

TODAY'S FRESH START CHARTER SCHOOL

**CHARTER RENEWAL PETITION
SUBMITTED TO
LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

FOR THE TERM JULY 1, 2026 THROUGH JUNE 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Today's Fresh Start Charter School-Los Angeles (also referred to herein as "TFS-LA" or "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

INTRODUCTION/CONTEXT

TFS-LA, operated by Today's Fresh Start ("TFS"), hereby submits this charter renewal petition, pursuant to Education Code section 47605(a)(5)(A)(ii), in conjunction with TFS-LA's April 11, 2025, written request for approval from LAUSD, pursuant to Education Code section 47605(a)(5)(A)(i) ("Approval Request"), to continue operating its site located within LAUSD's boundaries at 4476 Crenshaw Blvd., Los Angeles, CA 90043 ("Vernon Site").

TFS-LA is currently operating under the charter petition for Today's Fresh Start Charter School – Compton ("TFS-Compton") approved by Compton Unified School District ("CUSD"). TFS-Compton has submitted a charter renewal petition to CUSD for a five-year term of July 1, 2026 through June 30, 2031. TFS has operated TFS-Compton at the Vernon Site, within LAUSD's boundaries, for 22 years—long before the passage of AB 1505 (2019). TFS-Compton serves scholars from pre-kindergarten through the eighth grade at the Vernon Site.

The Vernon Site is home to a tight-knit, inner-city community of about 300 scholars who are predominantly from low-income backgrounds. TFS has no plans to expand and serve additional students at the Vernon Site in the future. TFS seeks only to preserve and nurture its existing program so that it may continue to serve the community the same as it has done for the past two decades.

Since the Vernon Site was established in 2003, TFS has invested extensive resources on an ongoing basis into development of these facilities. The Vernon Site includes 24 classrooms, a main office, cafeteria space, a multi-purpose professional development space, a science lab, a wellness center, special education offices, and a designated outdoor space for physical education, recreation and outdoor yard activities, such as dance, music, chess, and social skills groups for scholars. TFS's long-term investments in the Vernon Site have been strategic, enabling TFS to build out the level of high-quality education that it aspires towards. Through this charter renewal petition, TFS seeks to provide continued stability for its scholars and families in the South LA and Compton community.

This charter renewal petition is submitted in accordance with California Education Code § 47605(a)(5), enacted in 2019, which provides:

A charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, may continue to operate that site until the charter school submits a request for the renewal of its charter petition. To continue operating the site, the charter school shall do either of the following:

- i. First, before submitting the request for the renewal of the charter petition, obtain approval in writing from the school district where the site is operating.
- ii. Submit a request for the renewal of the charter petition pursuant to Section 47607 to the school district in which the charter school is located.

As noted above, on April 11, 2025, TFS submitted the Approval Request to LAUSD, in accordance with Education Code section 47605(a)(5)(i), to continue operating the Vernon Site. LAUSD responded on June 30, 2025, indicating that the California Department of Education (“CDE”) erroneously informed the District that, as a result of a negotiated settlement, the Vernon Site will not be available for use by TFS after the conclusion of the 2024-2025 fiscal year. TFS has requested a copy of the notification from CDE. As a result of the erroneous information from CDE, the District concluded that it cannot take action on TFS’s request to continue operating at the Vernon Site and that the matter is moot and closed.

The continued operation of TFS-LA at the Vernon Site is neither moot nor closed as TFS explained in detail in its July 30, 2025 response to the District. It appears that CDE may have misinterpreted the settlement agreement and/or failed to inform LAUSD that the matter was currently still in litigation. Since that time, TFS has purchased the Vernon Site so TFS unequivocally has the ability to continue operating TFS-LA upon approval of this Charter by the LAUSD Board of Education.

Accordingly, TFS reiterates its April 11, 2025 request that LAUSD provide written approval for TFS to continue operating the Vernon Site. In the alternative to the Approval Request, TFS hereby submits a charter renewal petition for TFS-LA to LAUSD in accordance with Education Code section 47605(a)(5)(A)(ii).

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

FEDERAL LAW COMPLIANCE

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

SPECIAL EDUCATION PROGRAM

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA REORGANIZATION

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs)

under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.-

USE OF DISTRICT’S SPECIAL EDUCATION POLICIES AND PROCEDURES AND DATA SYSTEMS

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION

The contact person for the Charter School is:	Jeanette Parker, Superintendent
The contact address for the Charter School is:	4476 Crenshaw Blvd., Los Angeles, CA 90043
The contact phone number for the Charter School is:	(323) 299-2105
The current address(es) of the Charter School is/are:	4476 Crenshaw Blvd., Los Angeles, CA 90043
Location(s) is/are in the LAUSD Board District	Board District 1
Location(s) is/are in the LAUSD Local District	South

The grade configuration of the Charter School is:	TK-8
The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be:	317
The grade level(s) are:	TK-8
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	342
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional, single track
The regular bell schedule will be:	TK/K: 8am – 1:30pm Grades 1-3: 8:00am – 3:05pm Grades 4-8: 8:00am – 3:15pm
The term of this Charter for Middle and High performing schools (ensure consistency throughout document, e.g., rollout plan, LCFF, etc.):	July 1, 2026 – June 30, 2031
If approved, the term of this Charter for Low performing schools (ensure consistency throughout document, e.g., rollout plan, LCFF, etc.):	Not Applicable

SELF-REFLECTION FOR CHARTER SCHOOL

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).

- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The California Department of Education (“CDE”) evaluates all charter schools and places them on renewal tracks annually and makes that report available to the public. **The CDE has determined Today’s Fresh Start Charter School is middle-performing, and thus eligible for a five-year charter renewal term.** We have landed in the middle-performing category every year that CDE has published its report. We present evidence and data below to demonstrate that Today’s Fresh Start Charter School has met the renewal criteria for a five-year renewal.

The state indicators for middle schools include the following:

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- English/Language Arts Literacy
- Mathematics

Today’s Fresh Start Charter School’s Dashboard State and Local Indicators (2024)

The following chart reflects the Charter School’s 2024 Dashboard performance indicators as compared to Los Angeles Unified School District’s and the State.

	TFSCS	LAUSD	State
Chronic Absenteeism	45.6%	23.3%	18.6%
Suspension Rate	0.9%	0.4%	3.2%
English Learner Progress	41%	47.5%	45.7%
English Language Arts (“ELA”)	-29.9	-28.2	-13.2
Mathematics	-58.9	-60.4	-47.6

The following chart reflects the Charter School’s 2024 Dashboard Local Indicators as compared to Los Angeles Unified School District.

	TFSCS	LAUSD
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Basics: Teachers, Instructional Materials, Facilities	“Standard Met”	“Standard Met”
Implementation of Academic Standards	“Standard Met”	“Standard Met”
Parent and Family Engagement	“Standard Met”	“Standard Met”
Local Climate Survey	“Standard Met”	“Standard Met”
Access to a Broad Course of Study	“Standard Met”	“Standard Met”

Smarter Balanced Assessment Consortium (“SBAC”) English/Language Arts

Smarter Balanced Assessment English Language Arts 2018-2024 Percent “Meet/Exceeded Standard”					
Group	2018	2019	2022	2023	2024
Schoolwide	45.69%	48.47%	36.02%	36.27%	38.79%
English Learners (“EL”)	31.31%	13.64%	8.11%	10.34%	10%
Students with Disabilities	13.37%	14.29%	7.69%	16.37%	12.28%
Socioeconomically Disadvantaged (“SED”)	45.01%	47.75%	36.04%	36.49%	38.06%

The Charter School had a significant rise in “meets and/exceeds” during the 2017-18 and 2018-19 testing periods. TFSCS anticipated another increase before having to cease all SBAC testing in the Spring of 2020. When testing returned in 2021-22, like all schools nationwide, TFSCS need to recalibrate by establishing new baselines. However, our SBAC scores increased each year over the last three years, which is evidence that our students have experienced at least one-year’s progress. This is especially impressive because the statewide average actually dipped slightly between 2022 and 2024, going from 47.06% to 47.04%.

As a result of pivoting to online learning and the considerate social emotional need from the pandemic, TFSCS saw a notable increase in language needs. However, TFSCS has continued to see an increase in the schoolwide and socioeconomically disadvantaged ELA results. If it wasn’t for the pandemic, we are confident that our scores would be even higher.

TFSCS recognizes that the ELA SBAC results for ELs and students with disabilities dipped between 2023 and 2024, but both student groups have still experienced growth since testing resumed after the pandemic.

Dashboard English Language Arts Indicator

Dashboard English/Language Arts Indicator 2018-2024*					
	2018	2019	2022	2023	2024
TFSCS	-10.7	-8	-38.5 “Low”	-36	-29.9

African American	-18	-9.6	-54.8 “Low”	-49.3	-35.5
Hispanic	-1.5	10.8	-15.3 “Low”	-18.6	-24
Socioeconomically Disadvantaged	-11.7	-2.9	-37.2 “Low”	-36.4	-30.5
English Learners	-13.3	2.9	-21 “Low”	-8.6	-53.1
Students with Disabilities	-67.7 No performance color	-62.5	-106.1 “Very Low”	-99.8	-97.6
CUSD	-42.6	-31.6	-34.1 “Low”	-26	-19.5
State	-6	-2.5	-12.2 “Low”	-13.6	-13.2

Source: California Department of Education, California School Dashboard. *English/Language Arts Indicator* [2017 – 2024]

*There is no data available on the Dashboard for 2021.

The 2017-18 and 2018-19 testing years were successful for TFSCS, with an improved Distance from Standard (“DFS”) compared to prior years. At the same time, schools across CUSD and the State were improving; nevertheless, TFSCS outperformed CUSD and was either a Dashboard color above or the same as the State. Yet, the impact that pandemic-era distance-learning had on all students between 2019-20 and 2020-21 was devastating, leading to the decrease of performance across the board. Since then, TFSCS has been increasing its DFS scores each year.

Smarter Balanced Assessment Consortium Mathematics

Smarter Balanced Assessment Mathematics 2018-2024 Percent “Meet/Exceeded Standard”					
Group	2018	2019	2022	2023	2024
Schoolwide	36.04%	40.77%	18.43%	18.89%	28.12%
English Learners	30.3%	11.36%	8.11%	3.45%	16.66%

Students with Disabilities	6.67%	8.57%	1.54%	3.64%	7.01%
Socioeconomically Disadvantaged	35.62%	39.46%	18.87%	18.85%	27.71%

Similarly, the Charter School saw a significant increase in “Meets/Exceeds” Standard in Math during the 2018-19 testing cycle, and the Charter School was trending in a positive direction until the 2019-20 academic year, with the onset on the pandemic. But since the pandemic, our SBAC scores have increased each year, which is evidence that our students have experienced at least one-year’s progress.

Dashboard Mathematics Indicator

Dashboard Mathematics Indicator 2018-2024*					
	2018	2019	2022	2023	2024
TFSCS	-33.3	-23.1	-81.4 “Low”	-77.6	-29.9
African American	-43.5	-32.5	-95.6 “Very Low”	-91.4	-35.5
Hispanic	-20	-11.2	-61.4 “Low”	-59.6	-24
Socioeconomically Disadvantaged	-33.9	-23.6	-80.4 “Low”	-77.8	-30.5
English Learners	-23.2	-14.3	-62.1 “Low”	-62.1	-53.1
Students with Disabilities	108.9 no performance color	-94.1 no performance color	-156.2 “Very Low”	-151.6	-97.6
CUSD	-72.4	-56.9	-71.5 “Low”	-56.5	-46.9
State	-6	-33.5	-51.7	-13.6	-13.2

			“Low”		
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Source: California Department of Education, California School Dashboard. *English/Language Arts Indicator* [2017 – 2024]

*There is no data available on the Dashboard for 2021.

Students showed significant gains in mathematics between 2017-18 and 2018-19, with a 10-point increase in scores in one year. TFSCS is proud of the 2024 Dashboard results which show a significant improvement across all subgroups. We are also proud that TFSCS outperformed CUSD’s DFS in the majority of years over the current charter term.

California Science Test (“CAST”) Results

California Science Test Results 2019-2024		
Grade 5	TFSCS	CUST
2019	22.22%	17.29%
2022	23.81%	18.16%
2023	24.07%	20.53%
2024	22.23%	21.18%

California Science Test Results 2019-2024		
Grade 8	TFSCS	CUST
2019	29.73%	15.62%
2022	29.41%	13.44%
2023	20.51%	15.20%
2024	17.39%	15.72%

Source: California Department of Education, California Assessment of Student Performance and Progress. *Science: California Science Test* [2019 – 2024].

TFSCS outperformed CUSD on the CAST every year over the current charter term in both 5th and 8th grades, sometimes by very wide margins. Just like every school across the state, we recognize that the pandemic had a negative impact on our scores and they have dipped recently, but improving in science is a point of emphasis at TFSCS.

Dashboard Chronic Absenteeism Indicator

Dashboard: Chronic Absenteeism Indicator					
	2018	2019	2022	2023	2024
TFSCS	21.6%	20.6%	60.7% “Very High”	52.3%	45.6%
African American	27.8%	28.2%	65.1% “Very High”	54%	49%
Hispanic	13.9%	11.1%	53.8% “Very High”	50.8%	42.6%
Socioeconomically Disadvantaged	21.1%	20.3%	60.5% “Very High”	52.5%	46%
English Learners	11.4%	5.6%	51.8%	41.7%	

			"Very High"		41.9%
Students w/Disabilities	31.3%	25.8%	53.6% "Very High"	51.6%	44.6%
CUSD	11.3%	10.6%	28.9% "Very High"	23.6%	15.2%
State	9%	10.1%	30% "Very High"	24.3%	18.6%

Source: California Department of Education, California School Dashboard. *Chronic Absenteeism Indicator* [2018 – 2024]

The widespread impact of COVID on public schools dramatically impacted attendance numbers for several years. Schools and students across the state struggled with absenteeism as communities continued to struggle with the rolling outbreaks of COVID. TFSCS's data, however, demonstrates that the Charter School is beginning to recover. Chronic absenteeism has improved every year since the pandemic, going from 60.7% in 2021-22 to 45.6% in 2023-24.

Dashboard: Suspension Rate Indicator

Dashboard Suspension Rate Indicator					
	2018	2019	2022	2023	2024
TFSCS	0%	0%	1.7% "Medium"	6.5%	.9%
African American	0%	0%	2.4% "Medium"	7.9%	1.6%
Hispanic	0%	0%	.4% "Very Low"	4.4%	0%
Socioeconomically Disadvantaged	0	0	1.8% "Medium"	6.3%	.9%
English Learners	0%	0%	0% "Very Low"	7.9%	0%
Students w/Disabilities	0%	0%	2% "Medium"	6.5%	0%
CUSD	2%	1.3%	1.1% "Low"	1.7%	1.9%
State	3.5%	3.4%	3.1% "Medium"	3.5%	3.2%

Source: California Department of Education, California School Dashboard. *Suspension Rate Indicator* [2017 – 2023]

TFSCS is proud of its student discipline policies that focus on assuring a safe and study-oriented learning environment. As discussed in much greater detail later in this petition, TFSCS's formal and informal strategies include personalizing discipline with a consistent, predictable, fair and productive structure is at the core of the Charter School's very low suspension rates which are lower than both CUSD and the State.

Dashboard: English Learner Progress Indicator

Dashboard English Language Progress Indicator: 2018 to 2024					
	2018	2019	2022	2023	2024

TFSCS	37.7%	80.6% “Very High”	55% “High”	46.3%	41%
CUSD	25.6%	47.8% “Medium”	51.7% “Medium”	47.6%	47.3%
State	30.6%	48.3% “Medium”	50.3% “Medium”	48.7%	45.7%

Source: California Department of Education, California School Dashboard. *English Language Progress Indicator* [2018 – 2024]

The English Language Progress Indicator (“ELPI”) uses the English Language Proficiency Assessments for California (“ELPAC”) results to measure English Learners making progress towards English mastery in reading, writing, listening and speaking.

Although results decreased across the State, CUSD, and TFSCS, TFSCS’s results were only 3.3% less than the State average.

Verified Data

The law does not require that a middle-performing charter school like TFSCS provide “verified data” in order to qualify for renewal. However, if the charter school provides verified data with its renewal petition, the authorizer is required to consider the data to determine whether it shows measurable increases in academic achievement, as defined by at least one year’s progress. The list of various data sources that can be used by a charter school as verified data was approved by the California State Board of Education and includes CAASPP and NWEA MAP.

In addition to the state-published data detailed in the prior section, TFSCS also has “verified data” demonstrating that the Charter School has attained measurable increases in academic achievement, defined as one year’s progress.

CAASPP

As explained above, TFSCS has improved its SBAC scores in both ELA and Math each year since the pandemic, which is evidence of at least one year’s growth. Please see above for further information about our CAASPP scores.

NWEA MAP

TFSCS utilizes MAP Growth on the CDE’s list of “verified data” assessments. The State board has approved the use of NWEA MAP as “verified data,” and in May 2023, published guidance on the use of MAP.

2023 - 2024 NWEA - ALL GRADES



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Today's Fresh Start Charter School

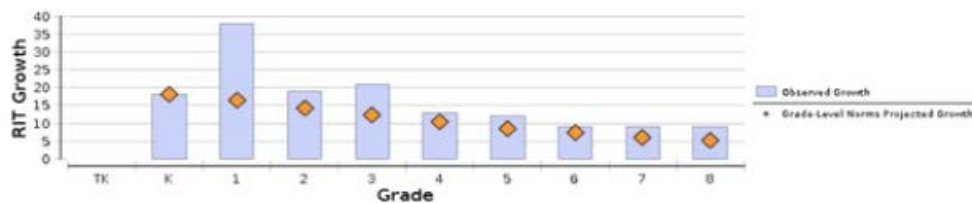
Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2024 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Compton Charter

Math: Math K-12

Grade (Spring 2024)		Comparison Periods						Growth Evaluated Against							
		Fall 2024			Spring 2024			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
TK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
22	135.8	13.7	24	153.5	12.1	24	18	1.8	18.1	-0.18	43	22	11	50	51
30	151.3	12.3	7	189.1	23.0	98	38	3.5	16.6	8.66	99	30	24	80	81
40	166.1	13.9	6	185.2	11.8	25	19	1.5	14.3	2.11	98	40	30	75	86
35	179.8	10.4	7	201.1	8.7	50	21	1.8	12.2	4.32	99	35	29	83	87
31	191.7	14.3	12	204.4	14.9	29	13	1.7	10.5	1.18	87	31	18	51	50
44	196.6	14.4	4	209.0	14.7	12	12	1.4	8.4	1.71	96	44	31	65	67
46	200.9	12.2	4	210.9	16.3	7	9	1.4	7.3	0.94	89	46	25	54	55
42	210.5	16.8	13	219.1	21.7	20	9	1.3	6.1	1.22	89	42	27	64	68
39	210.9	12.7	7	219.5	19.9	14	9	2.1	5.2	1.42	92	39	22	56	53

Math: Math K-12



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Today's Fresh Start Charter School

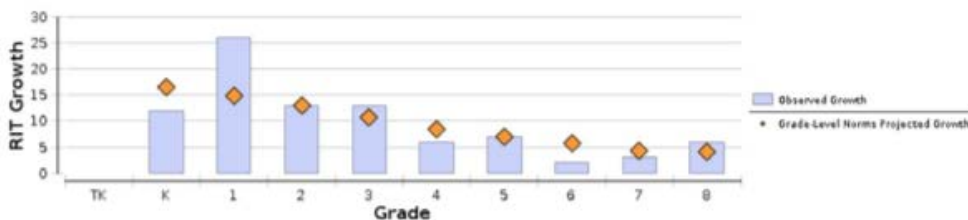
Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2024 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Compton Charter

Language Arts: Reading

Grade		Comparison Periods						Growth Evaluated Against								
		Fall 2024			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
		2	*		*			*					*			
K	28	135.4	9.3	41	146.9	12.6	12	12	1.6	16.6	-3.08	2	28	10	36	18
1	30	148.4	14.5	8	174.2	22.1	87	26	2.2	14.8	-4.36	99	30	22	73	91
2	43	164.9	13.1	13	177.7	13.1	14	13	1.5	13.6	-0.08	47	43	18	42	40
3	26	181.1	14.3	22	194.4	19.7	25	13	1.8	10.7	1.21	89	26	23	84	53
4	35	192.8	13.1	20	198.9	12.7	20	6	1.5	8.4	-1.10	14	35	13	37	33
5	53	197.0	16.8	15	204.4	14.2	17	7	1.8	6.9	0.26	60	53	28	53	48
6	48	200.5	16.8	9	202.6	17.0	4	2	1.6	5.8	-1.99	2	48	17	35	26
7	47	210.9	14.1	32	213.6	13.7	25	3	1.2	4.3	-0.92	18	47	20	43	44
8	37	209.9	15.1	15	215.5	17.6	21	6	2.0	4.1	0.77	78	37	19	51	48

Language Arts: Reading



Analysis of NWEA assessment results indicates that the actions implemented under LCAP Goal #2 have been effective in supporting academic growth and improving pupil outcomes across multiple grade levels and subject areas. For early grade levels (TK/K-2nd grade), the impact of foundational literacy and numeracy interventions was reflected in the following gains: Reading

proficiency increased from 30% to 39% (a 9% gain) and Mathematics proficiency increased from 47.33% to 63.33% (a 16% gain) These gains suggest that early intervention strategies, particularly targeted phonics instruction and differentiated small-group math support, were effective in promoting early academic development. For upper elementary and middle grades (3rd–8th grade), the data showed across-the-board improvement in all tested subjects: Language proficiency rose from 31% to 43% (+12%), Reading proficiency rose from 31% to 44% (+13%), Mathematics proficiency increased from 29% to 44% (+15%) and Science proficiency increased from 28% to 39% (+11%) These improvements reflect the success of key initiatives including data-driven instruction, academic interventions, English Language Development supports, and targeted professional development focused on meeting the needs of diverse learners, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. The consistent gains across subjects and grade spans indicate that the school’s instructional strategies and supports are effectively addressing student needs and accelerating academic progress. Continued refinement of interventions, particularly for the lowest-performing subgroups, will be essential in maintaining momentum and meeting the goal that all students exit each grade level meeting or exceeding academic standards.

GOALS AND PHILOSOPHY

MISSION STATEMENT

The Charter School’s mission is to educate each child individually and personally to the goal of each child’s highest level of academic achievement, social and emotional growth enrichment.

VISION STATEMENT

The Charter School envisions to progress along the continuum of the mission to the goal of the Charter School’s highest level of achievement in the various aspects of the Charter School’s development. TFS envisions the lofty goal of preparing each child who attends the Charter School from Transitional Kindergarten (“TK”) through eighth grades (with parent participation and involvement) to be successful in high school and not only enroll in college, but finish college with a Bachelor’s and post graduate degrees and/or successful careers. The Charter School envisions preparing its students to become successful, productive members of society. TFS students will volunteer to assist their home school at TFS and others in society as they continue their successful achievement and growth by being lifelong learners.

TARGET STUDENT POPULATION

TFS is an independent, public and site-based TK-8 charter school. Offering a traditional school calendar, TFS addresses the unique educational needs of an increasingly at-promise school aged population.

The mission of TFSCS rests with a *commitment to excellence in educating at-promise students*. First, we must answer the question: “*at-promise*” of what? We believe our students are *at promise* of not having the same opportunities to quality education with educated and interested teachers, access to proven educational curriculums and exciting learning alternatives, therefore creating a challenging environment to reach their fullest potential.

We believe *parents are at promise* of not recognizing the impact they have on the shape and development of their children's lives. We believe *teachers are at promise* of not believing all students can learn and are willing to provide instructional techniques to ensure students succeed in the classroom. Understanding what is *at promise* has enabled us to provide students, teachers and parents with an educational alternative built on clearly outlined personal and educational expectations and a proven, research based curriculum.

Today's Fresh Start Charter School's student population includes up to 95.4% of students who are eligible for free and reduced price meals, and therefore are socio-economically disadvantaged. Most new enrollees have attended underperforming schools in the geographic area and are educationally disadvantaged. Due to these disadvantages, many of these elementary aged students are deemed at promise, with a higher likelihood of failing and not succeeding in the skills of lifelong learning. By providing an educational alternative, qualified teachers and a diverse learning environment offers the goal of ensuring *no child is left behind*. The early detection of each child's potential for success is a priority. Students have a rigorous, hands-on, comprehensive and performance based learning environment. The TFSCS curriculum is strongly reinforced with intervention and enrichment studies including after school tutoring, small group instruction, Saturday enrichment studies and two weeks of concentrated study prior to the start of school for students who need more academic help (as funds are available). These sessions form a bridge for students to achieve academic excellence, linking them to current study needs and a jumpstart prior to starting the school year. All students who are second grade through eighth grade are given a personal laptop for school use. Students in lower grades, transitional kindergarten, kindergarten and first grade use other types of technology, such as laptops, tablets and Smart Boards.

The Charter School provides all students with opportunities to achieve academic mastery and experience the meaning of personal excellence. TFSCS currently anticipates the following projected enrollment for the next charter term:

Grade	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
TK/ K	40	50	50	50	60
First	30	40	40	40	40
Second	25	30	40	40	40
Third	33	25	30	40	40
Fourth	32	33	25	30	40
Fifth	52	32	33	25	30
Sixth	33	52	32	33	25
Seventh	25	33	52	32	33

Eighth	47	25	33	52	32
Totals	317	320	335	342	340

TFS has an innovative educational alternative for improving student outcomes in academic achievement as described further below.

AN EDUCATED PERSON IN THE 21ST CENTURY

*The goal of TFSCS is that each student become an enthusiastic learner for a lifetime and therefore, **a life long learner**.* An educated person in the 21st Century and beyond will have a large arsenal of knowledge to draw upon for success in a highly competitive, educated, technical and sophisticated society. TFSCS is teaching all students from transitional kindergarten- through eighth grades that they are going to finish college and have successful careers. Teachers explore their own personal college education with the students by posting a banner from the school they attended. When possible, students visit universities to further their understanding of what college life means. Using the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Content Standards, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively, the “State Standards”) core knowledge in the subjects of language arts, math, science, social studies, geography, and history, is essential. However, such knowledge must be coupled with an appreciation and relevancy in their environment. This combined knowledge allows individuals to work cooperatively and understand and respect people from diverse cultural and social backgrounds. An educated person, to their fullest potential, will become a self-motivated, competent and productive citizen in the global economy of the 21st Century.

HOW LEARNING BEST OCCURS

Learning best occurs when several elements are effectively integrated. A successful educational model for the students TFS is attempting to educate includes:

- Educational goals that are clear and concise
- State approved instruction materials such as McGraw Hill, and/or any other State Standards aligned materials provide a full range of subjects completely correlated with the State Standards.
- Mutual respect
- Integrity
- Opportunities for leadership and service
- Well planned teacher training instruction
- Oral and written competence

- Responsible citizenship in an ethically and culturally diverse society
- Academic excellence
- Integrated real time technology
- An approach in the development of the whole child
- Experiential opportunities with a global perceptive
- Small class sizes
- Student-centered collaborative learning groups to enhance learning opportunities
- Flexible grouping
- Business and Community Partnerships
- Meaningful, on-going parent involvement
- Qualified, energetic, creative and committed teaching staff
- Computer and hands-on professional development in the State Standards, student centered, and authentic assessment
- Teaching and Learning best practices that engage students in the learning process
- Leadership skills may be developed as a non-academic tool
- Citizenship is emphasized
- Conflict resolution through non-violent approaches

It is TFS's objective to enable students to become self-motivated, competent lifelong learners. TFS does this by creating a school environment wherein every student learns the specific knowledge and skills to advance to the next grade level, essentially creating the foundation for which knowledge can build upon knowledge. Every student strives toward met and exceeded status in studies.

ANNUAL GOALS FOR 8 STATE PRIORITIES; SPECIFIC ANNUAL ACTIONS

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)			
GOAL #1			
Propose to pursue increased student achievement in all Core Academic areas and to align student learning to state-adopted standards supported by appropriately prepared teachers, materials,	Related State Priorities:		
	☒ 1	☒ 4	☒ 7
	☒ 2	☒ 5	☒ 8

instruction, and technology in a safe and well maintained environment to promote exemplary teaching and learning.	☒ 3 ☐ 6
	Local Priorities: ☐ : ☐ :
Specific Annual Actions to Achieve Goal	
1. For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD and Mathematics. 2. Revise and update as needed CCSS based grade level pacing guides in ELA/ELD and Mathematics. 3. NWEA was purchased again for the 2024-2025 school year and in this year and was inclusive of TK/K-8th Grade Study Island contract was renewed for the 2024-2025 school year. IXL was purchased for the 2024-2025 school year. SPSA/LCAP Goal: Increase the number of children that demonstrate proficient or advanced mastery of content (Met/Exceeds) and performance standards in ELA/ELD for all scholars measured by the CAASPP State Assessment as outlined by the LCAP. 4. Northwestern Evaluation Association (NWEA) was purchased. 5. Continue to use and incorporate adaptive assessments in ELA and Math to identify students in need of additional reading support. 6. Continued to provide opportunities for teachers to develop and share best practices through common planning meetings. TFSCS staff participated in professional development, attended conferences, and webinars and reported out to staff pertinent information which increased TFSCS' bank of knowledge. 7. IXL, Academic Rigor, NWEA Training, CAASPP Training, ELPAC Training 8. Purchased IXL for the 2024-2025 school year 9. Purchase additional and/or replacement ELA/ELD and Math manipulatives as needed. 10. Employ staff to provide specialized instruction in music and/or performing arts as funding is available. Continue to update and catalog electronic libraries of plays, musicals and performances. 11. Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state. 12. Designated credentialed teachers monitor and/or instruction of physical education and health. 13. Continued to produce and schedule musical, theatre, dance and art to exhibit students' talents. 14. Continue to take students on field trips and virtual field trips that relate to classroom studies and college bound goals and careers. We are very fortunate that we have our own Electric Bus to transport the scholars to field trips when they become available. 15. Continue to provide professional development for teachers, administrators, and supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8. 16. Revise and update as needed NGSS based grade level pacing guides. 17. Purchase core and supplemental materials for NGSS this year from McGraw Hill. SCIENCE SOFTWARE: Mosa Mack and IXL were purchased to provide a robust NGSS distance learning environment to mitigate learning losses in Science.	

18. Continue to employ qualified teachers for subject area and/or grade levels.
19. Continue to utilize special education teachers.
20. Continue to employ qualified supplemental teachers on special assignment (TOSA's)
21. Continue to employ effective administrators.
22. Routine maintenance and major repairs are scheduled and completed in a timely manner.
23. Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.

Expected Annual Measurable Outcomes

Outcome #1: Average of 40% students advancing 1 or more performance level(s) on the CAASPP in ELA and average of 30% students advancing 1 or more performance level(s) in Math over a three-year period.

Metric/Method for Measuring: CAASPP ELA / Math

Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	28% / 25%	40% / 30%	40% / 30%	40% / 30%	40% / 30%	40% / 30%
English Learners	35% / 28%	40% / 30%	40% / 30%	40% / 30%	40% / 30%	40% / 30%
Long Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	27% / 25%	40% / 30%	40% / 30%	40% / 30%	40% / 30%	40% / 30%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth	11% / 5%	40% / 30%	40% / 30%	40% / 30%	40% / 30%	40% / 30%
Student with Disabilities	39% / 13%	40% / 30%	40% / 30%	40% / 30%	40% / 30%	40% / 30%
African American Students	31% / 27%	40% / 30%	40% / 30%	40% / 30%	40% / 30%	40% / 30%
American Indian/Alaska Native Students	23% / 22%	40% / 30%	40% / 30%	40% / 30%	40% / 30%	40% / 30%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic/Latino Students	23% / 22%	40% / 30%	40% / 30%	40% / 30%	40% / 30%	40% / 30%
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Average of 50% students performing at the "Met" or "Exceeds" achievement level on the CAASPP in ELA and average of 40% students performing at the "Met" or "Exceeds" achievement level in Math over a three-year period.

Metric/Method for Measuring: CAASPP ELA / Math						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	40.5% / 33.1%	50% / 40%	50% / 40%	50% / 40%	50% / 40%	50% / 40%
English Learners	20.0% / 16.7%	50% / 40%	50% / 40%	50% / 40%	50% / 40%	50% / 40%
Long Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	40.9% / 33.8%	50% / 40%	50% / 40%	50% / 40%	50% / 40%	50% / 40%
Foster Youth Students	*	50% / 40%	50% / 40%	50% / 40%	50% / 40%	50% / 40%
Homeless Youth	51.7% / 44.8%	50% / 40%	50% / 40%	50% / 40%	50% / 40%	50% / 40%
Student with Disabilities	24.5% / 16.7%	50% / 40%	50% / 40%	50% / 40%	50% / 40%	50% / 40%
African American Students	39.1% / 26.8%	50% / 40%	50% / 40%	50% / 40%	50% / 40%	50% / 40%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic/Latino Students	40.9% / 40.9%	50% / 40%	50% / 40%	50% / 40%	50% / 40%	50% / 40%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: Average increase of 40 points on the Dashboard in both ELA and Math over a three-year period.						
Metric/Method for Measuring: California Dashboard ELA / Math						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	+6.8 / +9.6	+40 / +40	+40 / +40	+40 / +40	+40 / +40	+40 / +40
English Learners	+10.4 / 0	+40 / +40	+40 / +40	+40 / +40	+40 / +40	+40 / +40
Long Term English Learners	*	*	*	*	*	*

Socioeconomically Disadvantaged Students	+7.8 / +11.6	+40 / +40	+40 / +40	+40 / +40	+40 / +40	+40 / +40
Foster Youth Students	*	*	*	*	*	*
Homeless Youth	-16.2 / -16.9	+40 / +40	+40 / +40	+40 / +40	+40 / +40	+40 / +40
Student with Disabilities	+33.8 / +34.7	+40 / +40	+40 / +40	+40 / +40	+40 / +40	+40 / +40
African American Students	+4.5 / +13	+40 / +40	+40 / +40	+40 / +40	+40 / +40	+40 / +40
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic/Latino Students	+4.8 / 0	+40 / +40	+40 / +40	+40 / +40	+40 / +40	+40 / +40
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #4: Average of 40% students performing at the "Met" or "Exceeds" achievement level on the CAST over the three-year period. Metric/Method for Measuring: CAST						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	33.8%	40%	40%	40%	40%	40%
English Learners	*	*	*	*	*	*
Long Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	32.9%	40%	40%	40%	40%	40%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Student with Disabilities	*	*	*	*	*	*
African American Students	28.6%	40%	40%	40%	40%	40%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Hispanic/Latino Students	37.5%	40%	40%	40%	40%	40%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Average of 50% students advancing 1 or more performance level(s) on the NWEA in ELA and Math over a three-year period.

Metric/Method for Measuring: NWEA ELA / Math

Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	15.4% / 12.6%	50% / 50%	50% / 50%	50% / 50%	50% / 50%	50% / 50%
English Learners	*	*	*	*	*	*
Long Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Student with Disabilities	*	*	*	*	*	*
African American Students	17.5% / 14.4%	50% / 50%	50% / 50%	50% / 50%	50% / 50%	50% / 50%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic/Latino Students	11% / 9.3%	50% / 50%	50% / 50%	50% / 50%	50% / 50%	50% / 50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Average of 50% of students will be performing at the "High Average" or "High" achievement level on the NWEA in ELA and Math as measured by the Spring language assessments over a three-year period.

Metric/Method for Measuring: NWEA ELA / Math

Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	46.9% / 41.5%	50% / 50%	50% / 50%	50% / 50%	50% / 50%	50% / 50%
English Learners	*	*	*	*	*	*
Long Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Student with Disabilities	*	*	*	*	*	*
African American Students	47% / 36.6%	50% / 50%	50% / 50%	50% / 50%	50% / 50%	50% / 50%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic/Latino Students	48.1% / 52.1%	50% / 50%	50% / 50%	50% / 50%	50% / 50%	50% / 50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #7: 100% participation rate on the FITNESSGRAM.						
Metric/Method for Measuring: FITNESSGRAM						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Homeless Youth	100%	100%	100%	100%	100%	100%
Student with Disabilities	100%	100%	100%	100%	100%	100%

African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%
Outcome #8: Average of 90% of students, parents, and teachers strongly agree or agree that TFSCS is safe, according to School Climate Survey results.						
Metric/Method for Measuring: Student, Parent, and Teacher School Climate Survey						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Teachers (Schoolwide)	79%	90%	90%	90%	90%	90%
All Parents (Schoolwide)	85%	90%	90%	90%	90%	90%
All Students (Schoolwide)	89%	90%	90%	90%	90%	90%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A

Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #9: Annual facilities inspection report indicating that facilities are well maintained over a three-year period.						
Metric/Method for Measuring: Facilities Annual Inspection						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	Met	Met	Met	Met	Met	Met
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #10: 100% of teachers are fully credentialed.						
Metric/Method for Measuring: Teacher Credentialing						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Homeless Youth	100%	100%	100%	100%	100%	100%
Student with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #2	
Seek to ensure that all students, including English Learners (ELs) and other identified sub-groups; African Americans, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities, demonstrate academic growth and proficiency. This will be measured using the English Learner Progress Indicator (ELPI) and other relevant assessments such as the CAASPP, NWEA and ELPAC. The goal is for every student to exit each grade meeting or exceeding academic standards.	Related State Priorities: ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☒ 5 ☒ 8 ☒ 3 ☐ 6 Local Priorities: ☐ : ☐ :
Specific Annual Actions to Achieve Goal	
1. Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and additional staffing to meet the needs of our English Language Learners. Continue to evaluate the efficacy of CCSS aligned ELD materials and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and additional staffing to meet the needs of our English Language Learners.	

2. Purchase ELD Companion to align to McGraw Hill Reading Wonders. TFSCS purchased Imagine Learning and additional products to improve our ELD mastery. 3. Provide professional development for teachers in effective instructional strategies for ELL's. 4. Use Multiple Measures including the English Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress. 5. Continue to inform parents of their children's English Language proficiency.						
Expected Annual Measurable Outcomes						
Outcome #1: Average of 70% of EL students will progress towards English Language Proficiency over the three-year period.						
Metric/Method for Measuring: ELPI						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	66.7%	70%	70%	70%	70%	70%
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #2: English Learner Progress Indicator will be in Blue / Green by the end of a three year period or increase every year.						

Metric/Method for Measuring: ELPAC						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Blue, +25.6	Blue / Green or increase	Blue / Green or increase	Blue / Green or increase	Blue / Green or increase	Blue / Green or increase
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #3: EL students will be in Blue / Green by the end of a three year period in both ELA and Math or increase every year.						
Metric/Method for Measuring: CAASPP ELA / Math						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A

English Learners	Yellow, +10.4 / Orange, 0	Blue / Green or increase (ELA and Math)	Blue / Green or increase (ELA and Math)	Blue / Green or increase (ELA and Math)	Blue / Green or increase (ELA and Math)	Blue / Green or increase (ELA and Math)
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #4: Average of 50% of students will be performing at the "High Average" or "High" achievement level as measured by the Spring language assessments over a three-year period in ELA, Math, and Science. Metric/Method for Measuring: NWEA ELA / Math / Science						
Applicable Student Group	Baseline 2024-25 (Most Recent Data Available)	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	46.9% / 41.5% / 36.7%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%
English Learners	*	*	*	*	*	*

Long Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Student with Disabilities	*	*	*	*	*	*
African American Students	47% / 36.6% / 33.7%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic/Latino Students	48.1% / 52.1% / 36.5%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%	50% / 50% / 50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #3	
Propose to pursue that the school environment, programs, and activities encourage the participation of all families in all aspects of the school and students are engaged in rigorous learning in a positive, calm, caring, and respectful learning environment.	Related State Priorities: ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☒ 5 ☒ 8 ☒ 3 ☒ 6 Local Priorities: ☐ : ☐ :
Specific Annual Actions to Achieve Goal	
1. Continue to provide the Handbook in English and Spanish. Expenses related to the production and duplication of handbooks and other items and resources used for communication with families and conducting meetings. Continue to use the parent/student/school compact.	

Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and the school achievement, i.e., book fairs, family math events, family literacy events, awards assemblies, and performing arts events. Conduct personal parent and student conferences at least 3 times yearly. Continue to notify parents of students' progress and benchmark reports on a regular basis.

Continue to conduct surveys and evaluations of programs and activities involving parents. Continue to evaluate the efficacy of surveys and evaluations and modify them as needed. Continue to provide parent surveys in English and Spanish and workshops when applicable to assist in the completion process.

2. Provide oral/ written notification, emails to and/or personal conference with the parent(s) if the child is chronically tardy or absent.
3. A personal mandatory conference is required, as outlined in the Parent/Student Family Handbook. We will continue to provide interventions for students who are chronically tardy or absent, and maintain the school-wide attendance incentive program.
4. Schoolwide involvement in Positive Behavioral Intervention Strategies (PBIS) to improve the suspension rate. Hired a Social Worker to work with families, at school, and to make home visits.
5. Employed more Behavioral Coaches and counselors to work with the scholars.
6. Continue to administer the local School Survey. Continue to utilize "Class Dojo" in all classrooms as incentives for scholarly unity. Continue to employ Security Guards to enhance the safety of our scholars.
7. Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and school achievement, i.e. book fairs, family math events, family literacy events, awards assemblies, and performing arts events.
8. Conduct personal parent and student conferences at least 3 times yearly.
9. Continue to notify parents of students' progress and benchmark reports on a regular basis.
10. Continue to provide parent surveys in English and Spanish, as well as workshops when applicable to assist in the completion process.
11. Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.
12. Continue to provide intervention for students who are chronically tardy or absent.
13. Revising/Re-evaluating our current Student Learning Outcomes for clearness, measurability, and alignment.

Expected Annual Measurable Outcomes

Outcome #1: Average of 70% of parent participation in surveys over a three year period.

Metric/Method for Measuring: Local Indicator and/or Local Survey

Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	35%	70%	70%	70%	70%	70%

English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #2: Average of $\geq 90\%$ schoolwide attendance rate over the three year period. Metric/Method for Measuring: Local Data, CALPADS-EOY						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	89.91%	90%	90%	90%	90%	90%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #3: Average of $\leq 10\%$ chronic absentee rate over the three year period. Metric/Method for Measuring: Local Data (attendance tracking), CALPADS-EOY						
Applicable Student Group	Baseline 2024-25 (Most Recent Data Available)	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	41.6%	10%	10%	10%	10%	10%
English Learners	23.7%	10%	10%	10%	10%	10%
Long Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	41.6%	10%	10%	10%	10%	10%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth	50%	10%	10%	10%	10%	10%
Student with Disabilities	42.1%	10%	10%	10%	10%	10%
African American Students	52.1%	10%	10%	10%	10%	10%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic/Latino Students	28.8%	10%	10%	10%	10%	10%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #4: Average of $\leq 1\%$ Suspension Rate over the three year period. Metric/Method for Measuring: Suspension Rate						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Long Term English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Homeless Youth	0%	0%	0%	0%	0%	0%
Student with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Hispanic/Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%
Outcome #5: Average of 0% Expulsion Rate over the three year period. Metric/Method for Measuring: Expulsion Rate						
Applicable Student	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31

Group						
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Long Term English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Homeless Youth	0%	0%	0%	0%	0%	0%
Student with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Hispanic/Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

Outcome #6: Average of 90% agree/strongly agree that they feel safe at school over the three year period.

Metric/Method for Measuring: Local Survey

Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Teachers (Schoolwide)	79%	90%	90%	90%	90%	90%
All Parents (Schoolwide)	85%	90%	90%	90%	90%	90%
All Students (Schoolwide)	89%	90%	90%	90%	90%	90%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A

Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #7: Average of 90% agree/strongly agree to the statement: "I feel like I belong at TFSCS" (School Connectedness).						
Metric/Method for Measuring: Local Survey						
Applicable Student Group	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	93%	90%	90%	90%	90%	90%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A

American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

* = student group not numerically significant

INSTRUCTIONAL DESIGN

TFS provides a strong academic experience for all students by making good use of what others have already found successful. California State approved instructional materials aligned with the State Standards, such as McGraw Hill, forms the foundation of our total curriculum. With these materials, TFS offers an intervention reading program, core subjects of reading and literature, language arts, mathematics, social studies, science, technology and professional development. These materials provide a comprehensive, powerful curriculum approved by the State of California and closely align with the State Standards.

TFS is a classroom-based charter school but it may offer independent study to meet student needs. TFS will comply with all applicable laws regarding independent study, including Education Code section 51744 *et seq.* and the implementing regulations. In accordance with legal requirements, TFS has adopted an Independent Study Policy, and a written agreement is developed and signed for each student participating in independent study.

THE CORE CURRICULUM

TFS utilizes CCSS based approved curricula for its core curricula such as McGraw Hill. Among other materials appropriate for English Learners, we utilize these publishers' English Learner embedded component and other English Learner standards based curricula. CCSS-based Intervention materials are also utilized and intertwined to capture the individual strategy of teaching and enhance *lifelong learning*. English language arts and mathematics *supplementary reading component* for intervention strategies encompassing additional reading materials are utilized. Consultants, in collaboration with other TFS education staff, practice intervention reading and math strategies to help improve individual students in the core curricula.

The core content educational program for all grades TK-8 is detailed in the TFS Core Content Pacing Plans which have been developed based on the State Standards for each content area for all grades. Teachers use the Blueprints Standards Pacing Plans developed monthly and customized to student needs and teaching needs to map the year's instruction on a monthly basis.

Teachers create Blueprints Standards Pacing Plans from McGraw Hill. Pacing plans are created by grade level teams every four weeks. Teachers use the Blueprints Standards Pacing Plans to plan lessons daily, weekly, and monthly. Grade levels adjust pacing according to student mastery of CCSS.

THE LEARNING ENVIRONMENT

The instructional model of TFS is based on the concept of teachers as facilitators of students' learning and acquisition of knowledge. Administration and teachers work as a collaborative team to design differentiated learning experiences and equal access to the curriculum for all students and all subgroups, including, but not limited to: African American, Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. As a means of ensuring teachers are prepared to implement strategies aligned with students' individual needs, teachers attend an intensive professional development just prior to the start of each school year, usually in August (dependent on the first day of school). The length of the intensive professional development is based on available funding, up to ten days. On-going weekly professional development is held throughout the school year.

TFS Kindergartners and first through third grade classes have a student to teacher ratio of up to 24 to 1 and grades four through eight are up to 29 to 1 student to teacher ratios. TK classrooms sizes and adult to student ratios adhere to Education Code Section 48000(g). These ratios are subject to change based on any applicable required minimum and maximum teacher to student ratios and as available funding for Local Control Funding Formula ("LCFF") apportionment. The current student to teacher ratio is designed to create an environment conducive to student achievement to the individual child's "*personal best*" through a variety of instructional groupings. With the additional support of paraprofessionals, aides, or other support staff, the student to adult ratio is reduced, providing opportunities for increased student instructional support and individualized instruction. Again, this additional instructional assistance is as funding allows.

INSTRUCTION

Technology – Technology is integrated into the instructional program. Each student grades 2nd through 8th is provided their own individual laptops. Each teacher has their own laptop purchased by TFS for school instructional use. All teachers use Smartboards as an integral part of the education delivery. Transitional kindergartners, kindergartners, and first graders have access to technology such as tablets and kindles. Proper use of technology can best be accomplished as a direct result of effective academic instruction. Programs such as McGraw Hill On-Line Weekly Assessments and IXL generate weekly assessments in math and language arts. NWEA generates trimester assessments in math, science and language arts. As students research, investigate and explore a variety of technology tools made accessible in all classrooms, the goal is for all students to meet the applicable proficiency level, and become confident in the use of technology. As such, instruction in technology continues to be integrated into academic content instruction. Students are expected to demonstrate skills in data and information retrieval and computer based instruction. These skills are acquired through three dimensional projects infused into core subject matter.

TFS teachers are credentialed by the California Commission on Teacher Credentialing. Small Group Instructors, and behavior support staff are hired to aid the classroom teacher in providing

individualized student support. The extra help is available as funding allows.

Instruction has been aligned to meet the demands of the pedagogical shifts in English Language Arts/Literacy and Mathematics which are required in order to successfully implement the Common Core State Standards.

ELA/Literacy Pedagogical Shifts:

1. Balancing Informational and Literary Text
2. Reading Comprehension (Depth of Knowledge and Close Reading)
3. Development of Academic Vocabulary
4. Knowledge in the Disciplines
5. Staircase of Complexity
6. Text-Based Answers
7. Writing from Sources (e.g. Writing By Design)

Mathematics Pedagogical Shifts:

1. Concepts and Procedures
2. Problem Solving
3. Modeling and Data Analyses
4. Reasoning
5. Communicating Reasoning
6. Fluency
7. Deep Understanding
8. Application of Learning

A variety of instructional groupings are employed by TFS teachers and administration to include whole and small group instruction. While whole group instruction is delivered to the entire class, small group instruction is delivered to smaller groups of students during a session. Students participating in small groups are identified for re-teach instruction based on assessments indicating the student has not attained mastery of a concept or standard.

During whole group instruction, teachers:

- Engage whole class in themes aligned with State Standards

- Model appropriate cognitive strategies to meet the objectives of lessons/projects
- Elicit appropriate cognitive strategies from the students
- Teach students to take responsibility for their learning
- Building Intrinsic Self Worth
- Provide specific feedback to students regarding their progress
- Offer students opportunities to work independently, with partners or groups
- Assess each student's progress in applying knowledge

During small group instruction teachers:

- Create flexible ability groupings
- Provide responsive pacing
- Scaffold lessons
- Offer extended time for completion of activity, project or task

The lesson plan format used by TFS has been designed using the State Standards as the basis for instruction. Lessons and learning experiences are crafted with particular attention to data from assessments available, which may include: weekly, benchmark, interim, cumulative and summative assessments, whichever may be utilized. Lessons are designed to provide students of different reading levels access to concepts and content with particular attention to providing accessible materials based on students' individual needs.

ASSESSMENTS

In accordance with State Standards, TFS defines what each student should know at each grade level and monitors student progress through varied assessments such as: adopted curriculum publisher-developed assessments (McGraw Hill and other curriculum suited to the individual needs of the students), teacher created assessments, Study Island, Northwest Evaluation Association, and State-mandated testing. TFS is not limited to these curriculum resources for instruction. Other supplemental curriculum and materials may be used.

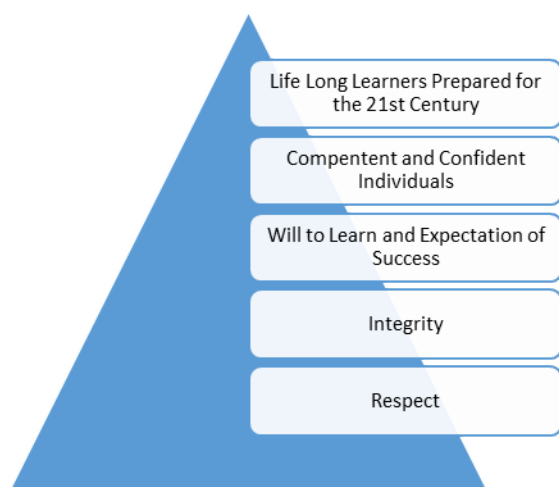
TFS provides relevant learning experiences for students that are best measured through assessments. These assessments require students to read both informational text and literature, write for genuine purpose and participate in meaningful projects. Student achievement in developing conceptual thinking, problem solving and deep understanding of content is assessed using multiple assessments, which may include: initial assessment, Weekly, Benchmarks, Smarter Balanced and Summative assessments. Closely monitoring and tracking individual student progress allows TFS to utilize intervention programs and provide additional support (as funding allows) to meet each child's needs. State-mandated testing is aligned with CAASPP calendar.

1 st Trimester	2 nd Trimester	3 rd Trimester
• Initial ○ Administered within the first weeks of school • ELPAC ○ Administered within the first 30 days of school • Friday Assessments ○ Administered at the end of each week • Benchmarks ○ Administered at the end of September and October • Interim ○ Administered at the end of the 1st trimester	• Friday Assessments ○ Administered at the end of each week • Benchmarks ○ Administered mid-January and the end of February • Interim ○ Administered at the end of the 2nd trimester	• Friday Assessments ○ Administered at the end of each week • Benchmarks ○ Administered at the end of April • SBAC ○ Administered three weeks in May • Summative ○ Administered mid-June

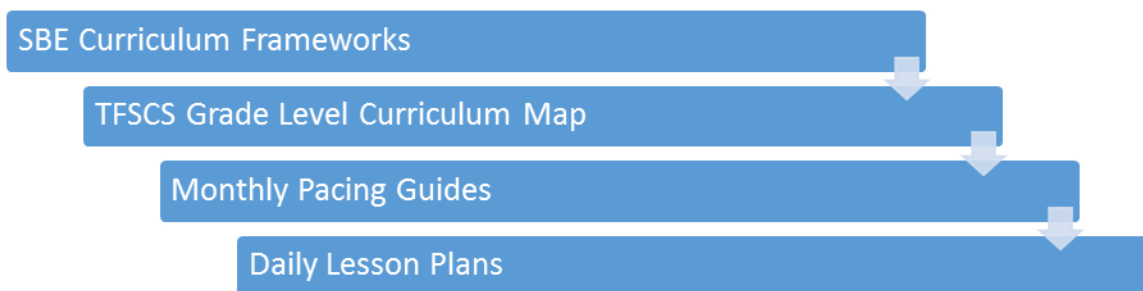
TFS observes and monitors factors which may influence academic achievement and growth such as teacher efficacy and instructional practice, professional development, parental involvement and student conduct.

RESEARCH/PHILOSOPHY IN SUPPORT OF EDUCATIONAL PROGRAM

Creating a sense of mutual respect for every student and teacher, TFS practices a building block belief system that fosters high expectations for success. Strong character is developed through expressions of respect for individuals, environment fostering continual personal growth and integrity. Students utilize these elements to build a staircase to lifelong learning and personal excellence. Our building block belief system continually builds, one on top of another.



TFS adheres to the curriculum frameworks and the State Standards set forth by the State Board of Education, ensuring equal access to curriculum through the utilization of the TFS and McGraw Hill pacing guides integrate subject areas at each grade level. TFS’ and McGraw Hill Scope and Sequence monthly pacing guides are developed by grade level teams. Pacing guides inform weekly lesson planning.



Instructional strategies designed to meet the pedagogical shifts of the CCSS are utilized by TFS teachers in their daily lesson plans to ensure that students have opportunities for improvement and success in all content areas. TFS is committed to relevant curriculum through community based learning as well as building and maintaining relationships with businesses and organizations as a means of narrowing the achievement gap. TFS addresses the needs of at-risk children by providing responsive teaching strategies such as small group instructional settings and full inclusion.

TFS believes in a building block belief system that creates a sense of mutual respect for every student and teacher with a high expectation for success. Strong character is built through the receipt and giving of respect to all individuals, appreciation for environment, continual and ongoing personal growth, and integrity. Students utilize all these elements to build a bridge to lifelong academic and personal excellence. Our building block belief system continually builds one element on top of another – respect builds integrity, integrity builds a will to know and expect success, success leads to competent and confident individuals who develop intrinsic value as they become more and more competent and confident individuals leading to lifelong learners prepared for a diverse and changing 21st Century and beyond.

INTERVENTION AND ENRICHMENT PROGRAMS

INTERVENTION

The TFS program is “*evidence based.*” That is, through collaborative partnerships of TFS’s families, teachers, administration, and professional staff (such as the Intervention Team), TFS develops strategies to enhance student learning. This allows an opportunity for personal student success so that the student achieves their personal best. Students are viewed, respected and responded to as important persons in society and future leaders. Students are *not* viewed as *outcasts by repetitively suspending and expelling them from class, school and activities.* We are committed to narrowing the gap between the achiever and the underachiever according to today’s learning standards. TFS does not provide a one-size-fits-all educational strategy. *The goal of TFS is to offer customized, tailored, individualized teaching at every opportunity so that instruction is based on*

the students' needs through small group settings and inclusion methods. The role of the *intervention team* (increased funding allows for the expansion of Trauma Informed Instruction) is to provide resources for students who have individual home and family needs. TFS works with parent involvement to assist in strategies to help the child. Students are observed in their classrooms and on the playground. If the student has a difficult day, the student is allowed an opportunity to speak with a member of Intervention Team. This discussion may be done by the school counselor, the counselor intern, special education staff, the behavior coach, the Superintendent, or any staff member who can reach the child. *At TFS we surround the students with support.* Parents and intervention team members meet to determine the nature of the problem and to resolve conflict. This may be done in what we call Family and Friends Conflict Resolution. The team participates in collaborating with the family members for the well-being of student's future.

EXTENDED SCHOOL DAY, INTERVENTION, ENRICHMENT AND CO-CURRICULAR PROGRAMS

Afterschool Education and Safety Program (“ASES”)

Presently, the ASES Program is offered during the school year at the Vernon Site. The ASES program includes technology, tutoring, education, and recreation components and other subjects. Each student has access to Kindles and laptops. TFS applied and received the ASES grant. TFS will continue to offer the current program as funding is available.

Extended School Day

Other school programs may be held after school dismissal time, depending on the grade level. These extended programs may also be held on periodic Saturdays, and during the summer as funds are available. Our extended school day programs provide enrichment and intervention academics which offer learning opportunities and cultural experiences. Students who have been identified as requiring additional academic support in reading/language arts or math are expected to attend extended school day tutoring and help with homework. TFS may also offer attendance recovery programs in accordance with Education Code Section 46211 for students to make up lost instructional time, offset absences, and reduce chronic absenteeism.

WASC Accreditation

TFS's program is accredited through WASC, and at its most recent accreditation, TFS received WASC's highest-level nonconditional six-year accreditation status.

Transitional Kindergarten

TK follows a modified curriculum for core academic content that is age and developmentally appropriate. The curriculum is aligned with the Preschool/Transitional Kindergarten Learning Foundations. In TK, teachers provide students with exposure to the California Academic Content Standards, while Kindergarten teachers guide their students towards mastery of the standards. TK teachers will meet the credential and experience requirements in Education Code section 48000(g)(4). Our TK program is based on the following Guiding Principles from the

Preschool/Transitional Kindergarten Learning Foundations:

- Children learn best in the context of supportive, affirming, and nurturing relationships and environments that make them feel emotionally and physically safe and experience security and a sense of belonging.
- Every child is unique and has diverse strengths rooted in their families' and communities' cultures, languages, practices, and experiences.
- Children's home languages are an asset and establish a strong foundation for learning and development across domains.
- Family and community partnerships create meaningful connections and support children's sense of belonging.
- Children's learning and development are integrated across domains.
- Children demonstrate varying strengths and needs in their development and learning across domains.
- Children have different ways of knowing and may express their knowledge and skills across domains through different means and modalities.
- Play is a primary context for learning and creating joyful learning spaces.
- Intentional teaching enhances children's development through planned learning experiences designed to support individual children.

Below is a description of the various activities for TK students:

Character Development: TK students participate in teacher-led discussions and activities that build foundational social skills such as kindness, sharing, listening, and respecting others. Through stories, play, and guided conversations, students begin learning how their actions affect their classroom community.

ELA Reading: TK students build early literacy skills using McGraw Hill World of Wonders (PreK), focusing on oral language development, phonological awareness, concepts of print, early writing, and listening comprehension through developmentally appropriate whole-group, small-group, and center-based instruction supported by print and digital resources.

ELA Writing: TK students build early literacy skills using McGraw Hill World of Wonders (PreK), focusing on oral language development, phonological awareness, concepts of print, early writing, and listening comprehension through developmentally appropriate whole-group, small-group, and center-based instruction supported by print and digital resources.

Power Hour / Small Group: TK Power Hour provides targeted small-group instruction focused on early literacy and numeracy skills through play-based, hands-on learning. Teachers use McGraw Hill resources, observational data, and IXL activities to support foundational skill

development, language growth, and early intervention.

English Language Development: TK students who are English learners participate in structured language activities that build listening, speaking, and early vocabulary skills. Instruction emphasizes oral language development through songs, visuals, modeling, and guided conversation in a supportive environment.

PE / Dance / Music: TK students participate in teacher-led physical education, dance, and music experiences that build gross motor skills, coordination, rhythm, and self-expression. Instruction emphasizes movement, cooperation, listening, and joy in physical and creative activities.

Math – Beyond Basic Facts: TK students extend foundational number skills through play-based, real-world exploration such as sorting, measuring, and counting everyday objects. Using hands-on activities and adaptive practice through IXL, students build early problem-solving skills, mathematical language, and confidence with numbers beyond rote counting.

Math: TK math instruction uses McGraw Hill Building Blocks PreK, emphasizing number sense, counting, shapes, patterns, and mathematical language through play-based learning, hands-on exploration, and guided discovery with optional digital practice.

Science: TK science instruction draws from McGraw Hill Inspire Science routines adapted for early learners, encouraging curiosity through observation, questioning, hands-on exploration, and simple explanations connected to real-world phenomena.

Social Studies: TK students use McGraw Hill IMPACT Social Studies, engaging in inquiry-based learning centered on self, family, classroom, and community, with visual supports, read-alouds, discussion routines, and introductory map and civic concepts.

ACADEMIC CALENDAR AND SCHEDULES

TK through 8th grades will meet the minimum instructional minutes required by Education Code Section 47612.5(a)(1). An example of the TFS Bell Schedule and Calendar is below.

ACADEMIC CALENDAR



Today's Fresh Start Charter School 2026-2027 Academic Calendar Calendario Academico



September/ Septiembre 2026

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October/Octubre 2026

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November/Noviembre 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December/ Diciembre 2026

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January/Enero 2027

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February/Febrero 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March/Marzo 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April/Abril 2027

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May/Mayo 2027

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June/Junio 2027

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

10 Month (180 days)

Instructional Year

September 8th, 2026 - June 25th, 2027

Legend:

8-Sep School Opens/First Day of Instruction

Holidays/ Winter Break/ Spring Break

25-Jun Last Day of Instruction

Important Dates

School Opens/First Day of School September 8, 2026

Veteran's Day November 11, 2026

Thanksgiving Holiday Break November 23-27, 2026

*Return to School November 30, 2026

Winter Break December 18, 2026 - January 1, 2027

*Return to School January 4, 2027

Martin Luther King Jr. Day January 18, 2027

President's Day(Lincoln & Washington) February 8 & 15, 2027

Cesar Chavez Day March 25, 2027

Spring Break March 26 - April 2, 2027

*Return to School April 5, 2027

Memorial Day May 31, 2027

Juneteenth June 18, 2027

Last Day of Instruction June 25, 2027

SAMPLE DAILY SCHEDULES

**Transitional/Kindergarten Instructional Minutes Schedule by Subjects -
(2026-2027)**

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Character Education
8:10 – 9:15	65	ELA - Reading
9:15 – 9:30	15	Recess
9:30 – 10:00	30	ELA – Writing
10:00 – 10:35	35	English Language Development / Small Group
10:35 – 11:00	25	PE/Arts/Music
11:00 – 11:30	30	Lunch
11:30 – 11:45	15	Recess
11:45 – 12:50	65	Mathematics
12:50 – 1:30	40	Science / Social Studies
1:30 – 4:00	30	Dismissal (1:30) / Tutoring

270 Instructional Minutes

36,000 minutes/year state required

48,220 minutes – Actual TFSCS

Tuesday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Character Education
8:10 – 9:15	65	ELA - Reading
9:15 – 9:30	15	Recess
9:30 – 10:00	30	ELA – Writing
10:00 – 10:35	35	English Language Development / Small Group
10:35 – 11:00	25	PE/Arts/Music
11:00 – 11:30	30	Lunch
11:30 – 11:50	20	Math – Beyond Basic Facts
11:50 – 1:05	75	Mathematics
1:05 – 4:00		Professional Development

260 Instructional Minutes

36,000 minutes/year state required

48,220 minutes – Actual TFSCS

**1st Grade Instructional Minutes Schedule by Subjects
(2026-2027)**

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Character Education
8:10 – 9:15	65	ELA - Reading
9:15 – 9:30	15	Recess
9:30 – 10:00	30	ELA – Writing
10:00 – 10:35	35	English Language Development
10:35 – 11:00	25	PE/Arts/Music
11:00 – 11:30	30	Lunch
11:30 – 12:00	30	ELA - Small Group
12:00 – 12:30	30	Math – Beyond Basic Facts
12:30 – 1:50	80	Mathematics
1:50 – 2:50	60	Science / Social Studies
2:50 – 3:05	15	Recess
3:05 – 3:15	10	Homeroom / Dismissal
3:15 – 4:00	45	Tutoring

365 Instructional Minutes

50,400 minutes/year state required

61,710 minutes – Actual TFSCS

Tuesday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Character Education
8:10 – 9:15	65	ELA - Reading
9:15 – 9:30	15	Recess
9:30 – 10:00	30	ELA – Writing
10:00 – 10:35	35	English Language Development
10:35 – 11:00	25	PE/Arts/Music
11:00 – 11:30	30	Lunch
11:30 – 11:50	20	Math – Beyond Basic Facts
11:50 – 1:05	75	Mathematics
1:05 – 4:00		Professional Development

260 Instructional Minutes
 50,400 minutes/year state required
 61,710 minutes – Actual TFSCS

2nd Grade Instructional Minutes Schedule by Subjects (2026-2027)

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Citizenship/Character Development
8:10 – 9:30	80	ELA – Reading
9:30 – 9:45	15	Recess
9:45 – 10:15	30	ELA - Writing
10:15 – 10:35	20	PE/Arts/Music
10:35 – 11:15	40	English Language Development
11:15 – 11:45	30	Lunch
11:45 – 12:00	15	Recess
12:00 – 1:45	105	Mathematics
1:45 – 2:45	60	Science/Social Studies
2:45 – 3:05	20	Small Group
3:05 – 3:15	10	Homeroom / Dismissal
3:15 – 4:00	45	After-school Tutoring

375 Instructional Minutes
 50,400 minutes/year state required
 63,130 minutes – Actual TFSCS

Tuesday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Citizenship/Character Development
8:10 – 9:30	80	ELA – Reading
9:30 – 9:45	15	Recess
9:45 – 10:15	30	ELA - Writing
10:15 – 10:35	20	PE/Arts/Music
10:35 – 11:15	40	English Language Development
11:15 – 11:45	30	Lunch
11:45 – 12:45	60	Mathematics
12:45 – 1:05	20	Math - Beyond Basic Fact
1:05 – 4:00		Professional Development

260 Instructional Minutes

50,400 minutes/year state required
63,130 minutes – Actual TFSCS

**3rd Grade Instructional Minutes Schedule by Subjects
(2026-2027)**

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Citizenship/Character Development
8:10 – 9:45	95	ELA – Reading
9:45 – 10:00	15	Recess
10:00 – 10:30	30	ELA – ELD/Writing
10:30 – 11:30	60	Math – Beyond the Basic Facts
11:30 – 12:00	30	Lunch
12:00 – 1:00	60	Mathematics
1:00 – 2:00	60	Science/Social Studies
2:00 – 2:20	20	PE/Music/Art
2:20 – 2:35	15	Recess
2:35 – 3:05	30	Small Group
3:05 – 3:15	10	Homeroom/Dismissal
3:15 – 4:00	45	After School Tutoring

375 Instructional Minutes

50,400 minutes/year state required
63,130 minutes – Actual TFSCS

Tuesday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Citizenship/Character Development
8:10 – 9:45	95	ELA – Reading
9:45 – 10:00	15	Recess
10:00 – 10:30	30	ELA – ELD / Writing
10:30 – 11:30	60	Math – Beyond the Basic Facts
11:30 – 12:00	30	Lunch
12:00 – 1:05	65	Mathematics
1:05 – 4:00		Professional Development

260 Instructional Minutes

50,400 minutes/year state required
63,130 minutes – Actual TFSCS

4th Grade Instructional Minutes Schedule by Subjects (2026-2027)

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Citizenship/Character Development
8:10 – 9:45	95	ELA – Reading
9:45 – 10:00	15	Recess
10:00 – 10:30	30	ELA – ELD / Writing
10:30 – 11:00	60	Math – Beyond the Basic Facts
11:30 – 12:00	30	Lunch
12:00 – 1:00	60	Mathematics
1:00 – 2:00	60	Science/Social Studies
2:00 – 2:20	20	PE/Music/Art
2:20 – 2:35	15	Recess
2:35 – 3:05	30	Small Group
3:05 – 3:15	10	Homeroom/Dismissal
3:15 – 4:00	45	After School Tutoring

375 Instructional Minutes
50,400 minutes/year state required
63,130 minutes – Actual TFSCS

Tuesday

TIME	MINUTES	ACTIVITIES
7:30 – 8:00	30	Breakfast
8:00 – 8:10	10	Citizenship/Character Development
8:10 – 9:45	95	ELA – Reading
9:45 – 10:00	15	Recess
10:00 – 10:30	30	ELA – ELD / Writing
10:30 – 11:30	60	Mathematics / BTBF
11:30 – 12:00	30	Lunch
12:00 – 1:05	65	Mathematics
1:05 – 4:00		Professional Development

260 Instructional Minutes

*50,400 minutes/year state required
63,130 minutes – Actual TFSCS*

**5th Grade Instructional Minutes Schedule by Subjects
(2026-2027)**

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30-8:00	30	Breakfast
8:00-8:10	10	Character Education
8:10-9:10	60	ELA - Reading
9:10-10:00	50	ELA - Writing
10:00-10:15	15	Recess
10:15 – 10:45	30	Math – Beyond the Basic Facts
10:45 – 11:45	60	Mathematics
11:45 – 12:15	30	Lunch
12:15 -1:15	60	Science
1:15 – 1:30	15	Recess
1:30 - 2:15	45	Small Group
2:15 – 2:45	30	Social Studies
2:45 – 3:05	20	PE/Arts
3:05 – 3:15	10	Homeroom / Dismissal
3:15- 4:00	45	After School Tutoring / Tutor.com

375 Instructional Minutes

*50,400 minutes/year state required
63,130 minutes – Actual TFSCS*

Tuesday

TIME	MINUTES	ACTIVITIES
7:30-8:00	30	Breakfast
8:00-8:10	10	Character Education
8:10-9:10	60	ELA - Reading
9:10-10:00	50	ELA - Writing
10:00-10:15	15	Recess
10:15 – 10:45	30	Math – Beyond the Basic Facts
10:45 – 11:45	60	Mathematics
11:45 – 12:15	30	Lunch
12:15 – 1:05	50	Science
1:05 – 4:00		Professional Development

260 Instructional Minutes
50,400 minutes/year state required
63,130 minutes – Actual TFSCS

**6th Grade Instructional Minutes Schedule by Subjects
(2026-2027)**

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30-8:00	30	Breakfast
8:00-8:10	10	Character Education
8:10-9:10	60	ELA - Reading
9:10-10:00	50	ELA - Writing
10:00-10:15	15	Recess
10:15 – 10:45	30	Math – Beyond the Basic Facts
10:45 – 11:45	60	Mathematics
11:45 – 12:15	30	Lunch
12:15 -1:15	60	Science
1:15 – 1:30	15	Recess
1:30 - 2:15	45	Small Group
2:15 – 2:45	30	Social Studies
2:45 – 3:05	20	PE/Arts
3:05 – 3:15	10	Homeroom / Dismissal
3:15- 4:00	45	After School Tutoring / Tutor.com

375 Instructional Minutes
50,400 minutes/year state required
63,130 minutes – Actual TFSCS

Tuesday

TIME	MINUTES	ACTIVITIES
7:30-8:00	30	Breakfast
8:00-8:10	10	Character Education
8:10-9:10	60	ELA - Reading
9:10-10:00	50	ELA - Writing
10:00-10:15	15	Recess
10:15 – 10:45	30	Math – Beyond the Basic Facts
10:45 – 11:45	60	Mathematics
11:45 – 12:15	30	Lunch
12:15 – 1:05	50	Science

1:05 – 4:00		Professional Development
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260 Instructional Minutes
50,400 minutes/year state required
63,130 minutes – Actual TFSCS

7th Grade Instructional Minutes Schedule by Subjects (2026-2027)

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30-8:00	30	Breakfast
8:00-8:10	10	Character Education
8:10-9:10	60	ELA - Reading
9:10-10:00	50	ELA - Writing
10:00-10:15	15	Recess
10:15 – 10:45	30	Math – Beyond the Basic Facts
10:45 – 11:45	60	Mathematics
11:45 – 12:15	30	Lunch
12:15 -1:15	60	Science
1:15 – 1:30	15	Recess
1:30 - 2:15	45	Small Group
2:15 – 2:45	30	Social Studies
2:45 – 3:05	20	PE/Arts
3:05 – 3:15	10	Homeroom / Dismissal
3:15- 4:00	45	After School Tutoring / Tutor.com

375 Instructional Minutes
50,400 minutes/year state required
63,130 minutes – Actual TFSCS

Tuesday

TIME	MINUTES	ACTIVITIES
7:30-8:00	30	Breakfast
8:00-8:10	10	Character Education
8:10-9:10	60	ELA - Reading
9:10-10:00	50	ELA - Writing
10:00-10:15	15	Recess
10:15 – 10:45	30	Math – Beyond the Basic Facts
10:45 – 11:45	60	Mathematics
11:45 – 12:15	30	Lunch

12:15 – 1:05	50	Science
1:05 – 4:00		Professional Development

260 Instructional Minutes
50,400 minutes/year state required
63,130 minutes – Actual TFSCS

8th Grade Instructional Minutes Schedule by Subjects (2026-2027)

Monday, Wednesday, Thursday & Friday

TIME	MINUTES	ACTIVITIES
7:30-8:00	30	Breakfast
8:00-8:10	10	Character Education
8:10-9:10	60	ELA - Reading
9:10-10:00	50	ELA - Writing
10:00-10:15	15	Recess
10:15 – 10:45	30	Math – Beyond the Basic Facts
10:45 – 11:45	60	Mathematics
11:45 – 12:15	30	Lunch
12:15 -1:15	60	Science
1:15 – 1:30	15	Recess
1:30 - 2:15	45	Small Group
2:15 – 2:45	30	Social Studies
2:45 – 3:05	20	PE/Arts
3:05 – 3:15	10	Homeroom / Dismissal
3:15- 4:00	45	After School Tutoring / Tutor.com

375 Instructional Minutes
50,400 minutes/year state required
63,130 minutes – Actual TFSCS

Tuesday

TIME	MINUTES	ACTIVITIES
7:30-8:00	30	Breakfast
8:00-8:10	10	Character Education
8:10-9:10	60	ELA - Reading
9:10-10:00	50	ELA - Writing
10:00-10:15	15	Recess
10:15 – 10:45	30	Math – Beyond the Basic Facts
10:45 – 11:45	60	Mathematics

11:45 – 12:15	30	Lunch
12:15 – 1:05	50	Science
1:05 – 4:00		Professional Development

260 Instructional Minutes
50,400 minutes/year state required
63,130 minutes – Actual TFSCS

INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of [Other] Days	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't
TK/K	Y	142	270	38	260	0	180	36000	48220	12220
1	Y	142	365	38	260	0	180	50400	61710	11310
2	Y	142	375	38	260	0	180	50400	63130	12730
3	Y	142	375	38	260	0	180	50400	63130	12730
4	Y	142	375	38	260	0	180	50400	63130	12730
5	Y	142	375	38	260	0	180	50400	63130	12730
6	Y	142	375	38	260	0	180	50400	63130	12730
7	Y	142	375	38	260	0	180	50400	63130	12730
8	Y	142	375	38	260	0	180	50400	63130	12730
9	N	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

PROFESSIONAL DEVELOPMENT

Staff development encompassing respect and true collaboration benefits the whole community. The commitment to staff development is a key to success and must be executed with quality and detail. Teachers and Administrators are provided relevant and ongoing professional development focused on the State Standards. Special emphasis should be placed on teaching mathematics using Concrete and Procedural Instruction and the importance of providing students with oral and written practice during lessons. ELD and math professional development is provided for TK-8th grade classroom teachers. Intervention team members and other staff are focused on instructional strategies and knowledge that are most effective with students who are having difficulty learning concepts, skills, procedures and problem solving. Teachers and administrators attend webinars and conferences focused on State Standards and CAASPP.

An annual one-week or two-week professional development for faculty may be held prior to the opening of each new school year. Faculty retreats are held prior to school opening as funds allow. The faculty, staff and parents are engaged in comprehensive hands-on training sessions on CCSS,

research strategies and methods expected for instructional delivery implementation. Resource materials are provided for teachers to develop their professional libraries. Faculty and staff are oriented to the overall mission and vision of the Charter School. Curriculum training provides professional development on the implementation of the curriculum. An Educational Consultant maybe used to provide on-site professional development. New teachers may be coached by a seasoned staff member or consultant in classroom management and instruction.

The plan for Staff Development provides for training sessions, conference attendance and professional development opportunities for continued competence of the instructional staff to assure the quality and nature of the instructional program in the alignment with student outcomes and goals.

Ongoing Staff Development is incorporated into the school year to include, but is not limited to:

- CCSS in ELA/ELD or other identified needs
- ELPAC administration for English Learners
- Staff Development for the new school year; professional development begins with four days of teaching on the State Standards, Focus on mathematics and ELA/ELD CCSS, all grades Professional Development on NGSS
- Student Data Analysis
- Classroom Management Techniques using Professional Coaching
- Mastery (fluency of use) of a variety of instructional strategies that reflect deep understanding of how students learn
- Mastery and consistent implementation of instructional strategies that are used school-wide.
- Effective planning and instruction for all students using formative and summative assessments:
 - o English learners
 - o African Americans
 - o Special education students
 - o Students with weak or low foundational skills in reading and mathematics
- LGBTQ+ training
- Increasing each teacher's personal growth that results from intentional or deliberate practice. Teachers will become agents of their own development and expertise.
- Developing a professional learning community that is characterized by:
 - o Interacting positively with colleagues, students and parents

- o Seeking support in areas of weakness
 - o Mentoring or supporting other teachers by freely sharing ideas and strategies
- There is an ongoing pursuit to perfect intervention strategies to bridge the academic gap, including headsets, practice drills, visual and auditory techniques to discover how each child learns best and therefore capture that child's interest and inspire life-long learning.
- Providing professional development for teachers prior to the beginning of the school year.

Collaboration affords the staff access to leading research to prepare students for the increasing challenges of the competitive marketplace and the global society of the 21st Century. TFS has a seven year partnership with UC San Diego, which provides enhanced, in-depth training in reform and research strategies to improve student achievement towards teachers clearing their credentials.

TEACHER RECRUITMENT

An agreement, if needed, will be entered into with a staff recruitment company. TFS utilizes all means of conventional recruitment available, including, but not limited to, newspaper advertisement such as Los Angeles Times, internet sources such as Ed-Join and Indeed, the school's website, and referrals.

MEETING THE NEEDS OF ALL STUDENTS.

The Charter School's educational program is uniquely designed to address the needs of every student because of our commitment to individualization. The goal of TFS is to offer customized, tailored, individualized teaching at every opportunity so that instruction is based on the students' needs through small group settings and inclusion methods. This allows us to meet students where they are and provide support, rather than expecting all students to achieve at the same level and grow at the same rate.

SERVING ENGLISH LEARNERS

The Charter School meets all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School has implemented policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

HOME LANGUAGE SURVEY

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

ELPAC TESTING

All students who indicate that their home language is other than English will be administered the English Language Proficiency Assessment for California. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will not be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. Both the ELPAC SA and IA are assessments administered in seven grade spans – K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to

fulfill the requirements under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, for annual English proficiency testing.

RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. The Summative ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education as the statewide standardized criterion for the SA. For students with the most significant cognitive disabilities, the Summative Alternate ELPAC Overall PL 3 shall be used as the criterion.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

STRATEGIES: ENGLISH LEARNER INSTRUCTION-INTERVENTION

Extra teaching time is provided for English Learners using McGraw-Hill Integrated Differentiated EL Support for Math and English Language Development for all grades embedded into the McGraw texts. We follow those texts. TFS' re-teaching strategies are relevant and critical to students' advanced achievement. Our methods are "*evidenced based*." However, TFS pursues excellence and improvement for all students to their personal best.

Professional development sessions are held which focus on English Language Development. Teachers and administrators attend webinars, conferences and workshops focused on the implementation of CCSS in ELA/ELD or other identified needs.

Classes are structured on a Mainstream English model and use specially designed materials from state approved programs and other English Learner programs to teach English Learners. The McGraw-Hill curriculum is intertwined (imbedded) with an English Learner's component and teacher guidelines, which guide the teacher with appropriate EL activities.

TFS's goal is to move all English Learners to proficiency in English. ELs are taught using the

CCSS. The annual growth target is set at gaining one performance level annually using the ELPAC levels until an EL student reaches English language proficiency. Once they reach Overall PL 4, they are expected to remain at that level until they are re-designated.

The student Progress Report includes English Language Development progress. ELPAC scores indicate limited-English proficient students' achievement towards the state ELD standards in reading, writing, listening and speaking. Quarterly or more frequent assessments may be held to determine the student's level of progress at each of the levels below:

WELL DEVELOPED, MODERATELY DEVELOPED, SOMEWHAT DEVELOPED, OR MINIMALLY DEVELOPED.

Students who are re-designated are monitored according to applicable legal requirements for the required time period, which is currently four years.

Student portfolios are maintained and utilized to track student progress, along with other means of assessment, such as teacher observation, daily work, tests, and home assignments.

SERVING ACADEMICALLY HIGH-ACHIEVING STUDENTS

Although most students' needs will be met by the wide variety of school-wide supports already in place, TFS is committed to working with students who are performing above grade level to help them achieve at their personal best and expected levels.

Academically high-achieving students will be identified and referred for a Student Study Team ("SST") if they meet the following criteria:

1. Performing more than one level above their actual grade level
2. Earning 4 on rubrics of content learning standards in core content learning

It is important to continually strive to push our students toward success. For students achieving above grade level, an SST format will be used to document goals and objectives to accelerate our academically high achieving students. While the SST process for students achieving above grade level will be similar to students receiving remediation support, the strategies will be specific to the needs of academically high achieving students. Additionally, we are pursuing a program for Gifted and Talented Students.

STRATEGIES

Our student supports allow us to customize instruction for the needs of individual students by placing high achieving students in a differentiated instruction or appropriate flexible ability group which accelerate the pace and amount of instruction the student receives. In addition, we customize a student's individual work folder with assignments, materials and activities that accelerate their learning and address the goals and objectives in the SST (if needed). If students are present after school, an individual program is assembled for high achieving students to accelerate their learning, as well as customizing homework to meet student SST objectives, and communicating progress with students, teachers, and parents.

SERVING STUDENTS ACHIEVING BELOW GRADE LEVEL

Using the NWEA assessment all students are screened at the beginning of the year (following enrollment), middle and end of the school year to determine reading and math levels. Students may be identified through “search and serve” techniques also. Students at risk of developing reading difficulty or math deficiencies receive supplemental or intensive services in addition to core instruction. Supplemental instruction is provided in individual or small groups for 20 – 40 minutes 3 - 4 times per week. English Learners’ instruction is also mainstreamed throughout the classes during English Learner blocks. Supplemental instruction provides explicit instruction in academic areas of need. Student progress is monitored using student data on a weekly basis to determine the effectiveness of the intervention (re-teach) or whether additional support is necessary. Instruction is differentiated by varying time, content and degree of scaffolding, based on students’ needs.

School-wide structures (core instruction) are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for any student who:

- Is performing more than one level below their actual grade level in language arts and/or mathematics
- Is earning below 70% in one or more core subjects and therefore may be subject to retention
- Is earning below 2 on rubrics of core content learning standards
- Is not on track to make at least one grade level of growth in reading, writing, and math
- Does meet the criteria above but has persistent challenges with the Charter School’s academic or behavioral expectations

Teachers observe students and document the student activities to determine if the SST should be convened. The process by which students are identified for specific additional supports and the need for individualized plans are created for each student based on their needs. The SST reviews the data provided by the teacher and intervention team to discuss additional instructional supports, a timeline for implementation, goals for the student, and means for assessments. All SSTs are held with parents, students, teacher(s), and Site Administrator or Administrative Designee. The SST is a systematic, individual, solution- oriented approach to assist students with factors that are interfering with academic success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student.

Teachers are trained by professionals with proven track records of using research-based interventions and strategies. Teachers and support staff are taught how to monitor student progress, differentiate instruction, provide explicit teaching in reading and mathematics, utilizes culturally relevant instructional strategies and other strategies to meet the needs of struggling students.

SERVING SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

TFS will meet the needs of socioeconomically disadvantaged and low-income students by addressing non-academic barriers to access, engagement, and opportunity, separate from academic interventions provided to low-achieving students. Supports are based on economic need, not academic performance.

The Charter School will ensure equitable access to meals, school supplies, technology, transportation assistance, and fee-free participation in enrichment and extracurricular activities. Students will have access to social-emotional and mental health supports as needed, including counseling and trauma-informed practices, to address stressors related to economic hardship.

Family engagement and wraparound supports will be provided through outreach, referrals to community-based services, and assistance with housing, health, and social services when needed through local agencies. Attendance supports and case management will address barriers related to mobility or family circumstances.

These services are provided independently of academic performance. Academic interventions, such as targeted instruction or tutoring, are offered separately and are assigned solely based on demonstrated learning needs.

TFS will identify socioeconomically disadvantaged and low-income students using non-academic criteria, including eligibility for Free or Reduced-Price Meals (FRPM), direct certification through public assistance programs, and identification of students experiencing homelessness, foster care, or migrant status. Identification occurs at enrollment. Student information will be maintained confidentially, reviewed annually, and updated if/as family circumstances change. Identification is used solely to ensure equitable access to services and supports and is separate from academic performance or intervention placement.

The school will assess students' non-academic needs through family intake forms, attendance data, and counselor or administrator referrals. Supports focus on removing barriers to access and engagement. Services are provided on campus and after school, and through community partnerships and by school administrators, counselors, teachers, designated liaisons, and community-based organizations.

TFS will monitor the progress of socioeconomically disadvantaged and low-income students through attendance, engagement, social-emotional indicators, and access to services and enrichment. Monitoring is led by the school administrator and counselor, with input from teachers and designated staff. Data is reviewed regularly by the school administrator during student support meetings to evaluate the effectiveness of services and to adjust supports as needed. Again, academic progress is monitored separately from socioeconomic status.

SERVING STUDENTS IN OTHER STUDENT GROUPS

TFS will meet the needs of foster youth and students experiencing homelessness by providing stability, access, and targeted supports aligned with state and federal requirements. TFS will identify foster youth and students experiencing homelessness through enrollment forms, staff referrals, and collaboration with child welfare and homeless liaison agencies, and in coordination

with the designated Foster Youth and McKinney-Vento liaisons.

For students experiencing homelessness, the school will ensure immediate enrollment, access to free meals, school supplies, transportation assistance, and fee-free participation in all school activities. The Charter School will provide referrals to housing, health, and social services through community partnerships and will implement attendance and case management supports to reduce mobility-related disruptions.

For foster youth, the school will collaborate with caregivers, child welfare agencies, and local educational agencies to support school stability, credit continuity (as applicable), and access to counseling and social-emotional supports. Foster youth may receive priority access to enrichment opportunities and individualized monitoring to ensure consistent engagement.

As needed, identified students will receive targeted academic support from teachers and specialists in areas such as Reading and Math, social-emotional counseling from school counselors and social workers, and assistance with basic needs such as transportation, meals, and school supplies. Services and support will be provided on campus in classrooms, counseling offices, and intervention spaces, coordinated by school administrators, counselors, designated liaisons, and/or support staff.

TFS will monitor the academic and social-emotional progress of foster youth and students experiencing homelessness through regular review of grades, standardized test scores, attendance records, and counselor reports. Progress will be tracked by classroom teachers, the student support coordinator, and school counselors, who will meet regularly to review data, identify students needing additional support, and adjust interventions as needed. Administration will oversee these processes to ensure all students are making adequate progress and that support services are effective.

COMMUNITY SERVICE

Community service is an essential component of the curriculum and Charter School philosophy. The promotion of social, political, and moral understanding and respect for others is fundamental to a student's maturity. Students need to be made aware of problems and needs outside of their personal world. Exposure to such issues help students to become contributing members of their community. Community service activities may include, but are not limited to:

- School and/or neighborhood beautification
- Collecting food and clothes for the local needy population
- Performing in informational health programs for the community. Our goal is to put on a Health Fair
- Annual Martin Luther King Parade
- Community Holiday Tree Lighting

CIVICS AND GOVERNMENT STUDIES

All grade levels focus on community and government structures through Career Day and other resources. Concepts such as community involvement, social justice, and government participation are the central focus of this program. This program involves visits to City Council meetings, International Consuls Offices and the involvement of Government and community leaders by sharing their experiences with the students. Students experience the law-making process by visiting local, state, and federal government offices and bodies. Our goal is for our fifth graders to participate in Project LEAD sponsored by the Los Angeles County District Attorney's Office; and for our third through eighth graders to participate in the Safe On Line Surfing Internet Challenge operated by the Federal Bureau of Investigation. Sky Kids at <https://www.cia.gov/spy-kids/> operated by the U.S. Central Intelligence Agency is available for parents, teachers, and students. A sense of civic duty is enhanced by actual experiences with local government and history which comes alive through the amazing educational possibilities local organizations provide. City Hall, the Central Library, Olvera Street, and the County Hall of Administration are all integrated throughout the history and social studies curriculum.

HUMAN DEVELOPMENT

The human development program encompasses several broad areas, including attendance, conflict resolution, social skills groups, anti-bullying, hygiene, nutrition, the human body and its systems, decision-making, families, dealing with loss, child abuse and neglect, drug and alcohol awareness, and various kinds of abuse. These topics are addressed on an as needed basis by classroom teachers and the intervention team via lessons, activities, discussions, and role-playing. TFS also brings in a nurse to talk with students and staff (during professional development) about diabetes.

ENVIRONMENTAL PROGRAM

Our environmental program teaches children the value of respect for themselves, their parents, teachers and others in authority and how important it is to respect each living organism. Partnerships provide field trips to educate the students with a hands-on approach. Utilizing the Gardening Project through business collaborations with companies such as Home Depot, we may provide an on-site horticultural experience for each classroom. This experience not only teaches about science, but it also institutes responsibility, pride and ownership in each student. Personal responsibility and achievements build self-esteem and lay out the course for excellence in other academic areas.

PHYSICAL EDUCATION

The physical education program provides a balance between physical fitness and body development. There are units on dance, basic body conditioning, body health and nutrition. Traditional sports may be offered in an effort to teach skills, sportsmanship, participation and team competition. Parent participation is encouraged.

ARTS

The arts, including visual, performing, and musical are a central part of each student's education. The arts are taught during the school week and focus on the academics of art as well as hands on

development. TFS is actively pursuing collaborations with a wide range of organizations and individuals such as outside educators, student teachers, docents, and staff from local businesses and agencies. TFS takes full advantage of existing programs for students at local libraries, mentoring programs with businesses in the community and other nonprofits, which have already been established, that are age appropriate for students. The Los Angeles County Museum of Science, Los Angeles County Museum of Art, Getty Center, Philharmonic, City of Los Angeles Cultural Affairs Programs for Latinos and African Americans and The Museum of Contemporary Art offers an in-depth program that teaches art and culture to elementary students through the Contemporary Art Start Program. The Dorothy Chandler Music Center, Disney Concert Hall, Los Angeles Opera Association, the African American Museum, and Los Angeles Philharmonic all have music programs in which students can be involved.

TFS continues to pursue the goal of immersing students into the rich multicultural and historical institutions of Los Angeles through visits to the Latino Museum of History, Art and Culture, Japanese American National Museum, El Pueblo Historic Park, and Chinese Cultural Center, which all offer wonderful educational opportunities.

COMMUNITY AND BUSINESS COLLABORATIONS

TFS continues to build strong ties to local community organizations and businesses through career days. These meetings provide a communication and support network to align services with identified student needs. Parents and community members have representation on the design of the collaborative team as part of the planning process. This representation offers insight and resource information beneficial to enhancing the learning environment, which foster a broad approach to the development of the whole child. These partnerships may serve as a connection between classroom learning, real-life situations and relevancy; enabling students to gain a broader awareness of and appreciation for cultural diversity and heritage. In pursuit of stronger partnerships, we have strengthened our relationship with local universities and colleges to focus on mentoring for students and providing business strategies and advice.

In addition to the strong emphasis on the core subjects, students are involved in hands on learning. This extension of learning may be provided by Junior Achievement which educates and inspires school children to value free enterprise, and to understand business and economics to improve the quality of their lives. Seven program themes are used to teach students to assume roles as individuals, consumers, and workers in an expanding cultural environment that extends from the self and family to global relations. For example, programs such as Junior Achievement for elementary school and other programs appropriate for middle grades.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan and Element 2 of this charter petition.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND

ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions to achieve those goals, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant subgroups.

The current LCAP is available on our website. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding outcomes throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 each year as part of a nonconsent item at a regularly scheduled Board meeting.

Please see LCFF table in Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

TFS affirms that to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Student achievement in developing grade level content mastery in specific knowledge and critical thinking skills is assessed using a variety of assessment measures. Such assessments are necessary to map the Charter School's strengths and weaknesses and to hold students, parents, administrators and teachers accountable for student progress. TFS has clearly defined what students should know in each subject in each grade level for the CAASPP and State Standards. These assessments are based on a tracking and monitoring system of student progress. TFS will conduct all required state assessments per Education Code Section 47605(d)(1).

The assessment program is aligned with the State Standards and CAASPP for evaluating student progress. Weekly assessments using computerized assessment programs such as McGraw-Hill and Study Island may be utilized. Results of assessment data (e.g. NWEA) are analyzed and disaggregated by the Charter School's subgroups to determine students' strengths and areas for improvement. Performance Assignments (curriculum embedded) are used to measure on-going progress of students' mastery of skills and standards. Assessment forms the basis of our evaluation program to measure student progress and goals.

All instructional programs and educational plans are reviewed and analyzed to identify needs in order to meet educational goals and student outcomes. Trimester assessments of grade level core/basic skills are conducted through pre/post assessment and the assessment schedule.

ASSESSMENT SCHEDULE

ASSESSMENT FRAMEWORK	DESCRIPTION OF ASSESSMENT TOOL	DATE
ANNUAL	REQUIRED STATE TESTING (e.g., SBAC, CAST, PFT, ELPAC)	APPROXIMATELY MAY
PER TRIMESTER	ASSESSMENT	SEPT/JAN/JUNE

ON-GOING	PARENT CONFERENCES	SEPTEMBER -JUNE
ON-GOING	TEACHER MADE ASSESSMENTS IMBEDDED IN PROGRAM, UNIT TESTS ALIGNED WITH STATE STANDARDS	SEPTEMBER TO JUNE
PER TRIMESTER	PROGRESS REPORTS ARE ALIGNED WITH STATE STANDARDS (MANDATORY PARENT CONFERENCES)	DECEMBER* MARCH* JUNE

TFS tracks and analyzes factors which influence academic achievement and growth.

DATA ANALYSIS AND REPORTING

TFS affirms that to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Student achievement in developing grade level content mastery in specific knowledge and critical thinking skills is assessed using a variety of assessment measures. Such assessments are necessary to map the Charter School's strengths and weaknesses and to hold students, parents, administrators and teachers accountable for student progress. TFS has clearly defined what students should know in each subject in each grade level for the CAASPP and State Standards. These assessments are based on a tracking and monitoring system of student progress. TFS will conduct all required state assessments per Education Code Section 47605(d)(1).

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All instructional programs and educational plans are reviewed and analyzed to identify needs in order to meet educational goals and student outcomes. Trimester assessments of grade level core/basic skills are conducted through pre/post assessment and the assessment schedule.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Students will earn their grades by participating actively in class and completing interactive

notebook, homework, assignments, learning to do research and completing assignments on the material researched. Students are provided a report card at the end of each trimester, and parents/guardians have various opportunities to review their student's progress during the trimester. TFS uses the following grading scale:

A=Advanced: 89.01%-100%

B=Proficient: 89%-79.01%

C=Basic: 79%-69.01%

D=Below Basic: 69%-59.01%

F=Far Below Basic: 59.01%-0

Promotion and retention of students is based on several assessment measures to determine grade-level competency. The assessment measures may include school designed tests and performance assignments, state-mandated standardized test, publisher-developed assignments and assessments, teacher assignments, assessments, portfolios, student conduct/behavior records, program audits, and stakeholder surveys.

Students who fail to reach the performance threshold determined by the rubric may be retained after a careful review of all elements. The student's academic performance will be reassessed at the end of the school year, and the decision to retain or promote the student will be reevaluated at that time and during the end of the school year.

Students are expected to advance to the next grade level. Parents will be notified if your child may possibly be retained for any reason. Retention is not the most usual exercise at TFS. Only under extenuating circumstances will a student be retained.

ELEMENT 4 – GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

CHARTER SCHOOL SHALL COMPLY WITH THE POLITICAL REFORM ACT OF 1974. (GOV. CODE § 81000 ET SEQ.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not

a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

TFS exists as a legally and operationally independent nonprofit entity. As such, TFS is incorporated as an independent California Nonprofit Public Benefit Corporation with its own Board of Directors ("Board"). The affairs of the non-profit corporation are managed and its powers exercised under the Board's ultimate jurisdiction.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

MAJOR RESPONSIBILITIES

The Board is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Superintendent of the Charter School

- Approve and monitor the implementation of general policies of the Charter School
- Approve and monitor the Charter School's annual budget and budget revisions
- Approve annual independent fiscal audit
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Approve major contracts, as defined in the Charter School's fiscal policies and procedures
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve requests for material revisions as necessary to the District for consideration
- Act as a hearing body or take action on recommended student expulsions

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Superintendent is the day-to-day leader of the Charter School. The Superintendent reports directly to the TFS Board, and is responsible for the daily operations of the Charter School. The Superintendent shall perform assigned tasks as directed by the TFS Board. These tasks may include, but are not limited to, the following:

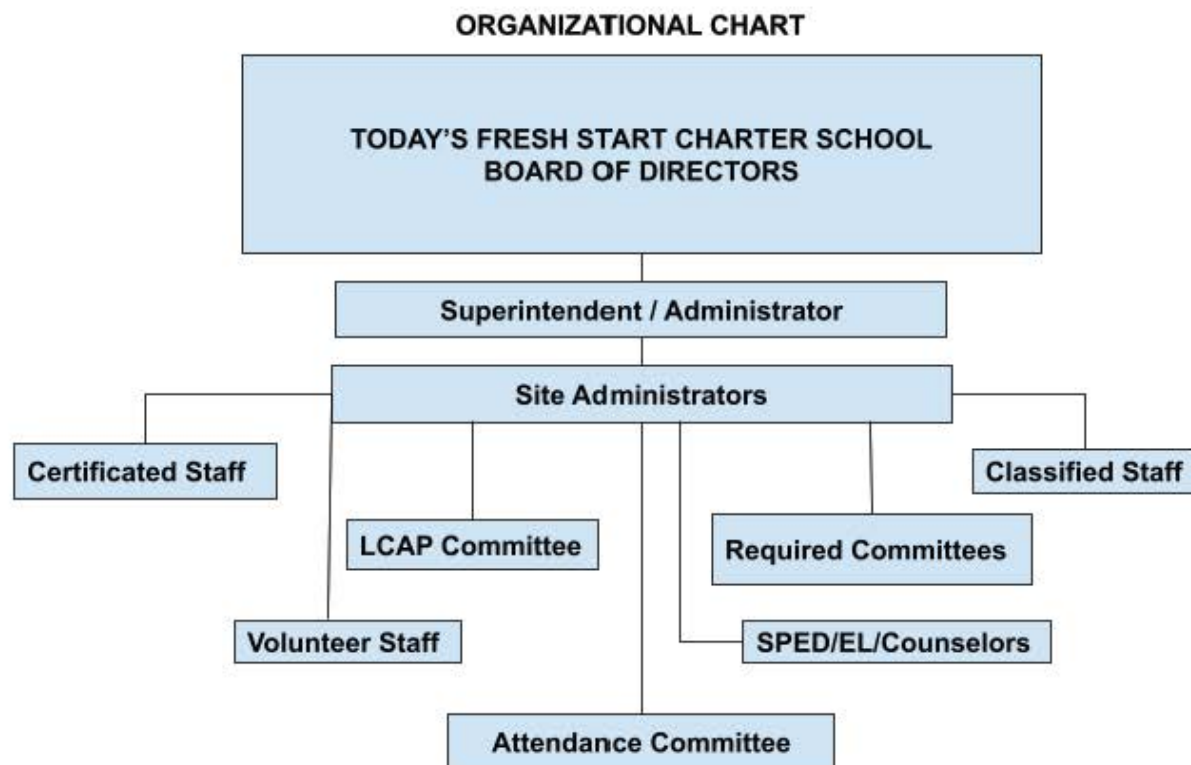
- Ensure the Charter School enacts its mission
- Communicate and report to the Board
- Oversee school finances to ensure financial stability
- Identify the staffing needs of the Charter School, including: interviewing prospective employees; hiring, promotion, discipline, and/or dismissal; ensuring appropriate evaluation techniques for staff
- Ensure compliance with all applicable state and federal laws and help secure grants and other funding as necessary
- Establish and maintain a system to handle organizational tasks such as student records and weekly attendance roll sheets

- Promote positive image of the Charter School in the community
- Attend District meetings (as necessary) and stay in direct contact with the District
- Ensure the development of the Local Control and Accountability Plan
- Present independent fiscal audit to the Board and, after Board review, submit audit to the District, State Board of Education, County Superintendent of Schools, State Controller and the California Department of Education;
- Participate as necessary, in the suspension, expulsion and dismissal process
- Participate in IEP meetings, as necessary or appoint administrative designee

TFS may contract from time to time with outside to provide necessary non-educational and education related services. This will enable the staff to focus their energies in areas of their expertise, allowing sufficient time for reflection on instructional and curricular issues. Outside contractors provide services such as budgeting/forecasting, accounts set-up (insurance/ benefits/ attendance tracking), payroll, and compliance/required reporting.

TFS is governed by the Board, which has the overall responsibility for the educational and fiscal oversight of the Charter School, approving all major educational and operational policies, major contracts, and annual budgets, and evaluating the Superintendent. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety and use and maintenance of facilities, and overseeing that school resources are managed effectively.

ORGANIZATIONAL CHART



GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The authorized number of Directors shall have not less than three (3) Directors or more than five (5) Directors unless changed by amendment of the Bylaws. The terms of the Board members are staggered. The Board will endeavor to include at least one parent. Each Director shall hold office for two (2) years, and each incumbent shall serve until a successor has been elected and seated by the Board. There shall be no limitation on the number of consecutive terms to which a Director may be selected.

Any member of the public may submit an application to join the Board to the Superintendent or the Board. New Directors are selected by the Board based on their background, experience, and qualifications.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

The names and relevant qualifications of our current Board members are available on our public website.

GOVERNANCE PROCEDURES AND OPERATIONS

The TFS Board currently holds monthly regular meetings (with the exception of July), and special meetings as needed and in accordance with the Brown Act and Education Code Section 47604.1(c)(1)(A). Board meetings are currently held at 4514 Crenshaw Boulevard, Los Angeles, CA 90043. A two-way teleconference location is established at each school site for Board meetings. The annual calendar of meetings is typically developed by the Superintendent with input from the Board President, and approved by the Board before the end of each fiscal year. Meeting agendas are posted at or near the meeting location, at each school site, and on the website. TFS may use teleconferencing as long as TFS complies with the relevant Brown Act requirements.

A majority of the Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. The vote or abstention of each Board member for each action taken shall be publicly reported and recorded in the minutes. Board members shall abstain when required by law.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act. The Charter School also complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, Corporations Code conflict of interest rules, and any charter school-specific conflict of interest laws or regulations.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board attends an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act. In accordance with Government Code Section 53235.1(b)(2), members of the Board and the Charter School's chief administrator (i.e., Superintendent) will receive at least two hours of ethics training at least once every two years. In accordance with Education Code Section 35221, members of the Board will receive at least four hours of training in K-12 public education school finance laws.

STAKEHOLDER INVOLVEMENT

One of the primary predictors of student success is parent involvement. Parents are encouraged and expected to participate in the educational process of their child(ren). Parents may participate in school governance, support students' educational development and other school activities. TFS

has convened a School Site Council and an English Learner Advisory Committee which contains parent and staff representatives in accordance with applicable legal requirements. TFS will convene any other parent groups required by applicable law. The composition, selection, and operating procedures for all parent organization(s) at TFS shall comply with any relevant legal requirements, including but not limited to Education Code Sections 65000 and 52176(b) as applicable.

TFS consults all relevant stakeholders in developing its LCAP and annual update, as well as in obtaining feedback on TFS's educational program, which may include but are not limited to the following methods: input from parent advisory groups, input from stakeholders at meetings and information nights, and family and/or staff surveys.

Parents and students at TFS are required to sign a non-binding parent/student Pledge. Parents, as partners, are encouraged to sign our Compact for College Bound Student, confirming the commitment parents/ guardians will make to enhance the academic success of their child, which includes:

- Volunteering at the school campus and/or community activities, however parents/guardians are informed that volunteering is not required;
- Working with the child at home with homework, projects, etc.
- Maintaining positive and effective communication with the teacher and staff to the educational benefit of the child;
- Ensuring that their child attends school daily and on time.
- Enforcing the Charter School's Parent-Student Compact for College Bound Student in the Parent-Student Handbook signed by parents with their child
- Attending at least two parent workshops during the school year.

Pursuant to Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptable to, or continued enrollment at, the Charter School.

Students are expected to sign the Parent-Student Compact for College Bound Student, accepting personal responsibility for their own education and the ongoing improvement of their academic performance. The student agrees to:

- Attend school daily and on time.
- Complete homework assignments thoroughly as the teacher requires.
- Participate in support programs (mentoring) as needed and as funds are available.
- Complete community service hours.
- Follow the Charter School's rules and policies, including wearing clothing compatible with the Charter School's education guidelines, at all times while in school or attending school functions.
- Students are required to come to school prepared to learn and in a state of readiness.

Additional activities for parent involvement include, but are not limited to:

Meetings At The Individual Classroom Level (Back To School Night And Open House). Classroom teachers meet with parents to discuss grade level goals, expectations, classroom rules, and assessment tools. During these meetings, examples of student work and lessons are presented to the parent (e.g. through slides, displays of work, portfolios, or other means, etc.). The parent involvement meetings take place at various times convenient for the families with advance notification to best ensure their participation. Parent involvement is further encouraged through math and literacy family nights, back to school nights, awards assemblies, class visits and performing arts program events.

Individual Parent-Teacher Conferences. Mandatory conferences are held three times a year with student's parent/guardian to inform them of the educational progress of their child and family need for participation. Other parent teacher conferences may be held, if necessary.

- **Hands-On Workshops.** Learning by doing workshops, such as literacy and math nights help parents and staff members acquire techniques with a strong educational potential.
- **Cultural Holidays and Celebrations.** Activities where children, their families, and members of the community come together to celebrate different cultures. Sometimes all families of the same grade level may be involved and at other times a particular class or grade level.
- **Community Events.** The Charter School participates in community events and host events to invite the community at large, such as career day, health fairs, and arts events.

TFS posts key resources and information on its website as well as regularly sends communications to families and staff to further support stakeholder involvement.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

LAUSD REQUESTS THE FOLLOWING INFORMATION. THE INFORMATION BELOW COVERS SOME BUT NOT ALL OF THE INFO.

- 1. Identify/list charter school employee classes/positions, including administrators, certificated staff, and classified staff.**
- 2. For each key position/class identified above, provide a job description and describe the minimum and desirable qualifications.**

Qualifications and Duties for Teachers

Teachers must meet the requirements for employment as stipulated by Education Code Section 47605(l)(1). TFS shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district. [Ref. Education Code Sections 47605(l)(1)] These documents shall be maintained on file at the

Charter School and are subject to periodic inspection by the District.

TK teachers shall have the appropriate qualifications, as set forth in Education Code Section 48000(g), to work with this age group, and the Charter School shall maintain the pupil to adult ratio and comply with all other applicable requirements set forth in law.

The Site Administrators, Superintendent and/or Administrative designee or other specified personnel, through an application and interview process, select all teachers. Selection of teachers is based on teaching experience, the necessity of having a valid California Teaching Credential, the degree of subject matter expertise, and their ability to demonstrate classroom management and instructional capabilities.

Teachers are responsible for providing quality instruction of subject matter in a self-contained or single subject matter specific classroom setting, where appropriate, including math, language arts, science, social studies, art, music, physical education, character education, and computer skills. Teachers are required to use a variety of teaching methods and strategies to engage students with different learning styles, abilities, and maturity levels. Additional responsibilities include helping develop students' learning skills, study skills, problem solving skills, critical thinking and social skills, collaborating with Administration, paraprofessionals, education coordinators, tutors and other personnel who are an integral part of the student's achievement.

Teacher Duties and Responsibilities

- Participate in in-depth training and in-services of school curriculum
- Provide quality, enriched, and powerful, creative curriculum, which is focused and CCSS based on high achievement to the best of students' capabilities
- Provide and maintain an effective classroom environment that reflects and facilitates the academic program
- Continually evaluate classroom performance to meet the needs of each and every individual student
- Monitor students' academic progress using a variety of methods, some of which may include, assessment tools including rubrics, benchmarks, technology resource based assessments, work samples (portfolios), tests, quizzes, computerized assessment programs such as Study Island, EduSoft, and other resources suitable to guide students' progress toward achieving grade level competency
- Maintain running records of student progress, such as assessments, technology based monitoring, checking for understanding which may be daily, weekly, monthly, and/or trimester progress
- Actively strive for continuous, collaborative communication with Administration, other staff, parents and community

- Participate in faculty meetings, school committees, common planning, weekly professional development and beginning of the year professional development and other as may become necessary
- Participate in Individual Education Plan meetings when applicable
- Continue to work on individual knowledge of teaching delivery (e.g. through internet access) to enhance student progress

There are fundamental requirements for proficient teaching some of which are: liberal arts, sciences; knowledge of core-relevant subject matter content; ability to research, develop and adapt specific teaching strategies to the students' needs, using skills in effectively teaching students from racially, ethnically, and socioeconomically diverse backgrounds; the skills and capacity to employ their knowledge wisely in the interest of students learning; knowledge of general and subject-specific methods for teaching and for evaluating student learning; and knowledge of students and human development. Teachers are committed to students and their learning. They know the subjects they teach and how to teach those subjects to students being responsible for classroom management and classroom behavior management and monitoring student learning. Teachers meet the requirements of Federal and State law regarding certification and licensure.

Qualifications for Superintendent

Under the direction of the Board of Directors, the Superintendent provides leadership and executive direction to the personnel, programs, activities, and operations of the charter school, and assures compliance with established goals, objectives, and legal requirements concerning charter school administration and instruction.

Qualifications: The Superintendent must have a Master's and/or Doctorate degree with five or more years of experience in school administration with knowledge of school finance, budget, program and school law.

Qualifications for Site Administrator

The Site Administrator is the key instructional leader. Under the direction of the Superintendent, the Site Administrator is responsible for planning, organizing, delegating, and evaluating the TK/K-8 school curriculum, participating in and planning professional development in collaboration with other administrator staff and instructional staff, instructional processes and procedures, weekly assessments, assessment reports, quarterly progress report cards, testing, and evaluation to ensure meeting and exceeding CA State assessment (CAASPP) requirement. Special emphasis will be placed on establishing an academic, creative, project based learning environment which allows staff participation in developing lesson plans for whole group and small group instruction, goals and objectives; foster high morale; recognizes the uniqueness of each individual student and staff member; provides an instructional program to meet individual student needs. The Site Administrator must have proven experience in educational leadership, demonstrated ability in program design and/or development, entrepreneurial, and commitment to educational reform. The Site Administrator must demonstrate sensitivity to developing a learning environment that supports cultural diversity in a multi-ethnic student population. The Site Administrator is held

directly accountable for student progress and the educational program and has knowledge and a background of experience in curriculum and instruction.

Qualifications: The Site Administrator must have a Bachelor's Degree, or higher, from an accredited college or university; must be well organized with ability to organize materials, make schedules, and design programs; must have a commitment to education and love of people, including students, parents and staff; must have trustworthiness and integrity; must have ability to articulate school policy and must have good judgment in decision making. A California Administrative Credential is desired.

The Site Administrator's tasks may include but are not limited to the following:

- Train and evaluate teachers and support staff. Provide guidance and professional development opportunities to ensure the continuous improvement of teaching and learning.
- Monitor student progress and academic performance. Implement strategies to support struggling students, provide guidance on college and career planning, and celebrate student achievements.
- Maintain functional school calendar for parents, staff, and other uses.
- Design/maintain posted student levels of achievement weekly showing how each teacher and their grade level is progressing.
- Interrelate small group and counseling follow through designed by Intervention Team.
- Refine communications between systems: e.g. intervention team, teachers, students and parents.
- Document procedures for assessments and program deliverables.
- Develop alternative methods to modify student behavior, rather than suspensions and expulsions.
- Establishes a communication link through documentation (using forms) between Intervention staff and teachers to ensure every child is known personally and individually.
- Coordinate and ensure communication between counseling staff and teachers.
- Fosters the success of all students by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence.
- Communicates a clear vision of excellence and continuous improvement consistent with division goals.
- Supervises the alignment, coordination and delivery of assigned programs and/or curricular areas.

- Provides professional learning programs consistent with student needs, assessment and program evaluation.
- Communicates high standards for teaching and learning.
- Employs a variety of processes for gathering, analyzing and using data for decision making.
- Classroom teacher observations.
- Works with central teaching staff to develop and implement a school improvement plan (student achievement plan) as needed.
- Develop links between conflict resolution/intervention team and teachers.
- Plans, implements, supports, and enhances teaching and student achievement.
- Maintains positive morale among all staff and between administration and school staff.
- Promotes the development of specific and measurable goals for student achievement.
- Ensures lesson plan content alignment with standards.
- Ensures that staff meetings and professional development activities are focused on measurable student outcomes.
- Uses data to make clear, observable changes in teaching.
- Promotes effective communications and professional relationships among staff, students and community members.
- Maintains effective discipline and fosters a safe learning environment.
- Models high expectations for students and staff.
- Selects, supports, evaluates and retains high quality instructional and support staff.
- Ensures professional development programs aligned with instructional needs.
- Other duties as assigned and as needed.

Other Certificated Staff Qualifications

Day-to-day substitutes are established and qualified substitutes are maintained. All substitute teachers hold California Teaching Credentials qualifying them to teach the grade/class for which they are substituting.

Office Personnel Qualifications and Duties

Qualifications are based on the ability to perform the prescribed duties. This includes, but might not be limited to, high school education; at least one year of previous office and clerical experience; bilingual in English and Spanish; telephone etiquette; computer skills; and general overall knowledge of handling parents and others with whom they may come into contact.

Office Personnel is selected by the Superintendent and/or Administrative designee on an application and interview basis. Selection is based on the ability to perform the job duties for that position. Office personnel duties may include, but not limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community

Non-Certificated Instructional Personnel

Non-certificated instructional personnel are selected by the Superintendent and/or Site Administrator on an application and interview basis. Selection is based on the ability to perform the job duties for that position. Non-certificated personnel perform duties suitable for their job positions.

Qualifications: Minimally, TFSCS classroom helpers may possess college credits and/or are required to have at least one year experience working with grades transitional kindergarten through eight. TFSCS adhere to all requirements for Paraprofessionals as set forth in the ESEA and its implementing regulations, as they are applicable to TFSCS.

All employees must furnish or be able to provide:

- Proof of a negative tuberculosis (“TB”) risk assessment or negative examination for TB in accordance with Education Code Section 49406.
- Fingerprinting for criminal record check. TFS will process all background checks as required by Education Code Section 44237.

- Documents establishing legal employment status.
- All other documents or information required under applicable law or school policies.

TFS adheres to the existing state of California laws regarding fingerprinting and TB testing of employees. TFS adheres to school policy pertaining to the safety and health of all employees and students. Prior to the first day of work for every employee, TFS processes all background checks through LiveScan, administered by the Department of Justice.

All personnel must commit to the mission and vision of TFS. Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the Charter School and its students. The job descriptions are based on the duties and work basis as outlined in the charter. All employees are required to read and acknowledge receipt of the TFS Employee Handbook.

RECRUITMENT

An agreement, if needed, will be entered into with a staff recruitment company. TFSCS utilizes all means of conventional recruitment available, including, but not limited to, newspaper advertisement such as Los Angeles Times, internet sources such as Ed-Join and Indeed, the school's website, and referrals.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

COMPREHENSIVE SCHOOL SAFETY PLAN

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a

high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

MEDICATION IN SCHOOL

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

TFS shall adopt and implement a comprehensive set of health, safety, and risk management policies. The policies shall be developed in consultation with the Charter School's insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's Parent/ Student Family and Employee handbooks. The procedures shall be reviewed on an ongoing basis in the Charter School's staff development efforts. A comprehensive set of procedures shall be maintained at the school site.

The following is a summary of the health and safety policies of the Charter School (not intended to be a comprehensive list):

PROCEDURES FOR BACKGROUND CHECKS

Employees, and contractors who interact with students outside of the immediate supervision and control of the student's parent/guardian or a school employee, are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44237. The Superintendent /Administrator and Human Resource Staff of the Charter School shall monitor compliance with this policy utilizing the online FBI and DOJ fingerprinting background monitoring feedback service. The Board Chair shall monitor the fingerprinting and background clearance of the Superintendent. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

ROLE AS MANDATED CHILD ABUSE REPORTERS

Employees, certain volunteers and contractors, and Board members are mandated reporters of child abuse and neglect under Penal Code section 11165.7 and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees and persons working on their behalf who are mandated reporters annually in accordance with Education Code Section 44691.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment or working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS

All enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325 *et seq.*, and Title 17, California Code of Regulations Sections 6000 *et seq.*. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

MEDICATION IN SCHOOL

The Charter School will adhere to Education Code Sections 49423 and 49414.3 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. The Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices to staff required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

VISION, HEARING, AND SCOLIOSIS

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

DIABETES

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

PREVENTION OF HUMAN TRAFFICKING

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

MENSTRUAL PRODUCTS

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

ALL GENDER RESTROOMS

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender

restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

SCHOOL MEALS

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in middle school pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

MENTAL HEALTH EDUCATION

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

MENTAL HEALTH INFORMATION

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SCHOOL SAFETY PLAN

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include all of the applicable safety topics for the grade levels served under Education Code Section 32282(a), including, but not limited to:

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Section 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose
- an instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency

The School Safety Plan shall be drafted specifically to meet the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response,

including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Superintendent and, if there is merit to the concern, the Superintendent shall direct the School Safety Plan to be modified accordingly.

WORKPLACE VIOLENCE PREVENTION PLAN

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirement of Labor Code Section 6401.9.

BLOOD BORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG-, ALCOHOL-, AND SMOKE-FREE ENVIRONMENT

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

FACILITY SAFETY

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental or disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Charter School shall develop policies to prevent and immediately remediate any concerns about discrimination or

harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies, copies of which are available to all employees and parents/guardians.

SUICIDE PREVENTION POLICY

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

BULLYING PREVENTION

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

SUPPORTING LGBTQ STUDENTS

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY ACT

Education Code Section 220.3, employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law.

HOMICIDE THREATS

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

GUN SAFETY NOTICE

The Charter School shall annually distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

ATHLETIC PROGRAMS

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest, providing a concussion and head injury information sheet, and annually providing each athlete an Opioid Factsheet for Patients.

TRANSPORTATION SERVICES

The Charter School shall comply with the requirements of Education Code Section 39875 et seq., if applicable, for all drivers providing school-related student transportation for compensation.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

TFS will make every effort to recruit students of various racial ethnic backgrounds, special education students, and English Learners, including Redesignated Fluent English Proficient pupils (regardless of immigration status) so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the District. TFS enrollment process is on-going year round. The Charter School’s re-enrollment period for returning students begins in March and lasts until September, when school begins.

TFS’s plan for achieving and maintaining LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio, and for achieving a ratio of students to reflect the District as described above, is as follows. Annual outreach and recruitment activities will include, but are not necessarily limited to, the items listed below, to occur throughout the year:

- Development of promotional materials (i.e. school brochure, flyers, website, and advertisements for local media) that is transmittable to the populations in our community, such as various racial and ethnic groups, special education students, and English Learners

- Outreach meetings in several areas to reach prospective students and parents. Outreach meetings may be held in collaboration with other community meetings and surrounding cities during the year and summer months
- Hosting open houses and new parent orientations
- At each meeting or event, TFS endeavors to have a staff member attend who is bilingual in English and Spanish and a staff member who is knowledgeable about our English Learner and special education programs.
- Publicizing the instructional program in various ways, including our school website and Facebook page, with translation available in various languages

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student’s academic performance, nationality, race, ethnicity, or sexual orientation

or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal

guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School requires students who wish to attend the Charter School to complete an application form. After admission, students are required to submit an enrollment packet, which includes at least the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Housing Questionnaire
7. Release of records (in accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment)

In accordance with Education Code Section 49076.7(b), the Charter School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents or guardians unless otherwise required to do so by state or federal law.

Interested parents of prospective students are required to adhere to the application and admission requirements and are strongly encouraged to visit the Charter School and meet with a staff member to learn more about Today's Fresh Start Charter School's goals and philosophy. A designated staff member will explain the program model to prospective parents, provide a tour of selected

classrooms (upon parent request) and deliver an overall orientation of expectations. Once a student has been enrolled in TFS, a parent and /or guardian are encouraged to sign our Compact for College Bound Student, which requests that parents work with staff to provide an optimal learning environment at home and school.

The intent of the Compact is to create a strong relationship between families of TFS students and Charter School personnel. Parents of students enrolled in TFS are encouraged to consider the benefits of strong parental support to their children's education. Opportunities to meet the commitments of the Compact will be to provide for school parent-family cooperation.

LOTTERY PREFERENCES AND PROCEDURES: PUBLIC RANDOM DRAWING

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the public random drawing are extended to students in the following order:

1. Students who reside in the Los Angeles Unified School District
2. All other students

The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). The Charter School will recruit and reach out to students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities by following the outreach and recruitment procedures described in Element 7.

Each student will be assigned a number, drawn randomly from a box (or similar) in public at a published date, time, and location. Grade levels will be filled in the random order drawn. The parent and the student will be advised of their acceptance at or shortly after the drawing.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated to families via appropriate means (e.g., phone or email) and on the Charter School's website once the application deadline has passed.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting principles applicable to the Charter School. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

TFS's Board will select an independent auditor. The audit firm will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Superintendent or designee is responsible for working with and providing to the independent auditor all necessary information to complete the audit.

The Superintendent or designee is responsible for ensuring that the independent auditor completes and forwards the annual audit to the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who

has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

TFS has developed a comprehensive set of discipline policies and procedures that assures a safe and study-oriented learning environment. The Charter School policies frame a set of Student behavior expectations, parental/guardian obligations and general school rules. To know and to obey these discipline policies and procedures is the duty of each student, parent/guardian and school personnel. Charter School staff reviews the discipline policies and procedures with students and parents/guardians prior to a student's admission to TFS.

TFS personalizes discipline with a consistent, predictable, fair and productive structure and imposes suspensions or involuntary transfers only when other means of correction fail to bring about proper conduct. Students who do not adhere to their responsibilities and who violate school rules may expect consequences for their behavior.

STATEMENT OF CHARTER SCHOOL PHILOSOPHY ON SUSPENSION AND EXPULSION

TFS believes that students have the right to learn in a safe school environment. Accordingly, TFS prioritizes developing and maintaining a positive school climate, by implementing the strategies below to prevent and mitigate the need for disciplinary measures.

School-Wide Positive Behavior Intervention and Support: TFS fosters a systemic approach to a positive school environment by using the SWPBIS framework to solve behavioral issues through tiered interventions.

Tiered Behavior Intervention: TFS implements a tiered system of supports that considers the child's academic and behavioral needs in a holistic manner.

Restorative Justice Practices: TFS uses restorative justice practices throughout all levels of support and intervention when appropriate to effectively promote change and a positive school environment.

Alternatives to Suspension: TFS may use its discretion to provide alternatives to suspension, including, but not limited to, parent conferences, counseling, mentoring, peer mediations, and restorative conversations.

Using Data: TFS will continuously evaluate student outcomes and monitor student progress as part of its SWPBIS framework and implementation of tiered behavior interventions to ensure that the Charter School's measures are responsive to student needs.

SUSPENSION AND EXPULSION PROCEDURES

This Suspension and Expulsion Policy and Procedures ("Policy") has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with applicable legal requirements. Charter School staff shall enforce disciplinary policies and

procedures fairly and consistently among all students. This Policy will be made available to parents/guardians and staff. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy is available on request at the Superintendent's office. The Charter School shall ensure that a homeless child or youth's educational rights holder, a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy, the term "parent/guardian" shall include these parties.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing to challenge the involuntary removal. If a hearing is requested, the student shall remain enrolled and shall not be removed until the charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion.

as enumerated below.

PROCEDURES

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature

cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their

own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the

depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraph (a).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be expelled solely for that disclosure.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be expelled solely for that disclosure.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which

includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, hazing does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act

shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraph (a).
 - v) Possessed, sold, or otherwise furnished any knife or dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this Policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor

with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the designee with the student and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/ guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5)

consecutive school days per suspension. A student may not be suspended more than 20 school days total in one school year. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

NO RIGHT OF APPEAL

The student shall have no right of appeal from suspension from the Charter School as the Charter School Board's decision to suspend shall be final.

IN-SCHOOL SUSPENSION

The Charter School does not use in-school suspension.

AUTHORITY TO EXPEL

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the President of Board as needed. The Administrative Panel shall consist of at least three members, none of whom is a teacher of the student or a member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student

found to have committed an expellable offense, and the Board of Directors shall make the final determination.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The availability of reasonable accommodations and language/translator support;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; and
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the

testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have

the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, except that sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

WRITTEN NOTICE TO EXPEL

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and

student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

NO RIGHT TO APPEAL

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

EXPELLED STUDENTS/ALTERNATIVE EDUCATION

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

TFS does not authorize a process for clearing an expulsion order from an expelled student's record.

READMISSION OR ADMISSION OF PREVIOUSLY EXPELLED STUDENT

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district, private school, or charter school shall be in the sole discretion of the Superintendent following a meeting with the student and the student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF

STUDENTS WITH DISABILITIES

- Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

- Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

- Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

- Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

- Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

- Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All employee retirement is funded through their participation in the Federal Social Security program. The Superintendent is responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

TFS is a school of choice. No student may be required to attend the Charter School. Students who reside within the District who do not desire to attend the Charter School may attend school within their district of residence according to that school district’s policy or at another school district or school within the district of residence through that school district’s intra-and-inter-district transfer policies.

TFS shall inform parents on admission forms that a pupil has no right to admission in a particular school of any LEA (or program of any LEA) as a consequence of enrollment in TFS, except to the extent that such a right is extended by the LEA. TFS informs parents about attendance alternatives by providing information generally on our public website and to specific parents upon request.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Today's Fresh Start-Los Angeles
4476 Crenshaw Blvd.
Los Angeles, CA 90043

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Today’s Fresh Start-Los Angeles
4476 Crenshaw Blvd.
Los Angeles, CA 90043

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

DISPUTES ARISING WITHIN TFS

Disputes arising from within TFS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and the TFS Board, will be resolved pursuant to policies and processes developed by TFS. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with access to the Charter School's policies and internal dispute resolution process. Unless a specific complaint process is required by law, general complaints will be handled by the Site Administrator and, if not settled, then by the Superintendent. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

The intent of this dispute resolution process is to:

- Resolve disputes within TFS pursuant to the Charter School's policies.
- Minimize the oversight burden of the District.
- Ensure a fair and timely resolution to disputes.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence

to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil

Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be

conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure of the Charter School will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities, i.e. "Closure Agent(s)."

The Charter School will promptly notify parents and students of the Charter School, the District, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. If the District will not or cannot store the records, the Charter School shall work with the Los Angeles County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure.

The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of TFS. Any assets acquired from the District will be promptly returned upon Charter School closure to

the District. Any grant funds and restricted categorical funds will be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. Any donated materials and property will be returned in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget submitted with this Charter, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the

American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to

another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall

provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or

through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the

Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)