rio, Ivan Hernandez, Rachel Lee, Bridget Moreno, Makaylah Peterson, and Tony Pena

Members Excused: Tiffany Mosley

Additions/Corrections to the Agenda: Kristin Tzintzun, Chairperson

There were no additions or corrections to the agenda.

Item #1 **Minutes from the December 4, 2025 meeting of the School-Community Relations Council - Kristin Tzintzun, Chairperson** (*Motion to Approve*)

On **MOTION** of Tony Pena, **SECONDED** by Ivan Hernandez, and **CARRIED**, the Minutes of the School-Community Relations Council Meeting of December 4th, 2025, were approved as submitted.

Presentations from the Public: Kristin Tzintzun, Chair

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

Ms. Christenson presented an overview of the Semester Awards Assemblies planned for the 2025–2026 school year at Fenton Avenue Charter School. The assemblies, scheduled to take place February 2–6, 2026, will be held in the auditorium. Ms. Christenson explained that the assemblies occur twice per year and are designed to recognize student achievement, improvement, positive citizenship, and attendance. Award categories include Citizenship (3 students), Achievement (3 students), Improvement (3 students),

technology. The ESL class will be on Tuesdays, starting January 20th, and will consist of 10 sessions. Technology classes will start on January 25th, on Wednesdays, and will also be 10 sessions long. The reason behind the 10 sessions is that our school site is working with Mission College. In March, L.A. Mission College will be providing some of these classes, such as GED, ESL, and Citizenship classes. Mr. Parra will be working on a survey to send home to parents for identified interests in classes. Mission College is requesting that at least 15 parents sign up for the classes in order for the program to be held.

Announcements:

Ms. Castañeda shared that Lead Teachers met yesterday (January 14th) and decided our Open House will be scheduled for Thursday, March 5th.

Next Regular Meeting:

March 5th, 2026 at 7:20 am.

Adjournment:

On **MOTION** of Bridget Moreno, **SECONDED** by Kristin Tzintzun, and **CARRIED**, the meeting of the School-Community Relations Council Meeting of January 15th, 2026 was adjourned at 7:45 am.

There were no meetings of the School Site Councils scheduled this month.

There were no meetings of the English Learner Advisory Committees scheduled this month.

II. C.

Financial Business Manager's Report

(See presentation slides)

II. D.

Site Directors' Reports

Site Directors' Reports are presented here for the five Fenton schools. Board members are asked to submit any questions or requests for clarification to Board Chair Lucente prior to the beginning of the meeting. Chair Lucente will call upon one of the Directors to present to the Board.

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

January 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 – 98.47%

Cumulative ADA - 98.76%

Date	TK	K	1st	2nd	3rd	4th	5th	Total
1/22/2026	33	47	49	50	152	188	181	700

Date	TK Unfunded	TK Funded	K	1st	2nd	3rd	4th	5th	Total Funded	Total Unfunded
1/17/2025	4	27	48	46	48	188	182	191	730	734

Recruitment and enrollment efforts for the 2026–2027 school year are officially underway. Postcards will be mailed to prospective families within the next week, enrollment banners have been placed around the school, and outreach is actively occurring through social media platforms and ClassDojo. These combined efforts are already generating positive momentum and visibility for Fenton Avenue Charter School within our community.

In just a short period of time—and notably, only in the month of January—we have already received interest from 10 prospective students for Transitional Kindergarten. This early level of interest is incredibly encouraging and speaks to the strong reputation and appeal of FACS. We are hopeful that this positive trend will continue as we move further into the recruitment season. In addition, the school will continue to seek out and participate in community events as opportunities to further market our program and connect with prospective families.

CURRICULUM AND ASSESSMENT

WASC Mid-Cycle Virtual Visit

FACS is currently preparing for the upcoming WASC Mid-Cycle Visit scheduled for March 19th. As

part of this process, the WASC Mid-Cycle Progress Report is due February 5th and will highlight the progress made toward the schoolwide action plan goals identified during the last accreditation visit.

To support this work, staff were asked to complete a WASC Progress Monitoring Survey to reflect on progress in three key focus areas: improving English Learner outcomes, implementing a schoolwide social and emotional learning program, and increasing parent education and engagement opportunities that support academic achievement. The survey includes both rating scales and open-ended questions designed to gather examples, reflections, and suggestions from staff.

Survey results will be used as part of completing the WASC Mid-Cycle Report, helping to tell the story of how the school's action plan has impacted student learning, student well-being, and overall school climate. The feedback will also help identify strengths and areas for continued growth.

Results will be reviewed and discussed with staff at an upcoming staff meeting to reflect on progress and determine next steps. As the school prepares for the March 19th visit, this collaborative reflection ensures improvement efforts remain focused and responsive to student needs. A summary of the feedback, along with key takeaways and next steps, will be shared with the Board at the March board meeting, following the WASC Mid-Cycle Visit.

LAUSD CSD Oversight Visit Update

FACS is preparing for the upcoming LAUSD CSD Oversight Visit scheduled for February 5th, and we look forward to welcoming Yolanda Jordan and her team to campus. This visit provides an opportunity to review our systems, practices, and compliance efforts, as well as to highlight the work being done to support strong operations and student success.

Over the past several months, the administrative team has worked collaboratively to prepare for the visit by completing the required oversight binders and gathering the documents and data requested by LAUSD. A special thank you goes to Kelley Christenson, Nicole Langlois, and Alex Munoz, whose time, organization, and attention to detail were essential in ensuring all materials were completed thoroughly and on time.

This year's oversight visit will also include participation in the segregation of duties portion of the review, further strengthening internal controls and operational accountability. We appreciate the collective effort that has gone into this preparation and look forward to a productive and informative visit.

i-Ready Mid-Year Diagnostic Assessment

FACS is preparing to administer the i-Ready mid-year diagnostic assessment later this month. The assessment will be administered over a three-week testing window, with the final week reserved for make-up testing. The mid-year diagnostic will provide valuable data to identify specific student skill needs, monitor academic growth—particularly at the fifth-grade level—and inform instructional planning and targeted interventions for the second half of the school year. Staff will review testing expectations, schedules, and best practices to ensure consistent administration, appropriate accommodations, and testing conditions that align with state assessment expectations. Strategies to

support student engagement, including data chats and incentives, will also be implemented.

i-Ready Personalized Instruction

Implementation of i-Ready Personalized Instruction continues to be a strength across grade levels. Current data indicate that students are meeting usage and passage rate expectations, and staff will continue to focus on maintaining student motivation and consistent lesson completion. Teachers are encouraged to regularly monitor student progress, update i-Ready data folders, and support accountability through ongoing check-ins. i-Ready data will also be leveraged to support schoolwide instructional reflection and continuous improvement efforts.

Instructional Learning Walks

Instructional learning walks will take place later this month to support new hires and strengthen instructional practice across classrooms. Observations will include both Math and ELA classrooms and will focus on effective Tier 1 and Tier 2 instructional strategies. Math observations will highlight the use of manipulatives and the Concrete–Representational–Abstract progression, while ELA observations will emphasize structured instructional practices such as modeling, checks for understanding, and smooth instructional transitions. These learning walks are intended to support professional growth and instructional consistency schoolwide.

ELPAC Summative Assessment

Planning is underway for the administration of the ELPAC Summative Assessment, with testing scheduled for mid to late February. The assessment will be administered to all students identified as English Learners and will assess reading, writing, listening, and speaking domains. Given the number of students to be assessed, a testing model similar to prior years will be implemented. Teachers will administer the speaking portion individually, while designated staff will support the administration of the remaining domains. Additional training and finalized schedules will be shared with staff in advance to ensure a smooth and effective testing process.

HUMAN RESOURCE AND PERSONNEL

Spring Formal Observations

Spring formal observations will take place beginning the week of February 10 and continue through the end of March. Probationary teachers will be completing their second formal observation of the school year, with a focus on mathematics instruction. The observation cycle includes a pre-observation conference, a 45-minute classroom observation, and a post-observation conference. This structured process is designed to provide meaningful feedback, support instructional growth, and ensure alignment to instructional expectations and best practices in math instruction.

Second Semester Goal-Setting Meetings

Second-semester goal-setting meetings will be held between February 17 and February 27. These meetings will focus on reviewing mid-year i-Ready data to reflect on student progress and identify targeted instructional priorities moving forward. Grade-level teams will be provided a substitute release day to allow dedicated time for collaborative planning and preparation for upcoming SBAC

assessments. During this time, Ms. Castaneda will meet with each grade-level team to review collective i-Ready data and establish grade-level goals. Individual follow-up meetings will also take place with each teacher to review classroom-specific data, set individualized instructional goals, and determine next steps to support student achievement for the remainder of the school year.

SCHOOL-COMMUNITY RELATIONS

First Semester Awards

Fenton Avenue Charter School will host First Semester Awards Assemblies during the week of February 2–6, 2026. These assemblies recognize student achievement, growth, positive citizenship, and attendance, and serve as an important opportunity to celebrate student success while strengthening family engagement. Students earning Perfect Attendance for the first semester will receive both a certificate and an attendance pin. Families are invited to attend, reinforcing the value of academic effort, growth, and consistent attendance while promoting a positive and inclusive school culture.

The Great Kindness Challenge

FACS will participate in the Great Kindness Challenge from January 26–30, 2026, providing students with structured opportunities to practice kindness, empathy, and positive social interactions at school and at home. The week will include a schoolwide Spirit Week with daily themes and grade-level activities designed to promote kindness and connection. Classroom activities will include collaborative projects such as kindness chains, kindness quilts, and kindness-focused read-alouds, while schoolwide activities will encourage inclusion and community building. Teachers will also participate in photo submissions tied to classroom activities to promote engagement and celebrate positive practices across campus.

As part of the Great Kindness Challenge, optional Buddy Connections activities will allow students from partner classrooms to connect with one another through a kindness-focused Valentine’s Day exchange. This activity is designed to foster empathy, relationship-building, and a sense of belonging among students.

Introducing Miss Honey - Fenton Avenue’s Therapy Dog

In alignment with the school’s focus on student wellness and social-emotional learning, students will be introduced to the school’s therapy dog, Ms. Honey, beginning during Kindness Week and continuing into February. Classroom visits will provide students with the opportunity to meet Ms. Honey, learn about therapy dog protocols, and engage in calming, positive interactions that support emotional regulation and well-being. These visits are designed to further promote a safe, supportive, and nurturing school environment.

Expanded Learning (ELO-P) Update

The school will host Stellar STEM Night on Friday, January 23, 2026, from 4:00–6:00 p.m. on the lower playground. This family engagement event will feature teacher-led, hands-on STEM and math activities designed as “make-and-take” experiences that families can recreate at home. Local amateur astronomers will host telescope viewing stations, and food trucks will be available for families to enjoy. This event

supports family engagement while increasing understanding of grade-level math concepts through interactive learning experiences.

Expanded Learning Opportunities Program (ELO-P) after-school programming continues to support students beyond the instructional day. Session 1 will conclude on January 29, 2026, with Session 2 beginning on February 9, 2026, ensuring continued access to enrichment and academic support opportunities.

Community Schools Update

The Family Center is preparing to launch the spring fundraiser, *Sensational Snacks*, from January 16–30, 2026. In addition, the Parent Center will begin offering ESL and Technology classes, each consisting of ten sessions, with additional offerings planned in partnership with Mission College later in the spring. These efforts reflect the school’s ongoing commitment to supporting families through education, engagement, and community partnerships.

Looking Ahead:

- 1/26-30 Great Kindness Challenge
- 1/29 Probationary Teacher Learning Walks
ELOP Session 1 Ends
- 2/2-2/6 Semester Awards Ceremonies
- 2/3 100th Day of School
- 2/5 LAUSD Oversight
- 2/6 FCPS PLC Minimum Day
- 2/9 ELO-P Session 2 Begins
- 2/10 Lifetouch Spring Picture Day
ELAC/SSC Meetings
- 2/16 President’s Day - No School
- 2/19 - 2/20 Paula Maeker/Christine Davis Coaching Days
- 2/24 Jester and Pharley Kick-Off Assembly
- 2/25 CAPS - Simi Valley
3rd Grade Goal Setting/PLT Planning Meeting
- 2/26 Behavior Solutions Virtual Meeting with the Hannigans
- 2/27 Reorganization Packet Due
Minimum Day - Literacy Workshop
- 3/2 Jester & Pharley Fund Read-a-Thon (Through 3/20)
- 3/3 Curriculum & Assessment Council Meeting
- 3/4 Human Resource & Personnel Council Meeting
- 3/5 FACS Open House
School-Community Relations Council Meeting
- 3/6 Budget, Facilities & Safety Council Meeting
FCPS PLC Minimum Day
Reorganization Round

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

January 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.

State Charter Number: 446

ENROLLMENT

Date	TK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total	Monthly ADA	Cumulative ADA
10/17/2025	38	62	73	95	107	83	121	87	666	99.46%	99.06%
12/05/2025	39	60	75	97	107	83	122	86	669	99.28%	99.13%
01/16/2026	41	60	74	95	107	83	122	85	667	99.06%	99.11%

3-Year Enrollment Comparison

Date	TK		K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total
	Unfunded	Funded								
Jan. 2026	0	41	60	74	95	107	83	122	85	667
Jan. 2025	6	30	71	90	106	79	125	122	71	700
Jan. 2024	11	39	90	106	82	125	121	116	77	767

Since the previous report, SBMCCS has experienced stable enrollment across the majority of grade levels, with only minor variations that align with typical enrollment trends. Since January 6th, we have received several inquiries regarding Transitional Kindergarten (TK) enrollment for the current school year. In response, we have scheduled school tours to highlight the outstanding work of our dedicated teachers and to showcase the wide range of academic and enrichment programs offered at our school. Additionally, we are exploring participation in upcoming community events to increase visibility and promote SBMCCS within the community, with the goal of strengthening enrollment for both the remainder of this school year and the upcoming academic year.

INSTRUCTION

PD Day #5 Structured Literacy and Math in PLC at Work Summit (January 12, 2026)

On January 12, 2026, SMBCCS held its fifth Professional Development Day, focusing on strengthening instructional practices in literacy and mathematics. Staff engaged in a Structured Literacy session led by Mrs. Wolfer, Ms. Condo and Ms. Hernandez that addressed statewide reading challenges and emphasized essential skills and classroom strategies to support student reading proficiency. Additionally, Ms. Rodriguez, Ms. Ribakoff, Mrs. Marcoe, Mrs. Hossain and Ms. Solis who attended the PLC in Math conference shared key instructional takeaways and approaches for using the PLC model to improve

student understanding of math standards and proficiency expectations. They also held a follow-up session on January 14, 2026, to extend these best practices to the full staff.

MOY i-Ready Diagnostic Test

Santa Monica Blvd. is preparing to administer the i-Ready Middle-of-Year Diagnostic Assessments later this month to measure student progress in Reading and Math and to inform instructional planning for the remainder of the school year. The assessments will be conducted over a three-week testing window, with the final week designated for make-up testing. Testing will take place in the mornings to support optimal student performance, with the Reading Diagnostic administered from January 21–23 and the Math Diagnostic administered from January 28–30 for students in Kindergarten through sixth grade. Accommodations and extended time will be provided as needed to ensure equitable access and consistent testing conditions aligned with state assessment expectations. The administration will actively support staff throughout the testing window and ensure that results are reviewed and analyzed to identify student needs, monitor academic growth, and guide targeted interventions.

Professional Learning Community Update

On January 15 and 16, Paula Maeker visited Santa Monica Blvd. Community Charter School to provide targeted PLC support to TK–5th grade teams. Prior to the visit, Lead Teachers collaborated with their grade-level teams to identify priority areas of focus. These areas included the development and refinement of Common Formative Assessments (CFAs), strategies to support student readiness for CAASPP assessments, and effective instructional practices to improve student outcomes. The two-day visit allowed for focused, collaborative conversations with each grade level and resulted in productive planning and actionable next steps to strengthen instructional consistency and PLC implementation across the school.

Summative ELPAC

The English Language Proficiency Assessments for California (ELPAC) play a critical role in measuring the progress of English Learners. Testing will begin with one-to-one assessments on February 2, 2026, followed by whole-group testing for grades 2nd through 6th starting on March 2, 2026. This schedule mirrors last year’s testing timeline, which proved effective in providing students with optimal testing conditions. Teachers completed the required affidavits during the January 12, 2026, Professional Development Day and will receive additional training and calibration during the week of January 20 at their grade-level meetings and a staff meeting. To further support student readiness, students are encouraged to practice using ELPAC aligned resources for 10 to 20 minutes, two to three times per week.

Expanded Learning at Santa Monica Blvd. Community Charter School

The Expanded Learning Opportunities Program (ELO-P) at Santa Monica Blvd. Community Charter School continues to provide students with engaging enrichment experiences that extend learning beyond the instructional day. The first semester of ELO-P classes will conclude on January 29, with the second semester scheduled to begin on February 9 and continue through June 4. Teacher led clubs will take place from February 10 through April 23, and planning efforts are underway to ensure smooth implementation, including staff logistics meetings and student interest surveys to support strong participation and alignment with student interests.

In addition to ongoing programming, students will participate in several enrichment activities designed to build engagement, creativity, and real-world connections. These opportunities include an afterschool Diavolo Dance assembly, field trips to Universal Studios for fifth and sixth grade students, and the robotics club's participation in the "Rally in the Valley" competition. Collectively, these experiences reflect the school's continued commitment to offering well rounded enrichment opportunities that support student growth, collaboration, and school connectedness.

Behavior Coalition Team Update

The Behavior Coalition Team continues to regularly review SWIS behavior data to identify patterns and emerging needs, using this information to make data driven adjustments to schoolwide systems and supports. As part of this ongoing work, Behavior Academies are progressing as planned and are currently in week six, with four sessions remaining. In response to SWIS data showing an increase in referrals on Thursdays, micro assemblies were moved from Mondays to Wednesdays, resulting in minimal impact on the overall schedule. Student announcements, introduced in December in place of weekly SEL lessons, now occur twice weekly and will expand in February to include student readers from grades 3 to 6. To further address supervision and behavior concerns during the third lunch period, a revised lunch structure has been implemented for upper grades and will be closely monitored. Continued emphasis is also placed on timely student drop-off and pick-up, along with consistent reinforcement of playground expectations, to support safe, respectful behavior during unstructured times.

PERSONNEL

Middle of the Year Second Semester Goal Setting Meetings

Middle-of-Year, second-semester goal-setting meetings will take place between February 17 and early March to support intentional, data-driven instructional planning. During these meetings, administration will collaborate with individual teachers and grade-level teams to analyze i-Ready mid-year diagnostic data, assess student progress, identify priority instructional needs, and establish targeted, measurable goals for the remainder of the school year. This structured process promotes alignment across classrooms and grade levels while maintaining a clear focus on accelerating student growth and preparing students for spring assessments.

Spring Formal Observations

Formal second-semester observations are scheduled to occur between February 2 and March 13 for the school's 11 probationary teachers, with a targeted focus on mathematics instruction. Teachers will select an observation date, time, and lesson from a designated schedule and will engage in advance planning by reviewing the lesson with their Instructional Coach and Grade-Level Lead. Each teacher will also meet with administration prior to the observation to review lesson expectations and the key elements of Explicit Direct Instruction (EDI) that will be emphasized.

Following each observation, a post-observation conference will be conducted to highlight instructional strengths and discuss opportunities for growth and improvement. This process is a key component of the school's evaluation system and supports informed decisions regarding recommendations for teachers to advance from probationary to regular status after completing two years of service.

COMMUNITY RELATIONS

Winter Show

We were proud to present the 2025 Winter Show to our families on December 16 and 18. The performances were very well attended, reflecting the strong support and engagement of our school community. Thank you to all classrooms that participated and contributed to making the event a success.

Semester Awards Assemblies

SMBCCS will hold its First Semester Awards Assemblies during the week of January 20–23, 2026, recognizing students for academic achievement, improvement, citizenship, and attendance. These assemblies are a valued tradition within our school community and are consistently well attended, as families look forward to celebrating their children’s educational success. Students earning Perfect Attendance during the first semester will receive both a certificate and an attendance pin. The events provide an important opportunity to honor student accomplishments, strengthen family school connections, and reinforce the importance of effort, perseverance, and consistent attendance.

FACILITIES AND SAFETY

Facility Updates

During the winter break, the custodial and maintenance personnel worked diligently to ensure that the campus was clean, safe, and in good working order for the return of students and staff. Their efforts included cleaning classrooms and common areas, completing routine maintenance tasks, and addressing any facility needs identified prior to the break. This work helped ensure a smooth and welcoming start to the new term, and their continued dedication plays a vital role in maintaining a safe, well maintained learning environment for our school community.

Upcoming Events:

1/21/26-2/6/26 MOY i-Ready Testing Begins K-6th
1/30/26 Student Monthly Assembly
2/1 Summative ELPAC Testing Window Opens
2/2-3/13 Second Semester Formal Observations
2/2-2/5 Scholastic Book Fair
2/13 PLC Minimum Day Thinking Maps & ELD
2/11-2/12 Paula Maeker Visit
2/16 President's Day
2/17-3/2 Goal Setting Meetings

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

January 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

Mission: At FPC all students learn at high levels

Vision: FPC will create and sustain an environment for high levels of learning at grade level or above

Motto: Learning today for a brighter tomorrow!

ENROLLMENT

Date	TK	K	1st	2nd	Total	Monthly ADA	Cumulative ADA
December 2025	0UF/68	113	137	145	463	99.11%	99.34%
December 2024	23UF/53	141	149	129	472 funded	98.75%	98.99%
November 2023	24UF/54	134	136	173	497 funded	99.71%	99.74%

Enrollment and Recruitment

FPC remains committed to welcoming new students and growing enrollment for the 2025–2026 school year, while already planning ahead for the year that follows. Thanks to the continued dedication of our teachers and the strong leadership of our Director of Community Schools and his team, we have been able to broaden our outreach through a range of innovative advertising efforts, and our exciting Winter Open House that took place last week. We extend our sincere appreciation to the Community Schools Team and our ELOP Coordinator Ms. Lorena Sanchez for organizing this opportunity for Fenton Primary Center.

Our Instagram presence continues to grow, highlighting the energy and heart of our school, while positive word-of-mouth from our families remains one of the most powerful ways we welcome new students. We will continue to take advantage of every opportunity to support increased enrollment and continue marketing efforts:

1. Recruitment signage will be purchased for placement around the school
(ex. logo on yard Astro Turf, pole banners in parking lot area)
2. Banners purchased for awards assemblies in the MPR

Collectively, these efforts reflect the creativity, collaboration, and steadfast commitment of our staff and families. With this strong momentum, we are confident that FPC will not only maintain its current enrollment but will continue to expand in the years to come.

Budget and Operations

Campus:

FPC remains committed to providing a clean, safe, and healthy campus for all. Our custodial team consistently sanitizes high-touch surfaces and restrooms to maintain exceptional hygiene standards. In collaboration with the facilities team, they work diligently each day to complete routine maintenance and implement necessary improvements. These continued efforts help ensure our school environment is well-maintained, welcoming, and supportive of student learning:

3. Touch-up painting (eg: lower walls in hallways and atrium)
4. Trees trimmed around the entire property

Instruction

Acceleration Specialist:

At Fenton Primary Center, our Acceleration Specialist attended the Mathematics Solution Tree Summit in December 2025. Ms. Vallejo presented on the topic of REACTiOn days to staff during our professional development on January 12, 2026: [Math in a PLC at Work Summit Presentation](#).

In addition, the second round of the Acceleration Program which launched in October continues. At this time, 25 students are enrolled in Tier 3 Acceleration support, with five of them also receiving supplemental language intervention. Additionally, four students exited Intensive Support after successfully completing the first session earlier in October.

For first- and second-grade students, Acceleration groups are concentrating on essential phonics skills. Instruction includes direct, explicit teaching paired with multisensory approaches to strengthen letter–sound relationships, decoding abilities, and reading fluency. The Acceleration Specialist assisted teachers in administering the AMIRA Reading Difficulties Screener to better pinpoint individual student needs. Now a student list is being generated to ensure that assistance is offered to all students who were reported to have high or low risk needs in having reading difficulties.

The Acceleration Team will continue holding weekly collaboration meetings across all Fenton campuses. These meetings will focus on aligning Tier 3 learning goals, reviewing data, and discussing effective instructional practices and curriculum alignment to improve student outcomes.

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

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

Members:

TK - **Sarah Ananta and Bridget Ruiz**

Kindergarten - **Coco Salazar**

First Grade - **Lisa Ibarra and Laura Holmes**

Second Grade - **Nitima Angus and Martha May**

2025-2026 FPC Focus Lead Teacher - **Judy Lee**

Psychologist - **Gloria Rangel**

Counselor - **Paola Ramirez**

Acceleration Specialist - **Elisa Vallejo**

FCPS Instructional Coach - **Yesenia Fuentes**

FPC Administrators - **Sirui Thomassian, Juan Gomez and Lorena Sanchez**

Director of Instruction: **Jennifer Miller**

Our current work focuses on the following items:

Topics: (Check-in meeting)

1. PD #5: Solution Tree Math Summit-Reflection: Create Action Plans for Math Instruction and add them to PLT Documents link
2. EL Instruction- Focus on Reclassification
3. Behavior Solutions Update: Share Data

Presentation from Dec. 17 Meeting: [here](#)

Paraprofessionals:

We have had one employee resign from her role as an Adult Assistant. Her position will be filled by a current employee who is transitioning out of her current assignment due to her assigned student transitioning to an outside agency. In addition, an employee has begun her new role as an Adult Assistant to support a student who has also transitioned out of services with an outside agency. These staffing transitions allow us to maintain continuity of support across our campus and remain aligned with services outlined in students' IEPs and informed by the completion of Functional Behavior Assessments (FBAs).

Behavior Solutions Update:

Members of our guiding coalition, along with the administrative team, attended a CAPS Network training on Wednesday, January 14, 2026, focused on Behavior Solutions. This training supported our continued development of a systemic approach to addressing student behavior. As a team, we identified several strengths already in place, including established Tiered teams and consistent weekly meetings to support implementation. An area we continue to strengthen is our Tier 2 response, specifically the development of academic and behavioral academies as targeted interventions. Our Tiered teams will continue to collaborate and refine these supports to better meet student needs.

Arts Program:

The Transitional Kindergarten through second grade students at FPC have had an amazing five months of art! Every grade level created a different art project, every one to two weeks. The students' projects focus on the elements of art; line, color, texture, shape, form, value, and space. It is exciting to see our students becoming wonderful artists, with their creativity and art skills growing each week. The art program is helping our students become better at expressing themselves, communicating, and problem solving.

Communication Focus Lead:

Exciting additions are happening with the Leadership/STEAM program this semester. We have officially enrolled kindergarten and first grade students to the program. Our second grade students have been preparing to guide our new kindergarten and first grade students with the responsibilities and expectations that come with being a leadership student. They are also excited to share all the fun projects and experiments that we have completed the first semester of ELOP.

Students will showcase a fun slime activity on January 15th at our ELOP Open House. Parents will have the opportunity to view the many amazing projects students have completed and engage in meaningful discussions with students about the positive impact being a Leadership student has had during the first semester.

Personnel

Staff Roster: The current Fenton Primary Center staff roster lists classrooms at an average of 22.23 students in kindergarten through second grade and 17.00 students in each of the four TK classrooms. These numbers were discussed during the budget preparations in the spring with the hopes that each classroom teacher would have at least 20 students in each of the kindergarten through second grade and 16 in each of the TK classrooms.

Attendance and Independent Studies: The FPC teachers continue offering excellent completion rates of independent studies following the revised guidelines. The goal is for the school to have above 98.5% all year. The fourth month was recorded as 99.34%.

Community Engagement

Coffee with the Principal:

On Thursday, January 15, 2026 we had our second Coffee with the Principal meeting. The Coffee with the Principal meeting was a productive and successful opportunity to engage in meaningful dialogue around key priorities for the school community. The discussion focused on instructional practices and progress toward English Learner (EL) goals, highlighting a shared commitment to student achievement

and equity. Personnel matters and teacher professional development were addressed, with emphasis on supporting staff growth and a renewed focus on math instruction. Safety and budget considerations were also reviewed to ensure a secure and well-resourced learning environment. Additionally, the conversation reinforced the importance of parent advocacy and partnership, underscoring the vital role families play in supporting school success, as many participate in our Parent Advocacy Committee as well. Our next parent meeting will be on February 23, 2026.

Counselor's Corner News:

The Great Kindness Challenge will be taking place January 26th-30th. In preparation for the week, Ms. Ramirez organized the following activities and celebrations to encourage kindness on campus:

Caught You Bee-ing KIND Tickets: are replacing our usual Caught You tickets for the month of January - this is to help incentivize students to do kind acts for each other. Starting Wednesday 1/14, these tickets will be available at the teacher boxes. All staff can give them out. Each teacher, please keep track of your students' tickets, they DO NOT go in the black hallway boxes. Every Friday in the month of January, the class with the most tickets will earn a special treat party from me. You just email me your weekly totals. Keep your Caught BEE-ing KIND tickets all month long because the grade level with the most kind acts by the end of January will earn a Music Lunch. At lunch time, the students will be listening to fun music while they eat.

The Kind Buddy Project: Pair students up with your room partner class 1 to 1. This can be a once or weekly activity, it is up to teacher participation. Attachments were offered for kind cards that were made to use for an easy "kindness gram" to give to their assigned buddy.

Door Decorating Contest: Decorate your door with a kindness theme toward others or yourself (i.e. 'I am kind to myself' and have students write/draw their favorite kind affirmation). The door should include (1) student participation, (2) clear message about being kind to oneself and or others, and (3) creativity. Pro Tip: the decor can be tied into valentine's day too for February! A rubric is used to conclude winners.

Regardless of who wins the contest, each teacher that participates will be entered into a raffle to win "Library time with Mrs. Thomassian!". Mrs. Thomassian will collaborate with you sometime in late February to take your class for you to the library and read with **them**. Thank you so much for this fun incentive, Mrs. Thomassian!

Spirit Week January 26th - 30th: during the week of The Great Kindness Challenge we will have a spirit week. Please see attached flier for more information. Also, I will send out a reminder before the week of to please send out Dojo messages to our families.

Staff Shout-outs: are back! Some of you might remember I used to put out a "Bee Hive" and some shout out tickets for staff. I am hoping to help spread some kindness starting this month by bringing it back (hopefully for longer than January). The Bee Hive will be at the teacher boxes along with slips to

fill out. Place your slip in the Bee Hive to shout out a colleague. I will be sharing them via PA announcements when possible and posting them on the teacher lounge bulletin board.

EXTRA CREDIT: I encourage you if you have a moment to have the students give out kindness grams to other staff such as office staff, specialists, custodial, SNP... as they may not get to fully participate in the fun.

Expanded Learning Opportunities Program (ELOP):

Winter ELOP Session 1 Open House

Our Winter ELOP Session 1 Open House was truly a magical afternoon filled with laughter, excitement, and community pride. We would like to extend our heartfelt gratitude to everyone who played a role in making this event such a meaningful celebration for our students and families.

Our campus was transformed into a festive Winter Wonderland. Families enjoyed a wide variety of engaging activities including animal rides, balloon making, bubbles, cotton candy, face painting, glitter tattoos, caricatures, and hands-on Mad Science experiments. Our special guests Elsa and Olaf brought extra joy and smiles throughout the event. One of the highlights of the day was seeing students proudly showcase their ELOP club activities and culminating learning projects, demonstrating the incredible learning taking place in our after-school program. Be sure to check out photos from the event on our Instagram account to relive the joy, creativity, and community spirit that made the afternoon so special.

We were also thrilled to share the amazing work happening at Fenton Primary Center with our broader community. Many attendees expressed admiration for our staff and programs, and thanks to the outstanding support of our front office team Cristina Moran and Rosa Benkovic, many enrollment packets were distributed to families eager to learn more about joining our school.

A special thank you goes out to our community partners who generously joined us and provided valuable resources for our families including Mathnasium, Sylvan Learning, B.E.A.R., and Think Together. These partnerships help us extend learning and support beyond the classroom, and we are grateful for their continued collaboration.

We received many kind words from families following our Winter ELOP Open House commending us for our shared commitment to bringing equity to our community by ensuring all students and families have access to enriching experiences, meaningful connections, and a strong sense of belonging.

As an administrative team, our favorite part of the day was seeing the joy on our students' and families' faces as they smiled, laughed, and experienced a true sense of belonging. Equally meaningful was witnessing the high levels of academic learning and rigor our students demonstrated through their ELOP clubs, proudly showcasing the meaningful, engaging work they are accomplishing. Moments like these remind us why we do what we do.

Thank you to Ms. Sanchez for organizing the First Winter ELOP Open House at FPC, which was an unforgettable success. We look forward to making it an annual tradition filled with even more community, creativity, and fun!

ELOP Session 2

We are thrilled to share that ELOP Session 2 classes begin on Monday, February 9th! We currently have over 200 students participating in clubs this session, with over 25 options offering something for every interest. We have an incredible variety of new and returning clubs this year! This session's lineup includes: Arts and Crafts, Bloxels, Calming Art, Cooking, Clay Sculpture, Creative Storytelling, Dance, Digital Art, Dino Robotics, Gardening, Homework, Jewelry Making, Junior Book Worms, Learning Crafts, Math Intervention, Mathnasium, Mini Masterpieces, Music Technology, Myths and Masks, Phonics/Reading Intervention, Printmaking, Project Wings Math, Rosetta Stone, Sculpture, Sports, STEAM Lab/Leadership, Sylvan, and Ukulele.

A heartfelt thank you to our amazing teachers leading clubs this session: Mrs. Angus, Mrs. Calvillo, Ms. Carr, Ms. Hernandez, Mrs. Holmes, Mrs. Ibarra, Mrs. Jackson, Mrs. Lee, Mrs. Lucas, Mrs. McMabell, Ms. Marquez, Mrs. Martinez, Ms. May, Mrs. Ramirez, Mrs. Ruiz, Mrs. Saetang, Ms. Salazar, Mrs. Salceda, and Ms. Valle.

Upcoming Events:

January

1/21 MLK Day- No School
1/22-2/6 i-Ready MOY Diagnostic Opens
1/22 FCPS Board Meeting

February

2/3 100th Day of School
2/5 FCPS PLC Minimum Day
2/9 ELOP Session 2 Begins
2/9-2/13 Periodic Progress Reports
2/10 BEE Time Session 2 Begins
2/13 FCPS Lead Teacher Meeting
2/16 President's Day- No School
2/17 Lunar New Year
2/17 Spring Portraits
2/20 FPC Charter Division Oversight Visit
2/23-3/9 MOY Goal Setting Meetings
2/26 Monthly Awards Assemblies/ Perfect Attendance Free Dress

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

January 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	1 st	2 nd	3 rd	4 th	5 th	6 th	ILC	Total	Monthly ADA	Cumulative ADA
September 2025	16	20	46	23	25	41	48	32	16	267	99.81	99.81
October 2025	16	19	46	21	25	41	48	32	16	264	99.78	99.79
November 2025	16	19	45	21	25	41	47	31	16	261	99.74	99.74
January 2026	16	19	45	20	25	41	46	30	15	257	99.62	99.71

3-Year Enrollment Comparison

Date	TKK- Unfunded	TKK- Funded	K	1 st	2 nd	3 rd	4 th	5 th	6 th	ILC	Total
January 2026	0	16	19	45	21	25	41	47	31	16	261
January 2025	0	18	22	35	24	44	49	40	48	18	298
January 2024	0	17	33	35	42	49	45	71	39	0	331

Fenton STEM Academy educators have demonstrated exceptional commitment to student attendance, consistently maintaining an Average Daily Attendance (ADA) rate of 98.5% or higher. During the fifth month of the school year, STEM achieved an impressive ADA of 99.62%, with a cumulative ADA of 99.71%. Notably, 10 of 14 teachers achieved a 100% classroom attendance rate.

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

Instruction

LACOE Community Schools Visit- January 16, 2026

Today, FCLA and STEM Academies welcomed 30+ community members from surrounding schools and the Los Angeles County Office of Education (LACOE) Community Schools team to showcase how we integrate strong academic instruction within the Community Schools framework. The visit included presentations from Richard Parra, Jennifer Miller, Elisa Vallejo, Yesenia Fuentes, and Beth Henschel, along with contributions from Ms. Baez and Academy students, plus classroom tours and a Q&A panel.

Teachers Lindsey Western, Kate Merrelli, Alyssa Marygold, and Elisa Vallejo highlighted rich, supportive learning environments, including visits to observe Tier 2 instruction in second grade and Tier 3 small-group instruction with 6th graders. Tour leaders Krystal Rodriguez, Beth Henschel, Paige Piper, and Yesenia Fuentes guided guests through classrooms and shared the day-to-day work happening across the Academies. The Q&A panel featured Ms. Baez, Dr. Henschel, Ms. Miller, Ms. Palma, Ms. Vallejo, Dr. Cruz (OT), Ms. Webb (MFT), students Azad Davidson and Sonia Keshishyan, and parents Perla Del Rio and Nidia Cuevas.

The most powerful moment came when two parents described how supported, loved, and valued they feel—sharing that the schools go above and beyond and truly feel like a second home, with one describing a “bond” beyond prior experiences. Visitors offered numerous compliments, including that the campus “looks and feels amazing,” the positivity was palpable, and our work is “opening the door to innovation around Community Schools.” Thank you as well to staff from other Fenton schools—Laura Vasquez, Tony Peña, and Wendy Kaufman—and to the custodial team led by Sal Morales for preparing the campus. The event was led by Jane D’Anna (LACOE R-TAC Coordinator) in coordination with Richard Parra and Jennifer Pimentel.

Professional Day #5- January 12, 2026

On **Monday, January 6, 2026**, the Fenton Academies welcomed the Fenton Primary Center for a combined presentation from staff that attended the Math PLC Conference in December. It was inspiring to see the teachers engaged and excited to work together.

The presentation covered various strategies that teachers can use to build students’ math competency. The staff found the session valuable and expressed eagerness to begin implementing the strategies immediately.

In the afternoon, grade-level teams came together to collaborate and prepare for their upcoming unit of study.



Behavior Systems

As part of the Fenton Academies continued commitment to implementing Behavior Solutions, the school conducted our first ever Behavior Passport Activity in January to reteach essential behaviors to new and returning scholars. The Behavior Passport Activity was a campus-wide expectations review for 1st–6th grade scholars designed to reinforce positive behavior in key areas where most referrals occurred during the first semester: the Annex MPR, playground, restrooms, servery line, and hallways. During the activity, students rotated through five stations led by staff members who regularly supported these spaces, reviewed expectations from the Behavior Matrix, and practiced modeling appropriate behaviors. Students used a passport sheet to collect stickers at each station and complete reflection questions to support ongoing learning.

iReady Middle of Year Assessments

All students in grades Kindergarten through Sixth Grade will participate in iReady Middle of Year Diagnostic Reading and Math Assessments, January 20 – February 6. The purpose of this test is to measure student progress from the beginning of year, set individual student goals, and refine instructional practices based on need. These assessments are critical for ensuring all students are receiving exactly what they need to master grade level concepts.

LAUSD and WASC Visits

The LAUSD oversight visit for STEM is scheduled for **February 24, 2026**. The administrative team has been compiling the required documentation and completing the guiding questions, and we anticipate a smooth visit.

The WASC visiting team will be on campus **March 15–18, 2026**. The administrative team is also developing the draft self-study report, incorporating input from the leadership team and staff.

STEM Focus

As we kick off the 2026 calendar year, students at Fenton STEM Academy are launching into an exciting, schoolwide STEM challenge! Students will design and build their own catapults to launch marshmallows in a fun, hands-on engineering experience. The challenge will begin with a read-aloud of *The Marshmallow Incident*, an engaging story that introduces students to the simple machine known as the catapult and how it works. From there, students will dive into exploring force, motion, and angles as they plan, build, test, and improve their designs. Catapult projects will be tailored to specific grade-level spans: TK–K, 1st–2nd, 3rd–4th, and 5th–6th, ensuring the challenge is developmentally appropriate while still encouraging creativity, innovation, and problem-solving at every level. Working in teams, students will use the Engineering Design Process and a variety of materials, including popsicle sticks, skewers, and rubber bands, to build a functional catapult capable of launching a marshmallow across the room. This exciting STEM challenge gives students the opportunity to collaborate, think like engineers, and experience the joy of learning through play, discovery, and teamwork!

ELOP Program

Fenton Academies has successfully completed the first session of ELO-P clubs, providing students with a wide range of engaging and enriching learning experiences beyond the traditional school day. Students participated in clubs such as soccer, ballet folklórico, crochet, movie making, student council, anime and comic drawing, line dancing, clay making, jewelry and bracelet making, and safe animal encounters. These offerings supported creativity, collaboration, and student voice while fostering social-emotional growth and hands-on learning opportunities for students across grade levels.

Expanded Learning also launched an exciting new initiative with the formation of an E-sports and gaming team that will be representing Fenton Academies at Rally in the Valley's first E-sports competition in February. Students in third through sixth grade have been developing collaboration, team building, and critical-thinking skills as they work together in Minecraft to design and create various landforms in preparation for the competition. Planning is currently underway for the second ELO-P session, scheduled to begin in February, which will continue to offer diverse enrichment opportunities while introducing new academic-focused clubs. These clubs will support language development and vocabulary growth in preparation for ELPAC and SBAC assessments, as well as utilize the newly implemented Amira reading platform to further strengthen student reading achievement.

School Community

The Great Kindness Challenge Week

The Great Kindness Challenge Week will take place from January 26th to 30th. This week-long event is dedicated to fostering a culture of kindness, empathy, and compassion throughout our school community.

During Kindness Week, students will participate in classroom lessons, activities, and challenges designed to promote positive behaviors, strengthen relationships, and enhance the overall school climate. The goal is to inspire students to not only practice kindness throughout the week but also to carry these valuable lessons into their daily lives.

By participating in the Great Kindness Challenge, we aim to create a supportive and inclusive environment where kindness is celebrated as a core value of our school community. A special thank you to our counselor, Melissa Allendar, for organizing and planning events that will engage and inspire our students throughout this meaningful week.

Plans to Increase Enrollment for Sustainability

Fenton STEM Academy is set to begin enrolling students for the 2026–2027 school year on January 13, 2026. To support this effort and ensure the long-term sustainability of the school, the following recruitment initiatives have been planned over the next several months:

Informational Flyers

Informational flyers will be distributed to local families, organizations, businesses, and community centers. These flyers will provide key details about the school’s instructional program, enrollment process, and upcoming events. Flyers will also be available in the main office for parents and visitors.

Social Media Presence

In an effort to engage a wider audience, we will be posting regularly on Instagram, Facebook, and ClassDojo. These posts will highlight the school's unique offerings, showcase student work and achievements, and promote the enrollment process to prospective families.

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By utilizing a combination of traditional and digital recruitment strategies, we aim to increase awareness of our school’s programs, attract new families, and continue building a strong and sustainable school community for the 2026–2027 school year and beyond.

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During December, the TK and Lower ILC classrooms invited parents to join their children in class for a shared activity. Parents and students were actively engaged and visibly happy to work together.

In Mrs. Gentry’s class, students created snowmen using frosted donuts, while in Mrs. Mack’s class, they made Christmas trees with ice cream cones. These activities incorporated a variety of skills in a fun and motivating way. In the Lower ILC, Mrs. Cardenas’ students and parents worked together to decorate cookies.

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This data review will provide valuable insights that allow teachers to adjust their instructional strategies to better support students in preparation for the spring CAASPP assessments. Additionally, the meetings will help identify areas for targeted intervention and enrichment. Teachers will collaborate with Dr. Henschel to revise and refine their plans based on the most recent student performance data.

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Before the Winter Break concluded, the custodial team completed several tasks to ensure the school was prepared for the return of students and staff. These tasks included repainting, powerwashing, buffing the floors, and making repairs where needed, including replacing ceiling tiles.

Upcoming Events:

1/19	Martin Luther King Jr. Holiday
1/20-23	Tier 1 Behavior Passport Activity
1/23	FCPS TK Share Day
1/27-30	Semester Awards
2/5	J. Heller at Academies
2/6	PLC Minimum Day Adult Assistant Training
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2/28	Rally in the Valley: E-Sports
3/4	J. Heller at Academies
3/6	FCLA Spring Picture Day PLC Minimum Day
3/11	STEM Spring Picture Day
3/16-18	WASC Self-Study Visit

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

January 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	1st	2nd	3rd	4th	5th	6th	Total	Monthly ADA	Cumulative ADA
September 2025	14	40	23	45	48	41	43	18	272	99.70	99.70
October 2025	14	37	23	44	49	42	43	18	270	99.47	99.58
November 2025	15	37	23	44	48	40	43	17	267	99.89	99.36
January 2026	16	38	24	43	48	40	44	17	270	99.22	99.33

3-Year Enrollment Comparison

Date	TKK- Unfunded	TKK- Funded	K	1st	2nd	3rd	4th	5th	6th	Total
January 2026	0	16	37	24	43	48	40	44	17	269
January 2025	0	18	47	36	47	41	48	34	50	321
January 2024	12	23	34	38	43	49	42	50	40	330

Fenton Charter Leadership Academy educators have met and exceeded expectations, maintaining an Average Daily Attendance (ADA) rate of 98.5% or higher. In the fifth month of the school year, FCLA achieved a strong ADA of 99.22%, with a cumulative ADA of 99.33%. Additionally, 11 of 13 teachers reached a 100% classroom attendance rate.

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

Instruction

LACOE Community Schools Visit- January 16, 2026

Today, FCLA and STEM Academies welcomed 30+ community members from surrounding schools and the Los Angeles County Office of Education (LACOE) Community Schools team to showcase how we integrate strong academic instruction within the Community Schools framework. The visit included presentations from Richard Parra, Jennifer Miller, Elisa Vallejo, Yesenia Fuentes, and Beth Henschel, along with contributions from Ms. Baez and Academy students, plus classroom tours and a Q&A panel.

Teachers Lindsey Western, Kate Merrelli, Alyssa Marygold, and Elisa Vallejo highlighted rich, supportive learning environments, including visits to observe Tier 2 instruction in second grade and Tier 3 small-group instruction with 6th graders. Tour leaders Krystal Rodriguez, Beth Henschel, Paige Piper, and Yesenia Fuentes guided guests through classrooms and shared the day-to-day work happening across the Academies. The Q&A panel featured Ms. Baez, Dr. Henschel, Ms. Miller, Ms. Palma, Ms. Vallejo, Dr. Cruz (OT), Ms. Webb (MFT), students Azad Davidson and Sonia Keshishyan, and parents Perla Del Rio and Nidia Cuevas.

The most powerful moment came when two parents described how supported, loved, and valued they feel—sharing that the schools go above and beyond and truly feel like a second home, with one describing a “bond” beyond prior experiences. Visitors offered numerous compliments, including that the campus “looks and feels amazing,” the positivity was palpable, and our work is “opening the door to innovation around Community Schools.” Thank you as well to staff from other Fenton schools—Laura Vasquez, Tony Peña, and Wendy Kaufman—and to the custodial team led by Sal Morales for preparing the campus. The event was led by Jane D’Anna (LACOE R-TAC Coordinator) in coordination with Richard Parra and Jennifer Pimentel.

Professional Day #5- January 12, 2026

On **Monday, January 6, 2026**, the Fenton Academies welcomed the Fenton Primary Center for a combined presentation from staff that attended the Math PLC Conference in December. It was inspiring to see the teachers engaged and excited to work together.

The presentation covered various strategies that teachers can use to build students’ math competency. The staff found the session valuable and expressed eagerness to begin implementing the strategies immediately.

In the afternoon, grade-level teams came together to collaborate and prepare for their upcoming unit of study.



Behavior Systems

As part of the Fenton Academies continued commitment to implementing Behavior Solutions, the school conducted our first ever Behavior Passport Activity in January to reteach essential behaviors to new and returning scholars. The Behavior Passport Activity was a campus-wide expectations review for 1st–6th grade scholars designed to reinforce positive behavior in key areas where most referrals occurred during the first semester: the Annex MPR, playground, restrooms, servery line, and hallways. During the activity, students rotated through five stations led by staff members who regularly supported these spaces, reviewed expectations from the Behavior Matrix, and practiced modeling appropriate behaviors. Students used a passport sheet to collect stickers at each station and complete reflection questions to support ongoing learning.

iReady Middle of Year Assessments

All students in grades Kindergarten through Sixth Grade will participate in iReady Middle of Year Diagnostic Reading and Math Assessments, January 20 – February 6. The purpose of this test is to measure student progress from the beginning of year, set individual student goals, and refine instructional practices based on need. These assessments are critical for ensuring all students are receiving exactly what they need to master grade level concepts.

LAUSD and WASC Visits

The LAUSD oversight visit for FCLA is scheduled for **February 26, 2026**. The administrative team has been compiling the required documentation and completing the guiding questions, and we anticipate a smooth visit.

The WASC visiting team will be on campus **March 15–18, 2026**. The administrative team is also developing the draft self-study report, incorporating input from the leadership team and staff.

Leadership Focus

I'm happy to share that our Food Drive has been successfully completed, and we met our goal of 1,000 donated food items. North Valley Caring Services expressed sincere gratitude for our contribution, and we are excited to continue building this partnership through a Sock Drive that will take place in the coming weeks.

Additionally, Jester & Pharley Phund will be returning to the Academies on January 23rd for the ninth visit. We will host our kickoff assembly prior to the start of the students' three-week Read-a-thon, supporting Miller Children's Hospital.

ELOP Program

Fenton Academies has successfully completed the first session of ELO-P clubs, providing students with a wide range of engaging and enriching learning experiences beyond the traditional school day. Students participated in clubs such as soccer, ballet folklórico, crochet, movie making, student council, anime and comic drawing, line dancing, clay making, jewelry and bracelet making, and safe animal encounters. These offerings supported creativity, collaboration, and student voice while fostering social-emotional growth and hands-on learning opportunities for students across grade levels.

Expanded Learning also launched an exciting new initiative with the formation of an E-sports and gaming team that will be representing Fenton Academies at Rally in the Valley's first E-sports competition in February. Students in third through sixth grade have been developing collaboration, team building, and critical-thinking skills as they work together in Minecraft to design and create various landforms in preparation for the competition. Planning is currently underway for the second ELO-P session, scheduled to begin in February, which will continue to offer diverse enrichment opportunities while introducing new academic-focused clubs. These clubs will support language development and vocabulary growth in preparation for ELPAC and SBAC assessments, as well as utilize the newly implemented Amira reading platform to further strengthen student reading achievement.

School Community

The Great Kindness Challenge Week

The Great Kindness Challenge Week will take place from January 26th to 30th. This week-long event is dedicated to fostering a culture of kindness, empathy, and compassion throughout our school community.

During Kindness Week, students will participate in classroom lessons, activities, and challenges designed to promote positive behaviors, strengthen relationships, and enhance the overall school climate. The goal is to inspire students to not only practice kindness throughout the week but also to carry these valuable lessons into their daily lives.

By participating in the Great Kindness Challenge, we aim to create a supportive and inclusive environment where kindness is celebrated as a core value of our school community. A special thank you to our counselor, Melissa Allendar, for organizing and planning events that will engage and inspire our students throughout this meaningful week.

Plans to Increase Enrollment for Sustainability

Fenton Charter Leadership Academy is set to begin enrolling students for the 2026–2027 school year on January 13, 2026. To support this effort and ensure the long-term sustainability of the school, the following recruitment initiatives have been planned over the next several months:

Informational Flyers

Informational flyers will be distributed to local families, organizations, businesses, and community centers. These flyers will provide key details about the school's instructional program, enrollment process, and upcoming events. Flyers will also be available in the main office for parents and visitors.

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II. E.

FCPS Directors' Reports

FCPS Directors' Reports are presented here. 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 Mr. Parra to present the Director of Community Schools Report.

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

January 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 Integration of Strategic Plan

As Fenton Charter Public Schools (FCPS) continues to deepen alignment with the FCPS [Strategic Plan](#), it is essential to explicitly connect instructional practices and systemwide efforts to the plan's four guiding elements: **Designing for the Future**, **Ensuring Student Success**, **Defining the Next Decade**, and **Elevating the Community**. These elements, presented to the FCPS Board of Directors at the [July 17, 2025 Board Meeting](#), are embedded throughout FCPS's instructional vision and practices. This Director of Instruction Report is organized accordingly.

Designing for the Future: Release of Charter School Performance Category Data File

On January 7, 2026, the California Department of Education (CDE) released the Charter School [Performance Categories](#) Data File based on the 2024 and 2025 California School Dashboards. This data identifies charter schools' placement within one of three performance categories High, Middle, or Low, which serve as an additional statutory criterion for charter renewal determinations pursuant to California Education Code (EC) Section 47607(c).

Under this framework:

- **High Performing** charter schools are eligible for a five, six, or seven-year renewal term.
- **Middle Performing** charter schools may be renewed for a five-year term.
- **Low Performing** charter schools may be renewed for a two-year term only if specific statutory conditions are met.

The following performance categories were assigned to FCPS schools:

- Fenton Charter Leadership Academy (FCLA): **High Performing**
- Fenton STEM Academy: **Middle Performing**
- Fenton Avenue Charter School: **Middle Performing**
- Fenton Primary Center: **Middle Performing**
- Santa Monica Boulevard Community Charter School: **Middle Performing**

Fenton Charter Leadership Academy and Fenton STEM Academy will enter the charter renewal process at the start of the 2026–27 school year. Achieving High and Middle performance designations positions

FCLA and STEM favorably for renewal determinations and reflects sustained instructional progress across schools.

Defining the Next Decade: Fenton Launchpad Academy - Hybrid Learning Model

The Fenton network submitted a charter petition for Fenton Launchpad Academy on Wednesday, January 21, 2026, to the Los Angeles Unified School District Charter Schools Division. The proposed new school would service students in grades TK-12th, offering TK-7th in its initial year. The charter petition outlines a new learning model for the Fenton schools centered on the concept of an Individualized Learning Plan (ILP), delivered through a hybrid instructional model that blends in-person and remote learning experiences. This model is designed to provide students with greater flexibility while maintaining high academic expectations, strong instructional support, and meaningful relationships with educators.

The hybrid learning model combines live, on-campus instruction with structured remote learning, allowing students to engage in face-to-face learning while also benefiting from the flexibility of online coursework and independent study. Through this approach, students can learn at an appropriate pace, access targeted interventions or enrichment, and take greater ownership of their learning. Teachers use data from assessments and ongoing progress monitoring to tailor instruction, adjust learning pathways, and provide personalized support aligned to each student's ILP.

Demand for flexible and personalized learning options has grown significantly over the past 5–10 years, as families increasingly seek educational models that can adapt to students' diverse learning styles, schedules, and personal needs. Hybrid learning offers several key benefits, including increased student engagement, improved balance between academic and personal responsibilities, and opportunities for students to develop essential skills such as self-direction, time management, and digital literacy. By offering a hybrid model grounded in individualized learning, Fenton Launchpad Academy aims to meet the evolving needs of students and families while preparing learners for success in college, careers, and an increasingly digital world.

Next steps include participation in a public hearing (February 2026) and an official LAUSD board vote (April 2026). Fenton continues to lead in educational innovation by designing learning models that empower students for lifelong success.

Ensuring Student Success: Mid-Year Local Control Accountability Plan (LCAP) Update

The Mid-Year LCAP provides a snapshot of progress toward Local Control and Accountability Plan goals at the midpoint of the school year. It examines early indicators of student achievement, engagement, and school climate; assesses implementation of planned actions; and reviews alignment between expenditures and the approved budget. Particular attention is given to outcomes and services for high-need student groups, including English Learners, low-income students, foster youth, and students with disabilities.

This mid-year review supports accountability and continuous improvement by identifying successes, challenges, and areas for adjustment, enabling leadership to make informed decisions for the remainder of the year and to guide planning for the next LCAP cycle.

The FCPS mid-year LCAPs are linked below. All schools are on track to meet their LCAP goals and continue to engage in ongoing reflection and monitoring to ensure sustained progress.

[Link to Mid-Year LCAP Google Drive folder](#)

Ensuring Student Success: Math in a PLC at Work Staff Presentations & Summary

As outlined in the [2025-2026 FCPS Instructional Plan](#), strengthening mathematics achievement through targeted professional development and collaborative planning around essential math standards remains a key instructional priority for Fenton. Recent CAASPP and i-Ready data show mixed results in mathematics, underscoring the continued need for focused support in this area. To address this, approximately 28 Fenton representatives, including educators, coaches, and administrators attended the [Math in a PLC at Work Summit](#) in Pasadena, CA on December 8-10, 2025 at the Pasadena Convention Center. Participants attended sessions geared towards writing high-quality common formative unit assessments and effective measurement of student proficiency. In addition to acquiring new knowledge, all Fenton attendees committed to delivering a high quality professional development session for their respective schools in an effort to build capacity and skills of all. The FCPS Instructional Coaches and Directors worked closely with their site teams to develop this incredible resource. The following lists the dates of professional development delivery and slide content. Thank you to the dynamic Fenton educators who will lead this important work.

Fenton Primary Center, Fenton STEM Academy, and Fenton Charter Leadership Academy
Team: *Sirui Thomassian, Yesenia Fuentes, Gurpreet Gill, Caitlin McMabell, Beth Henschel, Elisa Vallejo, Tiffany Walker, Kate Marelli*

Date of Professional Development: **Monday, January 12, 2026**
Team Presentation: [Math in a PLC at Work \(FPC, FCLA, STEM\)](#)

Santa Monica Boulevard Community Charter School: *Walter Gomez, Bunny Wolfer, Vanessa Marcoe, Isabella Rodriguez, Alexis Ribakoff, Shanjana Hossain, Carmen Solis*

Date of Professional Development: **Monday, January 12, 2026**
Team Presentation: [Math in a PLC at Work \(SMBCCS\)](#)

Fenton Avenue Charter School: *Monica Castaneda, Evelyn Martínez, Lisa Morales, Leanna Hendrix, Feather Gentry, Christopher Torres, Lainey Yanez, Leann Chapman, Rebecca Williamson, Gricelda Mares, Myriam Arechiga, Jann Manorothkul*

Date of Professional Development: **Wednesday, January 28, 2026**
Team Presentation: [Math in a PLC at Work \(FACS\)](#)

Elevating the Community: Los Angeles County Office of Education (LACOE) Showcase of FCPS Acceleration Program at Fenton STEM Academy

As an active member of the Los Angeles County Office of Education (LACOE) Community Schools Collective, FCPS remains committed to sharing effective practices that strengthen instructional implementation across partner schools. On January 16, 2026, Fenton STEM Academy hosted members of the LACOE Community Schools cohort to showcase the FCPS Acceleration Program.

The FCPS team presented the program's instructional framework, shared evidence of positive student outcomes, and engaged participants in meaningful dialogue around implementation strategies and next steps. This convening provided a valuable opportunity for collective learning and reflection. Special recognition is extended to Mr. Richard Parra for highlighting the instructional practices at Fenton STEM Academy and connecting this work to the broader Community Schools framework.

Elevating the Community: Sharing of Effective Practices: FCPS Lead Teacher Collaborative

Fenton continues its active participation as a member of the Los Angeles Coalition for Excellent Public Schools (LACEPS), a cohort of approximately ten large charter management organizations across Los Angeles. Quarterly convenings provide opportunities for members to learn from one another and share effective practices and resources.

At the January 23, 2026 meeting, Jennifer Miller will present to instructional leaders from participating charter organizations. Her presentation will highlight the impact of Lead Teacher collaboration and Fenton's systematic approach to meeting the needs of all learners. The presentation can be viewed below. Fenton remains committed to learning from other high-performing charter organizations while contributing proven strategies to the broader educational community.

[Fenton Promising Practices \(LACEPS; January 23, 2026\)](#)

Defining the Next Decade: Virtual Coaching with Tesha Ferriby Thomas

Following the August 29, 2025 organization-wide professional development, the Director of Instruction and Instructional Coaches will meet with Tesha Ferriby Thomas, co-author of *Amplify Your Impact: How Schools Thrive and Energize Your Teams*, on Friday, January 30, 2026. The purpose of this meeting is to review the current implementation of the Strategy Implementation Guide (SIG) and the Pathways Tool.

In addition, the Fenton team plans to collaborate with Dr. Thomas to inform the development of the 2026–27 professional learning plan, grounded in data analysis and emerging instructional trends. The team will work closely with FCPS Directors to ensure alignment across sites and a shared instructional vision. Ongoing opportunities for external coaching and consulting with field experts will continue to strengthen the capacity of Fenton's instructional leadership team.

Designing for the Future: California Principals Support Network (CAPS)

Fenton Charter Public Schools is in its third year of the CAPS (California Principals Support Network). Forty-two (42) Fenton faculty members representing varied grade levels and roles are currently participating across the five schools.

The CAPS Network is a three-year professional learning opportunity for principals and teacher leaders to develop and deepen their understanding and implementation of professional learning community (PLC) practices. The CAPS program is a unique and intimate experience to learn directly from Dr. Luis Cruz and Dr. Cindy Pilar on PLC practices with equitable school systems and transforming school cultures to foster high levels of learning for all students. Participants include teaching staff, instructional coaches, site leaders, and district leaders from various school districts across Southern California. Information gained during each session has made a powerful impact at every one of our Fenton schools and across the organization. Fenton maintains the following commitments:

FCPS CAPS Commitments

- Fenton participants will attend all six sessions (September 24, October 14, December 9, January 14, February 25 and May 13)
- Team members will show high levels of engagement.
- Teams will ensure their CAPS Action Plans are updated. (Most teams complete this work during the team time provided at each CAPS meeting).
- Teams will bring back information and resources to their site after each session.
- Teams will complete the CAPS "homework" in between each session.

The Fenton CAPS Action Plans can be viewed by clicking below. Thank you to the Fenton teams for their ongoing high levels of engagement and follow through at school sites.

[Fenton CAPS Action Plans by School Site](#)

Designing for the Future: FCPS School Monitoring Metrics

Fenton Charter Public Schools utilizes several monitoring tools as a metric towards meeting instructional goals. By utilizing school monitoring metrics, the Fenton schools have improved decision making, increased levels of accountability, provided effective resource allocation, ensured targeted professional development, allowed for early identification of issues, and improved student outcomes. Clear metrics, allow for stakeholder transparency and monthly progress checks to stay on track. The following monitoring metrics are derived from the [FCPS Instructional Plan \(25-26\)](#) and have been discussed with all Fenton Directors.

The two monthly monitoring metrics highlighted are **FCPS Meetings Schedule** and **FCPS i-Ready Personalized Instruction**.

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 2025-2026 school year, progress towards meeting frequency will be shared with the FCPS Board of Directors. Below is a summary of October through December 2025 with links to meeting agendas for both **All Staff** and **Lead Teacher**. A collection of all monthly meetings can be referenced within the [Progress towards FCPS Meetings Schedule by Month](#) (Google Sheet).

October 1-31, 2025		
School	Lead Teachers 4 Meetings	Staff Meeting 4 Meetings
FACS	100%	100%
SMBCCS	100%	100%
FPC	100%	100%
FCLA/STEM	100%	100%
November 3-21, 2025		
School	Lead Teachers 2 Meetings	Staff Meeting 2 Meetings
FACS	100%	100%
SMBCCS	100%	100%
FPC	100%	100%
FCLA/STEM	100%	100%
December 1-19, 2025		
School	Lead Teachers 1 Meeting	Staff Meeting 1 Meeting
FACS	100%	100%
SMBCCS	100%	100%
FPC	100%	100%
FCLA/STEM	100%	100%

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 continue to share out on progress towards meeting this instructional metric. Thank you to the FCPS Directors for their continued hard work to ensure consistent and frequent stakeholder communication.

The following graph represents each Fenton school’s progress towards achieving the expected FCPS i-Ready Personalized Instruction usage rates during October through December 2025.

October 6-31, 2025				
School	Reading - Usage Rate (30-49 minutes/week)	Reading - Percent of students achieving 70-100%	Math - Usage Rate (30-49 minutes/week)	Math - Percent of students achieving 70-100%
FACS	92%	81%	92%	93%
SMBCCS	86%	76%	84%	89%
FPC	82%	84%	73%	90%
STEM	77%	77%	73%	89%
FCLA	77%	76%	77%	89%

November 3-21, 2025				
School	Reading - Usage Rate (30-49 minutes/week)	Reading - Percent of students achieving 70-100%	Math - Usage Rate (30-49 minutes/week)	Math - Percent of students achieving 70-100%
FACS	92%	81%	91%	91%
SMBCCS	82%	74%	77%	88%
FPC	85%	81%	79%	92%
STEM	80%	76%	71%	89%
FCLA	74%	75%	74%	90%

December 1-19, 2025				
School	Reading - Usage Rate (30-49 minutes/week)	Reading - Percent of students achieving 70-100%	Math - Usage Rate (30-49 minutes/week)	Math - Percent of students achieving 70-100%
FACS	95%	80%	93%	88%
SMBCCS	86%	71%	85%	88%
FPC	88%	76%	85%	90%
STEM	80%	74%	80%	91%
FCLA	76%	77%	74%	87%

All Fenton schools are consistently performing at or above the 70th percentile. This is a 10-20% increase from this same time last year. Thank you to the Fenton educators and Administrators for prioritizing frequent and consistent use of i-Ready Personalized Instruction.

Defining the Next Decade: FCPS Team Excellence Award Recognition Program

On January 20, 2026, Jennifer Miller and Dr. Riddick had the honor to visit each site and join their administrative teams for the FCPS Team Excellence Awards. Educators received a celebratory certificate and customized magnetic sand timer to mark the importance of their time at Fenton Charter Public Schools.

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 \(25-26\)](#) for more information.

- The fourth grade team at Fenton Avenue Charter School was recognized for their intentional work during PLT time to strengthen instructional practice. Through focused collaboration and thoughtful discussion of best practices, the team has remained committed to ensuring all students learn at high levels. Their willingness to reflect, share strategies, and continuously improve exemplifies collective efficacy and a strong commitment to student success.
- The second grade team was recognized at Fenton Primary Center for focusing on innovation and collaboration as they strengthen small group instruction. Inspired by Ms. Heller, the team collaborates to boost engagement during small group instruction. They are strategically addressing learning gaps through innovative practices and effective use of instructional minutes.
- The second grade team at Santa Monica Boulevard Community Charter School was recognized for regularly upholding a high level of professionalism in their PLT meetings by following agreed-upon norms and purposefully engaging with one or more of the four guiding questions. Their conversations are grounded in data and focused on students, showing a strong commitment to improving learning for all.
- The third grade team at the Fenton Academies was recognized for their excellent collaboration to plan lessons, use assessment data to target instruction, and form student groups based on the results.

Congratulations again to these outstanding educators. Our next round of Team Excellence Awards will take place on **February 24, 2026**.

Collectively, the initiatives outlined in this report reflect FCPS's continued commitment to instructional excellence, strategic alignment, and collaborative leadership as the organization prepares for the next decade of growth and impact.

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

January 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
School	September 2025	October 2025	December 2025	January 2026	March 2026	April 2026	May 2026	June 2026
FACS	128	123	119	120				
FPC	65	65	66	70				
SMBCCS	134	131	131	137				
STEM	56	56	56	56				
FCLA	41	42	43	44				

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

	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence	% Low Incidence
School	September 2025	October 2025	December 2025	January 2026	March 2026	April 2026	May 2026	June 2026
FACS	0.78% (HOH)	0.81% (HOH)	0.81% (HOH)	0.81% (HOH)				
FPC	1.54% (HOH)	1.53% (HOH)	1.53% (HOH)	2.86% (HOH, MDO)				
SMBCCS	1.49% (HOH, OI)	1.52% (HOH, OI)	1.52% (HOH, OI)	1.52% (HOH, OI)				

STEM	1.79% (MDO)	1.79% (MDO)	1.79% (MDO)	1.79% (MDO)				
FCLA	2.43% (HOH)	2.38% (HOH)	2.38% (HOH)	2.38% (HOH)				

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

	Total Percentage							
School	September 2025	October 2025	December 2025	January 2026	March 2026	April 2026	May 2026	June 2026
FACS	18.78	17.81	16.92	17.19				
FPC	15.54	15.53	14.37	14.66				
SMBCCS	21.49	20.52	19.58	20.42				
STEM	22.79	22.79	21.45	21.54				
FCLA	17.43	17.38	15.92	16.18				

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

September 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	31				1	4			28	50	14		
FPC	30				1	4			8	1	21		
SMBCCS	39				1	2		1	22	40	29		
STEM	18						1		16	13	8		
FCLA	12			1	1				9	6	12		

October 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	30				1	4			25	50	13		
FPC	30				1	4			7	1	22		
SMBCCS	39				1	1		1	22	40	27		
STEM	18						1		16	13	8		
FCLA	13			1	1				10	6	11		

December 2025

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	29				1	4			25	49	11		
FPC	31				1	4			7	2	21		
SMBCCS	42				1	1		1	22	42	22		

STEM	18						1		17	13	7		
FCLA	13			1	1				11	6	11		

January 2026

	AUT	DEA	DBL	ED	HOH	ID	MD	OI	OHI	SLD	SLI	TBI	VI
FACS	30				1	4			25	49	11		
FPC	34				1	3	1		8	2	21		
SMBCCS	44				1	1		1	22	46	22		
STEM	18						1		18	13	6		
FCLA	13			1	1				12	6	11		

AUT - Autism

DEA - Deafness

DBL - Deaf Blindness

ED - Emotional Disturbance

HOH - Hard of Hearing

ID - Intellectual Disability

MD - Multiple Disabilities

OI - Orthopedic Impairment

OHI - Other Health Impairment

SLD - Specific Learning Disability

SLI - Speech or Language Impairment

TBI - Traumatic Brain Injury

VI - Visual Impairment

EXTERNAL CONTRACTORS

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

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

SPECIAL EDUCATION PARAPROFESSIONALS

The following data outlines the number of staff members assigned to Behavior Intervention Implementation (BII) services and Adult Assistants (AA).

School	Fenton	STAR of CA	Cross Country	Scout	Total
FACS	20			1	21
FPC	17			2	19
SMBCCS	14	1		3	18
STEM	16		2		18
FCLA	8	1			9

Tiered Eligibility Grant (TEA)

Each year, option three schools within the Charter Operated Programs (COP) are encouraged to access available grant opportunities and assistance programs to support the implementation, expansion, and continuous improvement of special education programs and services. These funding sources are intended to enhance service delivery, ensure compliance, and strengthen the capacity of option three charter schools to meet the needs of students with disabilities.

One such funding source is the Tiered Eligibility Assistance (TEA) Grant, which provides financial support to option three schools based on a tiered eligibility formula. The purpose of the TEA grant is to assist schools in building and sustaining special education infrastructure, staffing supports, instructional resources, and professional learning aligned to student needs. The allocation methodology and eligibility review are typically conducted in October, with funds distributed in November, in accordance with COP timelines. Allowable uses of funds include, but are not limited to, instructional materials, assistive and instructional technology, professional development, and other expenditures directly supporting special education service delivery.

For the 2025–2026 school year, Fenton Charter Public Schools received over \$100,000 in TEA grant funding, with the potential for additional allocations during a second funding round. Site-based allocations were determined in accordance with COP guidance and distributed as follows:

- **Fenton Primary Center:** \$17,705.82

- **Fenton Avenue Charter School:** \$23,475.21
- **Fenton Charter Leadership Academy:** \$15,016.08
- **Fenton STEM Academy:** \$17,725.79
- **Santa Monica Boulevard Charter School:** \$33,225.90

TEA grant funds will be used to enhance special education programs and services, strengthen staff capacity through targeted professional development, and expand access to instructional materials and resources that support inclusive and effective practices. Through strategic and compliant use of COP funding, Fenton Charter Public Schools continues to ensure that special education services are delivered with fidelity, aligned to LAUSD expectations, and responsive to the diverse needs of students across all sites.

Charter School Petition for Fenton Launchpad Academy

The leadership team at Fenton Charter Public Schools has been working diligently to develop and submit a charter petition for the opening of its sixth charter school, Fenton Launchpad Academy. This innovative program is designed to provide a flexible, nontraditional instructional model that meets the needs of learners who are unable to fully participate in a traditional school setting.

Fenton Launchpad Academy will primarily deliver instruction through remote and independent study modalities, while also offering opportunities for in-person meetings to provide additional academic, social-emotional, and instructional support. This blended approach is intended to promote access, flexibility, and individualized learning while maintaining strong connections between students, families, and staff.

During its first year of operation, Fenton Launchpad Academy will serve students in transitional kindergarten through seventh grade, with the goal of expanding to serve students through 12th grade in the following year. As the leadership team prepares for the submission of the charter petition on January 21, 2026, there is strong optimism that this new program will support continued growth, innovation, and success for Fenton Charter Public Schools while expanding high-quality educational options for students and families.

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

January 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

LACOE Community School Learning Site Visit – Fenton STEM and FCLA: On January 16, 2026, community school coordinators and school administrators from across Los Angeles visited Fenton STEM and Fenton Charter Leadership Academy (FCLA) to learn about the schools' instructional programs and how the acceleration specialist position aligns with the community schools framework and the four conditions of learning. The visit was highly successful, with teachers demonstrating high-level differentiated instruction and a strong team-based approach in collaboration with Acceleration Specialist, Elisa Vallejo, Instructional Coach, Yesenia Fuentes, and Director of Instruction, Jennifer Miller. Members of the Community Schools Advisory Committee participated in a question and answer portion of the presentation. A special thank you to Dr. Jay Cruz, OT Specialist and Advisory Committee Member, Nicole Webb, LMFT and Advisory Committee Member, Perla Del Rio, Fenton Parent and Advisory Committee Member for their participation in the presentation. Congratulations to the FCLA and STEM administrators and teachers on a successful visit and for showcasing exemplary teaching and collaboration to the Los Angeles education community.

Community Food Pantries: The FCPS Community School Coordinators were successful in establishing food pantries and securing donations to support families experiencing food insecurity. Following the launch of a pilot food pantry at Fenton Primary Center (FPC) in November, Fenton Academies established its own food pantry in December. With the support of Jennifer Pimentel and Virginia Palma, Fenton Academies partnered with Whole Foods, which generously committed to providing monthly distributions of non-perishable food items. These [photos](#) highlight the first distribution event at the Academies.

After School Education and Safety (ASES) Grant: In last month's report, it was noted that Fenton Charter Public Schools, in partnership with Think Together, applied for the California Department of Education's one-time Nita M. Lowey 21st Century Community Learning Centers and High School ASSETs Supplemental Funding. Eligibility was based on statewide demand and a minimum Free and Reduced-Price Meal rate of 96%. Santa Monica Boulevard Community Charter School met the criteria and was awarded \$100,000, which will be used to eliminate the waitlist for student participation in Think Together afterschool programming and provide some career and college ready curriculum.

Pillar 2 – Extended Learning Time & Opportunities

ELO-P Program: The ELO-P coordinators prepared for, and in some schools launched, the second round of ELO-P classes. Prior to winter break, the coordinators were also actively engaged in organizing assemblies, winter performances, and awards ceremonies. The team has done an excellent job embracing and advancing the Community Schools work across sites.

ELO-P coordinators regularly discuss the following areas:

- **ELO-P Calendar:** The ELO-P calendar of activities is updated monthly and discussed with the ELO-P coordinators. Please find the 2025-2026 calendar [HERE](#). The calendar documents service days and the mandated 30 days of service during non-instructional days.
- **ELO-P Budget and Expenditures:** Please find the budget for the 2025-2026 ELO-P programs [HERE](#). The 2025-2026 expenditures spreadsheet can be found [HERE](#).
- **FCPS ELO-P Guidebook:** The FCPS ELO-P guidebook, which is reviewed frequently by ELO-P coordinators and updated as needed, can be found [HERE](#).

Pillar 3 - Family & Community Engagement

Los Angeles Community College Collaboration: Fenton Charter Public Schools is now partnering with the Los Angeles Community College District to offer non-credit adult education classes on our campus, establishing our schools as satellite locations for the colleges. It is exciting to see this partnership begin this spring. The following classes have been confirmed:

Community College	Location	Subject	Day(s)	Time
LAVC	Academies	ESL 1 and 2	Tuesdays and Thursdays	8:30 a.m. to 12:30 p.m.
LACC	SMBCCS	ESL and GED	Tuesdays and Thursdays	10:00 a.m. to 12:00 p.m.
LAMC	FACS	GED	TBD	TBD
LAMC	FPC	ESL and GED	TBD	TBD

Fenton Community and Parent Information Sessions: The next community information session, “Building Confidence in Children,” will be held via Zoom at 6:00 p.m. on January 29, 2026. All FCPS families and community members are invited via Dojo and email announcements. [All sessions](#) are provided by New Growth Family Therapy and Consulting in partnership with our community school members.

Fenton 5K Fitness Club: The FCPS 5K has been officially scheduled for Saturday, April 11, 2026, at the Hansen Dam Aquatic Center. Beginning in February, the Community Schools Advisory Committee will initiate recruitment of participants and partnerships to support and ensure the success of the event. A contract has been executed with A5 Events to assist with coordination and logistics at the Hansen Dam Aquatic Center.

Pillar 4 - Collaborative Leadership & Practices

School Shine (Video Marketing): Each Fenton school was visited by School Shine, and the visits were highly successful, resulting in a substantial collection of high-quality footage and interviews with administrators, teachers, students, and parents. School Shine has produced initial draft [videos](#) for each campus. The organization is currently finalizing the videos for use on social media, as well as for advertising and student recruitment efforts.

FCPS Advisory Committee Meeting: The next Fenton Community Schools Advisory Committee will be held on Monday, February 2, 2026 at 3:00 pm via Zoom. Thank you to Irene Sumida for taking the minutes from our [previous meeting](#) held on December 8, 2025 at 3:00 pm via Zoom. The following is the [schedule](#) of the remaining meetings for the 2025-2026 school year. All of the documentation for the advisory committee can be found in [this folder](#).

Community Schools Budget and Expenditures: A comprehensive budget and expenditure report was created for community schools across all five FCPS campuses. The report outlines funding allocations, spending categories, and program investments to ensure transparency and alignment with community school goals. It includes detailed tracking of expenditures related to staffing, family engagement, partnerships, and student support services. This process ensures compliance with state and grant requirements and provides valuable insight into how resources are being used at each school site. Please find the CCSPP Budget [HERE](#) and the FCPS expenditure report [HERE](#).

FCPS Community Gala: Fenton Charter Public Schools is hosting its 2nd Annual Fenton Community Gala on March 6, 2026 at 6:00 p.m. The event will take place at the Knollwood Country Club in Granada Hills. There will be 200 seats available. Local political representatives have been invited, in addition to business partners, and various sponsors. A committee is currently being formed to plan the event. A link to [register](#) has been created and an invitation will be sent out this week.

Upcoming Events:

- 1/23 LACEPS FCPS Director Meeting (9:00 a.m. – 12:00 p.m.) Los Angeles
4:00 - 6:00 p.m. Math and Science Evening at FACS
- 1/26 Great Kindness Week Kick-off (All Schools)
- 1/30 FACS Fundraiser Ends
- 1/28 LACOE Regional Meeting (LAVC)
3:00 Community Engagement Team Meeting Zoom (3:00 – 6:00 p.m.)

- 1/29 CCSP Parent Informational Meeting (Building Confidence in Children) Zoom
- 1/30 ELO-P Team Meeting (10 a.m. – 12:00 p.m.at the Business Office)
- 1/31 Rally in the Valley Robotics Competition (Sylmar Academy)
- 2/2 3:00 p.m. Community Schools Advisory Committee Meeting - Zoom
- 2/3 FCPS 100th Day of School
- 2/5 LAUSD Oversight Visit at FACS
- 2/6 PLC Minimum Day
- 2/11 LACOE Regional Meeting (LAVC)
- 2/13 LACEPS Advocacy Committee (12:00 – 1:00 p.m.)
- 2/19 ELO-P Team Meeting (10 a.m. – 12:00 p.m.at the Business Office)
- 2/20 FCPS Community School Coordinator Meeting
- 2/24 LAUSD Oversight Visit at STEM
- 2/26 LAUSD Oversight Visit at FCLA
- 3/2 3:00 p.m. Community Schools Advisory Committee Meeting - Zoom
- 3/5 FACS Open House
- 3/6 6:00 p.m. 2nd Annual Gala (Knollwood Country Club)
- 3/11-13 CEI Network Meetings (San Diego)
- 3/12 4:00 p.m. FCPS Board Meeting

II. F.

FCPS Officers' Reports

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

January 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 Marketing](#), and [Compliance](#).

State ([Back to Top](#))

Initial Impressions from Governor Newsom’s ‘26-’27 State Budget Proposal

Excerpts From School Services of California

Posted January 9, 2026

Economic Outlook

During the press conference, Director Stephenshaw noted the Governor’s \$348.9 billion proposal and state revenues exceeding 2025 State Budget Act projections by \$42.3 billion. The budget includes a “modest shortfall” of \$2.9 billion, which is addressed by suspending a true-up deposit into the Budget Stabilization Account in 2025-26. Director Stephenshaw noted that the Budget proposal is largely a “workload budget,” and does not include significant new adjustments at this time with the intent to monitor spending and revenues over the next several months in preparation of the May Revision. The Governor’s Budget proposal includes a total of \$23 billion in reserves, including the Rainy Day Fund at \$14.4 billion and the Special Fund for Economic Uncertainties at \$4.5 billion.

LCFF

The Governor’s Budget includes an estimated and fully funded cost-of-living adjustment (COLA) of 2.41% for the Local Control Funding Formula (LCFF). When combined with population growth adjustments, this will result in an increase of roughly \$2 billion. The Budget also includes an ongoing increase of \$30.7 million to provide a 20% increase in LCFF funding for necessary small schools.

Categorical	Grade Span	2025-26 Base Grant per ADA	2.41% COLA	2026-27 Base Grant per ADA	Program Funding
ELO-P	TK-3	\$10,256	\$247	\$10,503	Governor’s Budget ongoing increase of \$62.4 million to the Expanded Learning Opportunities Program
	4-6	\$10,411	\$251	\$10,662	
	7-8	\$10,719	\$258	\$10,977	
	9-12	\$12,423	\$299	\$12,722	

(ELO-P) to provide a guaranteed \$1,800 per pupil for Tier 2 local educational agencies (LEAs), stabilizing the existing variable Tier 2 rate. (No changes are proposed for which LEAs qualify for Tier 1 or Tier 2 nor are there changes proposed to the Tier 1 rate.) With this increase, total ongoing program funding is \$4.7 billion.

Special Education

Recognizing the increase in prevalence of identified students with disabilities, the Budget proposes an increase of \$509 million ongoing to increase special education base rates. This additional funding will allow for “full equalization” of special education rates across the state.

California Community Schools Partnership Program

The Budget proposes \$1 billion ongoing to expand the community school model to more school sites that have large concentrations of students from low-income families, English learners, and youth in foster care. This new funding would provide ongoing resources for these grantees and expand access to the model to thousands of additional high-need schools.

COLA for Ongoing Categorical Programs

The Governor’s Budget proposes to spend \$228.2 million ongoing to reflect a 2.41% COLA for the LCFF Equity Multiplier, Special Education, Child Nutrition, State Preschool, Youth in Foster Care, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.

One-Time Funds

Student Support and Professional Development Discretionary Block Grant

The Governor proposes an additional \$2.8 billion one-time Proposition 98 Student Support and Professional Development Discretionary Block Grant. These funds may be used to “manage attendance and enrollment declining, including those caused by federal government immigration actions, and address rising costs.”

Learning Recovery Emergency Block Grant

The Governor proposes an additional \$757.3 million one-time to support the Learning Recovery Emergency Block Grant to continue local learning recovery initiatives through 2027-28. This investment is expected to be the final payment to this program, which has received multiyear investments totaling \$7.2 billion in past budgets to support schools in learning recovery efforts related to the COVID-19 pandemic.

Various One-Time Investments

Kitchen Infrastructure and Training—\$100 million one-time for specialized kitchen equipment, infrastructure, and training to support schools in providing more freshly prepared meals made with locally grown ingredients

Reading Difficulties Risk Screening—\$40 million one-time to support continued implementation of student reading difficulties screenings

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

Student Recruitment & Marketing Update - JOAN Collaborative

Fenton and JOAN Collaborative continue to partner on the finalization and approval of a new series of digital advertisements. With creative designs and captions now approved, the team is completing the necessary authorizations for Facebook and Google Tag Manager (GTM) to launch the campaigns immediately. These efforts focus on driving prospective families to the Enroll Now pipeline.

Additionally, Fenton and JOAN have advanced the implementation of the HubSpot Customer Relationship Management (CRM) system. Recent meetings focused on configuring the Sales Hub Pro and Marketing Hub Pro modules, which will enable the management of multiple recruitment pipelines, automated follow-up emails, and SMS text messaging. A key priority is the development of specific workflows to ensure Fenton is highly responsive to prospective parents. As research indicates that schools should respond to inquiries within 48 hours of expressed interest, this initiative aims to consistently meet that standard. This effort involves working closely with Fenton's Business Data Manager to facilitate necessary integrations with Student Information Systems and other repositories, as well as coordinating with Main Office Staff to define optimal follow-up protocols.

To complement these digital strategies, Fenton and JOAN continue to collaborate on physical recruitment assets for canvassing efforts, specifically reviewing and refining postcard designs for Fenton Primary Center to align with the broader digital messaging framework.

Compliance ([Back to Top](#))

Statement of Interest - Form 700 Document

A statement of Economic Interest (Form 700) is a state form on which state and local government officials publicly disclose their personal assets and income that may be materially affected by their official acts. Agency employees, including some public officials who are designated in a conflict of interest code, are required to disclose certain financial interests according to the disclosure categories assigned to that position in their agency's conflict of interest code. Certain public officials, including public officials who manage public investments, are required to disclose all financial interest. These officials make full economic disclosure in accordance with state law rather than their agency's conflict of interest code.

Members of Charter Schools are public officials and must file form 700. Originally, Fenton required all staff that actively participated in the schools' governance and leadership structure to complete a Form 700. This requirement extended to board members, officers, directors, assistant directors, administrative coordinators, managers, and faculty representatives. In recent years, the Los Angeles County Board of Supervisors has allowed the submission of form 700 documents via their portal ("e-filers" only) and through DocuSign, along with a list of Fenton positions and their respective conflict of interest and disclosure codes. Moving forward, only positions specified in the agency's conflict of interest codes will be required to submit a Form 700. This change notwithstanding, the importance of all leadership and governance roles held by staff members should not be understated. Each leadership role bears a high degree of responsibility, and the decisions made by the committees as part of the governance structure can impact the entire organization.

The Los Angeles County Board of Supervisors has sent an automated email request to all e-filers to complete the Form 700. All other required personnel will receive an email from DocuSign to complete the form electronically. All Form 700 documents must be completed and returned by March 1, 2026.

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

January 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](#); [Financial Update](#); [CalPERS Health Benefits](#); [Fenton Launchpad Academy](#); [LAUSD Special Education Charter Operated Option 3 Services and Program Sharing](#); [FCPS Special Education Deep Dive Meeting](#)

Enrollment

The following is a comparison of our current enrollment “Forecast” with what was board approved in the budget in June. As of January 15, 2026, FCPS is currently 6% below projections.

FY2026	FACS		FPC		SMBCCS		STEM		FCLA		FCPS		Diff.
	Budget	Forecast											
TK	34	33	78	68	33	41	18	16	18	16	181	174	-7
K	48	47	147	113	83	60	33	21	48	38	359	279	-80
1st	48	49	138	137	75	75	48	50	24	26	333	337	4
2nd	48	50	136	145	92	95	24	22	48	43	348	355	7
3rd	170	152			117	107	24	27	48	48	359	334	-25
4th	182	188			80	83	48	43	48	40	358	354	-4
5th	196	181			131	122	60	47	48	44	435	394	-41
6th					75	85	48	31	24	17	147	133	-14
TOTAL	726	700	499	463	686	668	303	257	306	272	2,520	2,360	
+/-		(26)		(36)		(18)		(46)		(34)		(160)	
% Diff.		-4%		-7%		-3%		-15%		-11%		-6%	

Enrollment has remained essentially steady since last month. As of January 15, 2026, FCPS is forecasting 2,360 students, which reflects a slight decrease of two students compared to the December 5, 2025 forecast of 2,362. This month, Fenton Primary Center (FPC) and Fenton Charter Leadership Academy (FCLA) experienced modest gains, while Fenton Avenue Charter School (FACS), Santa Monica Boulevard Community Charter School (SMBCCS), and STEM saw small declines. Overall, FCPS continues to track approximately 6% below budget projections, consistent with the prior month.

FCPS continues to prioritize fiscal responsibility and balanced budgeting. To maintain consistent oversight across all sites, the CEO meets monthly with Directors to review site level budgets and

confirm alignment with organizational expectations and priorities. These meetings provide a structured space to examine spending patterns, identify developing trends, and address potential variances early.

Leadership also continues to rely on NetSuite for real time visibility into financial activity, which strengthens our ability to monitor expenditures closely and make timely adjustments when needed. In collaboration with EdTech, we are further improving how we track revenue, including state, federal, and local sources, as well as interest earnings, to ensure our projections remain accurate and sustainable.

Together, these actions reflect a deliberate and transparent approach to financial management that supports the organization’s ongoing stability and accountability.

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

The following is a review update on the operating income for the Fenton schools.

	FY2019 <i>PrePandemic</i> <u>Unaudited Actuals</u>	FY2021 <i>August Remote</i> <i>April Hybrid</i> <u>Unaudited Actuals</u>	FY2022 <i>1st Year</i> <i>In-Person</i> <u>Unaudited Actuals</u>	FY2024 <i>(June</i> <i>Projections)</i>	FY2025 <i>(Unaudited</i> <i>Actuals)</i>	FY2025 <i>(Budget)</i>
FACS	\$193,187	\$1,469,595	\$658,150	\$916,967	\$157,041	\$1,834,303
FPC	\$285,115	\$2,140,257	\$323,753	\$1,780	\$100,000	\$526,430
SMBCCS	\$1,024,492	\$2,123,799	\$1,621,028	\$1,392,712	\$150,000	\$1,513,331
STEM	\$238,871	\$816,254	\$219	\$78,929	\$75,000	\$148,150
FCLA	\$69,524	\$644,664	\$650	\$307	\$75,000	\$153,899

This forecast revision reflects several notable shifts since the prior update. Based on Month 4 data, enrollment has decreased by eight students compared to Month 3, which in turn reduces projected ADA in alignment with updated enrollment and attendance trends through the P-1 reporting period. Payroll assumptions were also refreshed using staff rosters as of January 14, 2026, and salaries and benefits show a modest increase as several previously vacant positions have now been filled. The update further includes revisions to the nutrition program forecast, both revenues and expenditures for NSLP and CACFP, based on the latest information received from Student Nutrition Programs through December 2025. Finally, contracted Special Education costs have been adjusted upward at both FPC and FCLA to reflect current service levels and spending patterns. Please see the [Financial Business Manager’s Report](#) for additional information related to the FCPS Budget.

Exploring CalPERS Health Benefits ([Back to Top](#))

Fenton is actively exploring participation in the CalPERS Health Benefits Program as it appears to be a more stable and predictable benefits structure for the 2026–2027 school year. Over the past several months, the CEO and COO have engaged in a thoughtful review process, including presentations to the Ad Hoc Committee and direct outreach to staff at each school site to explain the Nonstop MERP model, answer questions, and gather feedback. While this option was explored in good faith as a strategy to address rising medical costs, continued increases in health premiums and concerns regarding employee financial exposure under MERP have prompted the organization to evaluate alternatives.

Under the Nonstop MERP structure, employees could face significant out-of-pocket costs once MERP funds are exhausted, particularly for Two-Party and Family coverage. CalPERS, by comparison,

provides no-deductible plan options, access to a large statewide risk pool, and a more predictable rate structure that is not tied to FCPS' individual claims experience. Preliminary analysis suggests CalPERS may offer improved long-term sustainability for FCPS while strengthening affordability, equity, and financial protection for employees and their dependents.

Because CalPERS requires a 90-day implementation timeline, the CEO will likely bring an item for Board approval at the next Board meeting in order to preserve the option to transition for the 2026–2027 plan year. This approval would allow FCPS to proceed with the formal steps necessary to implement CalPERS, while continuing staff communication and support to ensure a smooth transition if adopted. Please see the [Health Benefits memo](#) for detailed information.

Fenton Launchpad Academy (Nonclassroom-Based Charter Petition) & Next Steps ([Back to Top](#))

On January 16, 2026, the FCPS Board of Directors approved Resolution #60, authorizing the submission of the Nonclassroom-Based (NCB) charter petition for Fenton Launchpad Academy. Launchpad Academy is designed as a predominantly remote instructional program supported by Individualized Learning Plans (ILPs), with limited in-person components to provide targeted academic support, student connection, enrichment opportunities, and community engagement. The program reflects FCPS's continued commitment to equity and expanded access for families seeking a flexible, high-quality TK–12 learning pathway across Los Angeles County.

Consistent with the required public process, FCPS also held a Community Informational Meeting on January 16, 2026, providing families and community members with an overview of the proposed model, program design, student supports, and opportunities for questions and feedback. This meeting served as an important step in transparent engagement as FCPS moves forward with the petition process.

Next Steps

- **Petition Submission:** The charter petition is scheduled for submission to LAUSD on January 21, 2026, consistent with the established timeline.
- **Community Impact Assessment:** FCPS has received the list of local schools in the community (January 9, 2026) and will continue to complete and document the required Community Impact Assessment elements as part of the submission and review process.
- **Authorizer Review Process:** Following submission, FCPS will participate in LAUSD's petition review process, including requests for clarifications, technical revisions, and any follow-up meetings or hearings required by the authorizer.
- **Program Readiness Planning (Parallel Track):** While the petition is under review, staff will continue planning for operational readiness, including refining the ILP process, instructional systems, compliance structures for NCB reporting, staffing models, and facility-based supports at the proposed Sun Valley location.

This item is being presented as an informational update to confirm completion of the Board action and community meeting requirement, and to keep the Board informed of the petition's submission and review timeline moving forward.

LAUSD Special Education Charter Operated Option 3 Services and Program Sharing ([Back to Top](#))

On Friday, January 16, 2026, FCPS participated in a LAUSD Charter Schools Division COP3 meeting focused on strengthening collaboration among charter schools to improve special education service

delivery and expand access to specialized supports for students. The intent of the meeting was to facilitate practical partnership strategies that help schools meet student needs while also responding to rising costs and ongoing provider shortages.

Key Service Delivery Insights

The presentation summarized staffing patterns across charter schools and highlighted where in-house staffing is more common and where contracting remains the norm. Larger charter clusters more often employ in-house roles such as school counselors, school psychologists, and in some cases bilingual psychologists, nurses, mental health providers, and some related service providers. At the same time, many services remain heavily contracted. Speech and language therapy is frequently contracted, occupational therapy is contracted at an even higher rate, and physical therapy and adapted physical education are almost always contracted. Low incidence services, including deaf and hard of hearing and vision services, are also largely contracted, as is nursing in many settings. These trends underscore the need for coordinated approaches that improve provider stability and service continuity.

Partnership Models Presented by LAUSD

LAUSD shared several models intended to help charter schools increase access to providers, reduce duplication, and manage costs.

Collective Vendor Negotiation: The model was presented as a model that can be implemented quickly by forming regional collaboratives to negotiate improved rates, terms, and provider continuity while each school maintains its own contracts.

Shared Employee Models: This strategy was described as a strategy in which one anchor school hires a provider and then contracts services to partner schools on a fee for service basis. This approach can improve consistency and maximize provider utilization, while requiring careful attention to liability, HR, and labor considerations.

Joint Powers Authority (JPA): This model was presented as a longer term option in which schools form a separate legal entity to centralize contracting and or employment of providers. This model requires more time and governance development but may offer stronger long term cost control and staffing stability.

Special Education Placement Models

The meeting also addressed Special Day Program placement pathways. One model described placement into LAUSD programs through an established process in which LAUSD becomes the school of enrollment and assumes responsibility for FAPE, with payments deducted monthly through the established framework. Another model described inter charter placement, where the receiving charter becomes the school of enrollment and assumes responsibility for FAPE, supported by formal agreements that define placement terms, billing, dispute resolution, and indemnity.

FCPS was mentioned during the meeting as an example of a charter organization pursuing solutions that strengthen services while managing costs. FCPS was specifically referenced for exploring a Joint Powers Authority strategy as a potential long term approach to lowering contracted service costs and improving provider stability. FCPS was also highlighted for experience as a receiving school for inter-charter placement, reflecting our commitment to collaboration and ensuring students can access appropriate programs and supports when specialized services are needed.

FCPS Special Education Deep Dive Meeting ([Back to Top](#))

FCPS is working to strengthen how we organize and align major state and federal initiatives so they operate as a coherent system rather than as separate, isolated efforts. These initiatives include MTSS, literacy, mental health supports, learning acceleration, Community Schools, Expanded Learning Opportunities, and Special Education System Improvement. California has made significant investments across these areas, and FCPS wants to ensure we are maximizing both the impact of these resources and the long term sustainability of services for students. This meeting will connect that broader systems work to our Special Education program, with a focus on building clarity, coherence, and stronger outcomes for high need students.

Budget Overview

A key focus of this meeting will be the Special Education budget overview and the current cost drivers impacting service delivery. Leaders will review how Special Education resources are being used today, where costs are increasing, and what opportunities exist to better leverage available funding streams to expand supports while maintaining fiscal responsibility. This includes an emphasis on sustainability and planning for long term stability, particularly in areas where short term funding streams may shift over time.

Service Sharing

The meeting will also include a review of service delivery models and opportunities to improve efficiency and consistency through collaboration and service sharing. This includes examining how we can reduce duplication, maximize provider utilization, and ensure timely access to services for students with disabilities and other high need populations. The discussion will connect service sharing strategies to improved Tier 1 instruction, early intervention, and better coordinated supports that reduce strain on Special Education systems while strengthening outcomes for students.

Internal Review Process

To guide this work, FCPS will share an update on the structured survey and internal review process being used to better understand how initiatives are currently managed, who is responsible for coherence across programs, how funding is organized or braided, and what barriers exist to deeper alignment. This review will help FCPS refine our organizational approach, improve staff clarity, strengthen sustainability if short term funding ends, and ensure our investments remain aligned with student outcomes, equity, and long term financial responsibility.

III. CONSENT AGENDA ITEMS

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



FENTON CHARTER PUBLIC SCHOOLS

January 22, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Recommendation to receive and file 2024-2025 School Accountability Report Card (SARC) documents for Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy

BACKGROUND

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

ANALYSIS

Although there can be great variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

School report cards must be updated annually and published by February 1.

RECOMMENDATION

It is recommended that the Board approve the five SARC documents and direct the Chief Executive Officer to have the documents posted on the Fenton website.

Separate Attachments:

Fenton Avenue Charter School, Fenton Primary Center, Santa Monica Boulevard Community Charter School, Fenton STEM Academy and Fenton Charter Leadership Academy School Accountability Report Card (SARC) documents for 2024-2025

IV. ITEMS SCHEDULED FOR ACTION



FENTON CHARTER PUBLIC SCHOOLS

January 22, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

Richard Parra
Director of Community Schools

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

BACKGROUND

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

ANALYSIS

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

Sylvan Learning Center (\$41,160) (STEM) - Fenton STEM Academy has paid \$36,960 for ELO-P tutoring to Sylvan Learning Center. This additional quote is for \$41,160 for a yearly total of \$78,120.

Sylvan Learning Center (\$41,160) (FCLA) - Fenton Charter Leadership Academy has paid \$36,960 for ELO-P tutoring to Sylvan Learning Center. This additional quote is for \$41,160 for a yearly total of \$78,120.

RECOMMENDATION

It is recommended that the Board of Directors approve the expenditures for Sylvan Learning Center for \$41,160 to both Fenton STEM Academy and Fenton Charter Leadership Academy.

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

V. ITEMS SCHEDULED FOR INFORMATION



FENTON CHARTER PUBLIC SCHOOLS

January 22, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: Jason Gonzalez
Chief Operating Officer

SUBJECT: Form 700 Filers

BACKGROUND

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways:

1. It provides necessary information to the public about an official’s personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.
2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.

ANALYSIS

For purposes of fulfilling the LAUSD Form 700 requirements, all members of the FCPS Board of Directors, Executive Officers, Directors, and selected Managers are part of the decision-making group identified by FCPS as required filers. The conflict of interest code generated by the Los Angeles County Board of Supervisors (LACBOS) identifies designated positions that are required to file a statement of economic interest and adhere to the disclosure requirements specified in the LACBOS-assigned categories.

The Form 700 (SEI) Electronic Filing & COI Roster System has made it possible to e-file via the portal. Only FCPS board members are included in the e-file roster in the electronic filing system. All other designated positions must file a Form 700 through either original blue ink signatures or an approved electronic signatures system, such as DocuSign. Fenton Charter Public Schools will employ the latter method whenever possible for greater efficiency.

The following procedure will again be observed to send and receive the Form 700s this year:

- After receipt of the Form 700 roster from LAUSD (expected after February 1st), Form 700 documents will be prepared for all filers (FCPS Board of Directors, Executive Officers, Directors, and selected Managers).
- Filers that are part of the Form 700 (SEI) Electronic Filing roster are required to log into the portal to complete the Form 700.
- All other filers will receive an email from Docusign, which will allow them to complete the Form 700 electronically. Email addresses must be a part of the agency domain (i.e., name@fentoncharter.net) to participate in this method.
- **The forms are due to LACBOS and LAUSD by March 19th and it would be appreciated if forms are signed and returned no later than March 1st.**
- Documents for all Fenton filers will be submitted with the third quarterly report to LAUSD through Dropbox.

SB 126 places the responsibility for oversight of the proper implementation of the FCPS Conflict of Interest Policy in the hands of the Los Angeles County Board of Supervisors (LACBOS) and e-filing of the Form 700 documents is now conducted via the LACBOS system. Only the “top tier” of decision makers is required to file through the LACBOS, and the FCPS Board of Directors and Chief Executive Officer are the only filers filing with the County. The extensive list of filers for LAUSD is related to our inclusive governance system that places a level of decision making in the hands of administrators and selected managers, and the desire of FCPS to be transparent in all matters related to the management of the organization.

RECOMMENDATION

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

Attachment: *Sample Form 700 document*



FENTON CHARTER PUBLIC SCHOOLS

January 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

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

RECOMMENDATION

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

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

January 22, 2026

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

Jennifer Miller
Director of Instruction

SUBJECT: Mid-Year LCAP 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.

The Mid-Year LCAP Update

Senate Bill 114 (2023) added Education Code 52062 (a)(6) requiring the district to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and the local control funding formula Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report includes both of the following:

- all available mid-year outcome data related to metrics identified in the current year's LCAP, and
- all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)

ANALYSIS

Although there is no "official" template from CDE, Fenton uses software from Document Tracking Services (DTS) to create our LCAP documents. The attached templates are based on work that DTS has done with San Diego COE to prepare a 2026 Mid-Year Review for the 2026 LCAP template that meets the new requirements, pre-populates content from the 2025 LCAP where appropriate and streamlines the process of providing a thorough mid-year LCAP review.

RECOMMENDATION

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

Attachment: [2025-2026 Mid Year LCAP Documents for FACS, FPC, SMBCCS, STEM and FCLA](#)