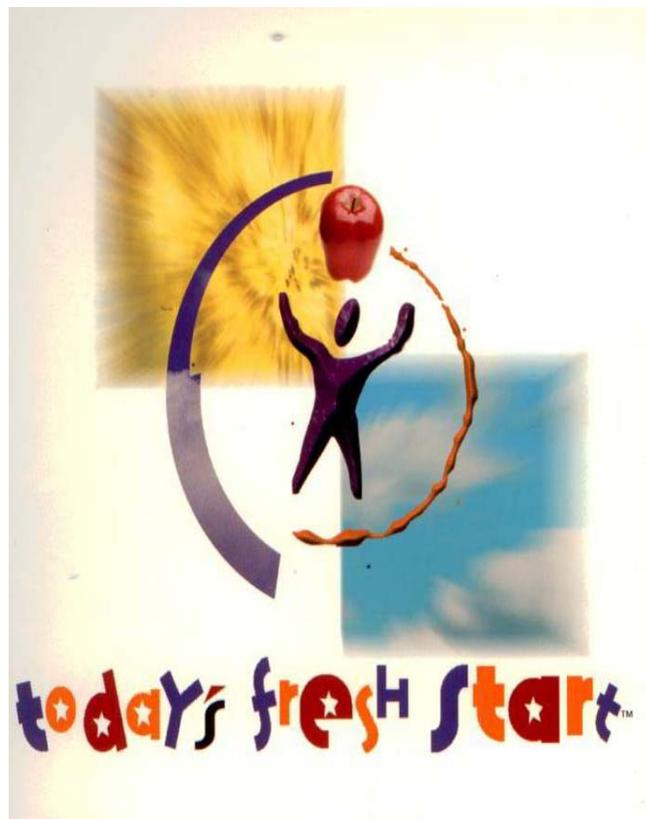


**American Reinvestment and Recovery Act
(ARRA)
Today's Fresh Start Charter School
School Improvement Grant (SIG)
July 1, 2010
ELECTRONIC COPY**



**TODAY'S FRESH START CHARTER SCHOOL
School Improvement Grant**

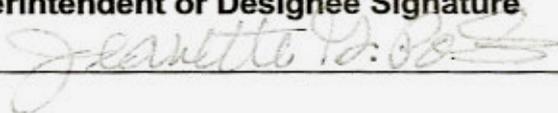
SIG Form 1—Application Cover Sheet

**School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

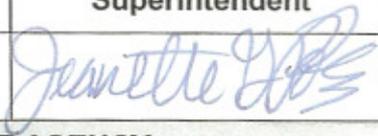
NOTE: Please print or type all information.

County Name: Los Angeles		County/District Code: 19-10199-0102020	
Local Educational Agency (LEA) Name Today's Fresh Start Charter School		LEA NCES Number: 11336	
LEA Address 4514 Crenshaw Boulevard		Total Grant Amount Requested \$4,684,027.68	
City Los Angeles		Zip Code 90043	
Name of Primary Grant Coordinator Judy Sterling		Grant Coordinator Title SIG Grant Compliance/Oversight Manager	
Telephone Number 323-293-9826	Fax Number 323-293-0266	E-mail Address todaysfreshstart@aol.com	
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.			
Printed Name of Superintendent or Designee Dr. Jeanette G. Parker		Telephone Number 323-293-9826	
Superintendent or Designee Signature 		Date July 1, 2010	

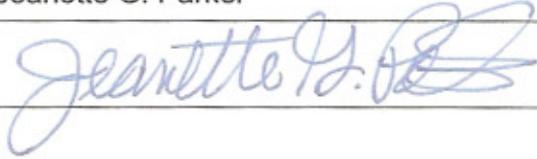
**TODAY'S FRESH START CHARTER SCHOOL
School Improvement Grant**

SIG Form 2--Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
19-10199-0102020	Today's Fresh Start Charter School	Dr. Jeanette G. Parker	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Today's Fresh Start Charter School
Authorized Executive:	Dr. Jeanette G. Parker
Signature of Authorized Executive	

TODAY'S FRESH START CHARTER SCHOOL
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SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response:

Today's Fresh Start Charter School (TFSCS) is a comprehensive skills-based program, designed to prepare K-8 grade children for success in school. Children are in a safe environment they know and love, which makes learning more effective and fun. The curriculum is tailored to meet each child's individual needs and designed to give children opportunities to explore, question, communicate, and create in a fun, supportive and disciplined environment. With a Student Centered Approach with Differentiated Instruction and Personalized Learning Plans, TFSCS ensures that every effort will be made for each student to meet and exceed California achievement standards.

Today's Fresh Start Charter School (TFSCS), located on five campuses throughout South Los Angeles, has an enrollment of 558 students with a culturally diverse population comprised of 65% African American and 34% Latino and 1% other students. The school's population includes approximately 1/3 English Language Learners of which 60 students have been re-designated. More than 90% of students are eligible for federal free and reduced meals, indicative of the high poverty levels in this area. Many students come to the school significantly below grade level and intensive remediation is required to improve on academic outcomes. Student achievement is also challenged by strenuous family structures. In addition to many students being in foster care homes or are being raised by a single parent, a significant number of them are in households where the parents/grandparents/guardians may not have a high school diploma. TFSCS welcomes all students with the mission of excellence in teaching and learning so that each student will participate responsibly in a diverse, changing world and become "life-long learners."

The Philosophy of Education for TFSCS is a statement of the beliefs subscribed to for the total educational endeavor and as a framework for continuing improvement. The academic program of TFSCS is free to the parents, constituting a free, quality public education.

In order to determine what is needed to achieve the most immediate and substantial improvement in learning as well as school success, the following critical areas were examined:

1. Teacher and school leader effectiveness
2. Instructional Programs
3. Learning time and community involvement
4. Operations

TODAY'S FRESH START CHARTER SCHOOL

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The sections that follow provide a summary of our review for each area and plan to improve.

I. Teacher and school leader effectiveness

Today's Fresh Start Charter School currently has 32 classroom teachers, 18 paraprofessionals, 3 Vice Principals, Principal, and a Superintendent. The school has already implemented significant changes to enhance the skills of its teachers and staff in support of continuous improvement of student achievement. Since the 2008-2009 school year, the amount of professional development has increased from five (5) hours per month to ten (10) hours per month (or 2.5 hours per week). Additionally, teachers participate in an intensive week long training session during the summer prior to the beginning of each school year. However, extended training sessions will require SIG funding to be continued for the 2010-2011 school year.

During the professional development meetings, staff development is provided on key English Language Arts and Mathematics Standards: Concepts, requisite skills, vocabulary, integration and interdependence and examples of the released test questions. Furthermore, all training is aligned with research based best practices in English Language Arts/Mathematics including but not limited to:

- a. Differentiated Instruction
- b. Balanced literacy
- c. Cooperative learning
- d. Guided inquiry
- e. Reciprocal teaching
- f. Touch math
- g. Five Step method for solving word problems

Common planning is also provided during the existing professional development meetings every other week. This time is used to review the assessment data and reflect on instructional strategies in order to plan and prepare for whole group and small group differentiated instruction. Senate Bill (SB) 472 training is also provided to each teacher on the effective use of the Houghton Mifflin reading and math series. Assembly Bill (AB) 430 leadership training is provided to all site administrators to help them supervise curriculum and instruction more effectively.

Additionally, Today's Fresh Start has a customized the Beginning Teacher Support Assessment (BTSA) program that is run in collaboration with University of California San Diego where seventeen (17) teachers participated and twelve (12) teachers cleared their credentials during the 2008-2009 academic year. Prior to partnering with University of California San Diego, teachers received coursework from the University of Phoenix toward clearing their credentials. Furthermore, the school has hired a consultant to mentor teachers with clearing their credentials. Other activities that have contributed to the development of teachers and staff include offsite visits to model instructional programs and attending sessions at educational conferences.

Thinking Maps are used throughout the school to develop a consistent approach to writing strategies. Lastly, TFSCS has incorporated a teacher mentoring program where experienced teachers are used to mentor teachers who have taught 2 years or less, in their effectiveness working with those students in the at risk subgroups, namely African American, Hispanic, English Language Learners, and socio-

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economically disadvantaged.

Today's Fresh Start has a competitive teacher recruitment and retention strategy. As a charter school, TFSCS is performance based. All sites are located in the demographics of South Central Los Angeles and Compton. The school is challenged with recruitment efforts because of its demographics and its clientele of students, therefore TFSCS considers professional development and teacher recruitment and retention to be pivotal and vital to our school. TFSCS employs a highly multi-cultural staff. TFSCS has diligently and conscientiously endeavored to hire the most qualified teachers who apply and we deem to be synergistic with the TFSCS culture. To recruit teachers and staff the school aggressively advertises on the internet through sites such as EdJoin and staff attends the Loyola Marymount Hiring Orientations. All teachers must possess their CLAD (Cross Cultural Language Development) credential or bi-lingual CLAD certification at the point of hiring. All prospective teachers are informed of TFSCS accountability Standards necessary for student achievement; such as, classroom management skills and required professional development.

As detailed in Appendix A, TFSCS has a rigorous evaluation process where teacher effectiveness in this area is closely monitored by the administrative team through daily classroom visits, focused observations, and assessment data. Teachers are given immediate feedback in conferences with administration. The teacher is expected to make the changes suggested in order to increase student learning. If a teacher fails to make improvement in the targeted areas that result in students' lack of progress towards mastery of State Standards, then this will be reflected in the teacher's evaluation and it is grounds for termination.

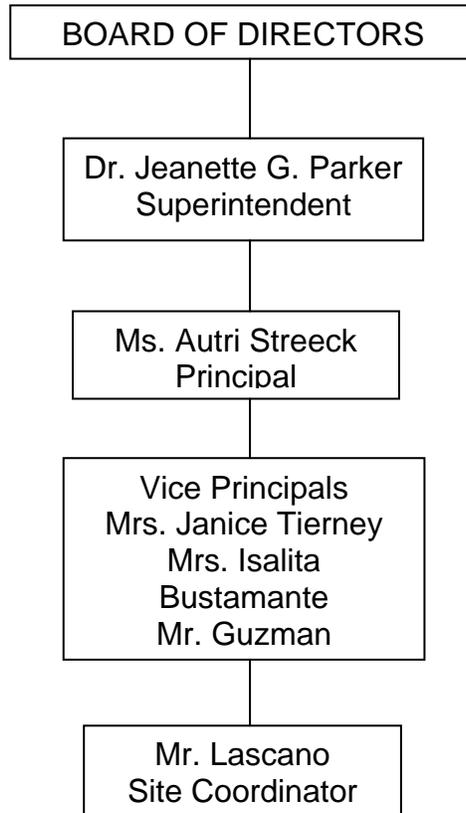
Given the school's most recent STAR test data as well as District Assessment data, improvement in English Language Arts instruction is required and, as such, 8 teachers out of 32 teachers will not be retained for the 2010-2011 school year. The remaining 24 teachers have shown improvement in their instruction and consistently implement strategies learned in professional development sessions.

Today's Fresh Start Charter School has a goal to increase our performance in test scores and become a "School of Excellence" and a "Model Charter School," where others will have the opportunities to learn. In order to achieve these goals, we try to retain the most effective teachers through a combination of merit pay and other awards in addition to the benefits as previously discussed. Though currently suspended due to budget cuts, incentives such as quarterly gift cards have been given to teachers for positive student achievement based on weekly assessments and student attendance. Our retention efforts for the past three (3) years have been positive, 100% of teachers that were given an offer of employment to return to teach have accepted the offers.

In the area of teacher and leadership development, Today's Fresh Start Charter School will use the funds from the School Improvement Grant to provide teachers and staff with intensive professional development, policy changes, and incentives for improved student outcomes. These changes combined with the hiring of a Principal in the 2008-2009 school year and the assignment of Vice Principals will enable TFSCS to develop a culture of accountability and achievement.

TODAY'S FRESH START CHARTER SCHOOL
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Today's Fresh Start Charter School Organizational Chart



In order to most effectively implement a fully comprehensive approach to substantially improving student achievement outcomes - Today's Fresh Start Charter School will provide the Principal, Vice Principals, and the Superintendent with a transformation stipend. This stipend will be used to provide financial incentive for the implementation of changes that will improve student learning outcomes.

Staff development is an important component of TFSCS's Improvement Plan and the SIG funds will specifically augment the existing programs as follows:

- To provide ongoing onsite and offsite training in effective standards-based and assessment driven Reading/Language Arts, English Language, and Mathematics programs.
- To provide training on integrating technology in the classroom and using electronic resources.
- To provide training on specific core curriculum computer/online tools
- To provide ongoing training on assessment tools
- To provide ongoing training on using the Oasis – student information tool

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In addition to increased professional development, TFSCS has modified its evaluation policies to include student outcomes in determining teacher performance. This will enable us to better improve teachers' and leaders' performance and identify those who do not contribute to student growth. With the SIG funds, TFSCS will provide awards to teachers and staff based on performance reviews.

II. Instructional Programs

Though TFSCS's 2009 API scores improved from 643 to 685, we are particularly challenged in the academic areas of English-Language Arts and Mathematics with the majority of students performing below the level of Proficient. A significant amount of the resources from this grant will be focused on improvement and sustainment of outcomes in these core academic areas.

In examining our current reform efforts, we have found that the use of technology-based assessment tools have been pivotal in our ability to focus on what students know and what they don't know as relates to the California State Academic Standards.

Today's Fresh Start Charter School administers weekly assessments in Reading-Language Arts and Mathematics for each student using a technology based program (EDUSOFT). Results of the assessment data is analyzed and disaggregated by groups, grade-levels of students in order to determine strengths and areas identified for improvement/s. Performance Assignments (curriculum embedded) and Student Product Rubrics are used to measure on-going success, progress of student's mastery of skill, creativity and standards.

As part of the Transformation Model, we will provide remediation through the extended use of online intervention software and testing tools. The data from these weekly tests will be synchronized with our Student Information System (Oasis).

All instructional programs, educational plans are assessed, reviewed, analyzed to capture the voice of students and identify needs in order to achieve individual education goals and student outcomes. On-going assessments of grade-level and core/basic skills are conducted bi-annually through pre/post assessments.

A combination of traditional materials and online programs will be utilized to improve outcomes and for remediation. TFSCS has identified the following resources that will be acquired using the SIG funds:

- 1) Herman reading program - Intervention
- 2) Listening Centers for reading lab - Intervention
- 3) SRA Science Leveled Reader Kit
- 4) Read Naturally, computer based reading intervention
- 5) Study Island
- 6) Brain Pop license
- 7) Phonics for Reading
- 8) Measuring UP workbooks for Math, Reading, Science
- 9) Mathematics Lab (intervention)
- 10) Destination Math (K-8) - Houghton Mifflin Harcourt, math software also supports English

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Language Learners.

- 11) Destination Reading (Grades K-8) - Houghton Mifflin Harcourt, reading software also supports English Language Learners.
- 12) United Streaming site license – access to online educational resources
- 13) Earobics (Grades 4-8) - Houghton Mifflin Harcourt, reading intervention software also supports English Language Learners

Training for each tool above will be provided to all teachers.

To build on the most recent academic improvements, we will expand the use of individual and small group instruction. This will allow us to better understand student's individual strengths and weaknesses. Hence, the SIG funds will be used to increase our staff in the following areas:

- Reading and Math Intervention Teachers
- Tutors
- Behavior Interventionist – conflict resolution/coaching
- Computer lab teacher

To best support the online and computer-based learning tools that will be used to improve student achievement, the school's existing technology plan was reviewed. This plan was approved by the State of California for Enhancing Education Through Technology (EETT) and E-Rate Programs. The technology plan provides a description of how the school plans to allocate resources to provide students with equitable access to 21st century technology tools, including instructional offerings and appropriate curriculum, assessment and technology integration resources aligned to both the content and rigor of state content standards as well as to learning skills and technology tools. The plan includes the various technologies that enable and enhance the attainment of 21st century skills outcomes for all students. How we plan for technology at TFSCS, is based upon the validation from research-based evaluation findings from past experiences. These infrastructure upgrades and technology purchases will enable the school to sustain as well as expand the use of online/computer-based technology.

Based on the results of the technology needs analysis, the school will implement the infrastructure upgrades below to support the expanded use of computer based assessments and learning. The SIG funds will be used with discounts provided by the Federal Universal Services Administrative Company (USAC) – Schools and Libraries (E-Rate) program. TFSCS qualifies for a 90% discount on eligible equipment and services.

- a. **Computer network Infrastructure** - The school will upgrade its cabling and equipment to a 10 Gigabit computer network infrastructure. This activity will be funded by the Federally Administered Universal Services (E-Rate) program combined with some SIG funds.
- b. **Internet Access** - The school currently connects to the internet via a DSL line. Each of the 3 campuses will be upgraded to have a fiber connection to the internet. This would enable connection speeds of upto100Mbps and video/multimedia learning applications which will be more practical to access. The improved internet access will be funded with existing resources, E-Rate discounts, and SIG funds as it pertains to its immediate use in impacting student outcomes.

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c. Classrooms - To support the delivery of instruction, each classroom will be equipped with the following items:

1. Interactive white board
2. Desktop computer for each teacher
3. 2 Computers per class
4. Video Projector
5. Document Camera
6. Student response systems
7. Printer

d. Administrative -The school will also upgrade its administrative staff with the latest computers and productivity software. This would enable better access to assessment tools. In order to access a wide variety of professional development resources, the main conference room will be equipped with a projector and video conferencing technology.

e. Laboratories - The school will increase instructional minutes and expand each student's access to technology by the leasing of office space to house a Computer and a Reading/Language Arts Laboratory. These rooms will be equipped with computers, online curriculum, and other electronic resources. Transportation an offsite facility will be provided in order to insure equitable and consistent to these resources.

In order to achieve the most effective classroom use and student outcomes, we will provide ongoing staff development in the area of instructional technology. Based on the results from the EdTech technology Assessment profile, our teachers are at the beginning level of using technology in the classroom. We will therefore provide professional development that focuses on the use of technology in the classroom. All teachers and administrators are assessed on an annual basis to determine their professional development needs. The results of this assessment will be used along with the specific curricular goals and objectives of the school to design and implement technology training for staff members.

In addition to providing staff with specific training on various electronic resources and hardware, the school has engaged the professional development services of the California Technical Assistance Project (CTAP 11) as per the Letter of Intent in Appendix B.

III. Learning time and Community Involvement

Currently, students are driven toward academic excellence through a journey of rigorous research - based curriculum in Reading-Language Arts and Mathematics. As detailed in Appendix B, Today's Fresh Start Charter School's instructional time has exceeded the state required minutes for all grade levels since the 2007-2008 school year.

TFSCS will further increase the instructional time for the 2010-2011 academic year for all grade levels as also in listed in Appendix C. This additional scheduling will support students' ongoing daily academic growth through increased time for English-Language Arts and Mathematics instruction and the school will add new courses for the development of computer literacy skills for all students.

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Concurrently, TFSCS learners will be afforded opportunities to excel through academic coaching and parent teacher partnerships.

A Community Learning Center will be created to provide parents with training in basic computer operations and literacy skills. Parent and family workshops will be held on Saturdays. Today's Fresh Start Charter school will lease space to house the Community Learning Center. This room will be equipped with computers and information about local resources that will assist families in the education of their children.

Parents are also integral to school and classroom operations. Parent participation and encouragement can make a pivotal difference in their children's success. Located in a vibrant cultural setting, Today's Fresh Start Charter School is committed to expanding and enhancing its parental involvement.

TFSCS currently conducts parent-teacher meetings to review student progress. Written progress reports are provided to parents six times per year. Furthermore, a room parent is assigned to each classroom at the beginning of the academic year. This parent assists the teachers as needed. The school's English Language Council also has a parent that is involved in monitoring the progress of English Language Learners.

In addition to parent participation in school and academic programs, Today's Fresh Start Charter School holds several activities and events throughout the school year to encourage student/parent/teacher/school collaboration. Current events include:

- 1) Book Fairs – Bi-annual events that provide parents with the opportunity to learn about books that are available for their children. Books can also be purchased.
- 2) Family Math Night – An annual event that recognizes student achievement and provides parents with strategies for supporting them in mathematics.
- 3) Family Literacy Night – This is a bi-annual event that is combined with the book fair and provides parents with strategies for supporting student literacy.
- 4) Science Night – This is an annual event that encourages students in the area of science.
- 5) Author's Night – An annual event where students recite originally written materials and get to meet local authors.
- 6) Field Day – This is an annual event that is organized by a committee comprised of parents, teachers, and staff. Booths are setup based on themes such as health, hygiene, and physical activities. Students participate in learning activities associated with each theme and get prizes that have been supplied by local businesses.

The SIG funds will be used to increase parent participation at these events and to encourage students as well as recognize them for positive behaviors such as good attendance.

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IV. Operations

Today's Fresh Start Charter School's staffing and calendars/time, and budgeting were analyzed and determined that the changes below were needed. The school is currently a Program Improvement school and will continue to leverage resources available through state and federal agencies.

Today's Fresh Start Charter School will give the school sufficient operational flexibility by

- 1) Increasing staff size with highly qualified teachers
- 2) Augmenting the organizational structure of Principal, Vice Principals, Superintendent, and staff by adding staff who are specialists in core academic areas
- 3) Increasing the instructional time as detailed in Appendix C.
- 4) Expanding professional development opportunities for teachers and staff
- 5) Upgrading the technology infrastructure that will enable expanded use of computer based learning tools and classroom instruction

ii. Selection of Intervention Models

Response:

The transformation model was selected after careful review of state and school assessment data, leadership and staff performance, and curriculum as it aligns to the standards. With more than 50% of students scoring below proficient in the areas of English Language Arts and Mathematics combined with approximately 1/3 of students being classified as English Language Learners, the Transformation Model will most effectively enable the school to build on recent positive achievement outcomes resulting from organizational and operational changes that were implemented in the 2007-2008 school year.

Since the 2007-2008 school year, the school has installed a Principal along with 3 Vice Principals and the professional development time has doubled to 2.5 hours per week. The school also added weekly student assessments in core academic areas. The School Improvement Grant will enable accelerated improvements in student achievement and the school to bring additional resources such as instructional technology and parent/community support to the existing initiatives.

Based on the assessment of the current practices, the Transformation Model will allow us to achieve the following outcomes:

1. Development of teacher and leader effectiveness.

As discussed above, TFSCS teachers currently participate in 2.5 hours per week of professional development in core curriculum areas and in instructional delivery.

TFSCS will expand its leadership development by providing teachers and staff with additional professional development, policy changes, and incentives for improved student outcomes. These changes combined with the recent installation of a Principal along with 3 Vice Principals will enable TFSCS to develop a culture of accountability and achievement.

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2. Comprehensive instructional programs using student achievement data

Currently, students receive individualized and small group instruction based on the weekly assessments in English Language Arts and Mathematics.

The instructional programs at Today's Fresh Start Charter School will be enhanced by increasing the number of reading specialists and by supplementing classroom instruction with computer-based learning programs. The reading specialists will receive professional development in order to align instruction to state standards. The computer programs selected are vertically aligned from one grade to the next and with state academic standards. Specialized computer applications will be made available to English Language Learners and students who are performing below grade level in core academic areas.

In order to insure consistency with tracking student outcomes, TFSCS will expand its use of EduSoft assessment software and utilize testing features in the curriculum based online applications. This data will be populated in our student information system.

3. Extend learning time and create community-oriented schools

TFSCS currently exceeds the State Standards with the amount of instructional minutes per each student. As referenced in a prior section, parents are involved in classroom and school activities.

The instructional time will be further increased as detailed in a previous section. This additional time will be used to provide students with computer literacy skills and more time for supplemental curriculum activities with computer-based tools.

With the addition of the computer and language arts laboratories, TFSCS will extend it's per student instructional time. Students, on a weekly basis, will have scheduled time in each laboratory.

The Community Learning Center will be opened so that parents and families can learn to use technology to strengthen basic literacy skills and improve student motivation. Workshops will be conducted on Saturday's and will be open to all families of students enrolled at Today's Fresh Start.

4. Provide operating flexibility and intensive support

Today's Fresh Start Charter School will give the school sufficient operational flexibility and support by implementing the changes below. These areas will be reviewed annually to determine program effectiveness.

- 1) Increasing staff size with highly qualified teachers
- 2) Augmenting the organizational structure of Principal, Vice Principals, and Superintendent by adding staff who are specialists in core academic areas
- 3) Increasing the instructional time as detailed in Appendix C.
- 4) Expanding professional development opportunities for teachers and staff
- 5) Upgrading the technology infrastructure to enable the expanded use of computer based

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learning tools and classroom instruction
 6) Continuing to seek and leverage resources available through state, federal, and outside agencies.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:
 In order to achieve the most immediate and substantial improvement in learning as well as school success, the SIG funds along with other resources will be used as follows:

SIG Activity	Resources Identified	How It Will Be Used
Grant installed Principal and Vice Principals sufficient operating flexibility	SIG grant funds will be used to provide financial incentive for the implementation of changes that will improve student learning outcomes	Transformation Stipend to Principal, 3 Vice Principals, and Superintendent
Implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the student	SIG grant funds will be used to provide financial incentive for retained teachers and staff	Merit award based on performance for teachers and staff
Provide staff with ongoing, high quality, professional development	SIG grant funds along with Enhancing Education Through Technology Formula grant funds will be used to offer professional development programs that are aligned with school's comprehensive instructional program and designed with school staff to facilitate effective teaching and learning	1) Targeted professional development of teachers and administrators in the areas of Reading/Language Arts, English Language Learning, Mathematics, Instructional technology, and specific training for computer based supplemental curriculum. 2) Substitute teacher to enable local professional development days.
Use data to identify and implement an instructional program	SIG grant funds will be used enhance the assessment tools for screening, diagnosis, monitoring progress that inform instructional decisions. New program will be research-based and aligned from one grade to the next and with state	1) Annual fees for online assessment program. 2) Assessment Specialist for design and coordination of weekly assessments

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	standards. School will also need to make some minor facility improvements to support this activity. Funding from Federal E-Rate program will be used with SIG grant funds for infrastructure improvements.	
Use student data to provide differentiated instruction to meet the academic needs of individual students	SIG grant funds will be used to acquire necessary tools to supplement differentiated classroom instruction.	<ol style="list-style-type: none"> 1) Curriculum Specialist to support school with instructional program design 2) Purchase various supplementary and intervention programs/materials for Reading/Language Arts and Mathematics 3) Reading and math specialist's salaries for individualized student support 3) Paraprofessionals for additional regular classroom support 4) Upgrade of technology infrastructure to accommodate weekly testing 5) Purchase of technology for the classroom and computer lab. Technologies identified include computers, interactive white boards with projectors, document imaging system along with printers and other support equipment
Establish schedules and implement strategies that provide increased learning time.	<p>SIG grant funds will be used to increase learning time using longer school day to significantly increase the total number of school hours to include time for:</p> <ul style="list-style-type: none"> - Instruction in core academic subjects - Enrichment activities - Computer lab to improve 	<ol style="list-style-type: none"> 1) Substitute teacher to enable teacher collaborative time 2) Computer lab teacher salary 3) Facilities rental for computer lab and any minor upgrades 4) Student transportation to/from

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	<p>technology literacy</p> <ul style="list-style-type: none"> - Teacher collaboration, planning, and professional development with and across grade levels - Provide summer school program <p>Funding from Federal E-Rate program will be used with SIG grant funds for infrastructure improvements.</p>	<p>computer lab</p> <p>5) Teacher salaries for summer program</p> <p>6) 5 field trips per year for all students</p>
<p>Provided appropriate social-emotional and community-oriented services and supports for students and parents</p>	<p>SIG grant funds will be used to provide support for students during school hours and to build a Community Learning Center. The Community Learning Center will be opened during the week for homework support and on Saturday's to provide basic literacy/computer skills and counseling to parent/community. Funding from Federal E-Rate program will be used with SIG grant funds for infrastructure improvements.</p>	<p>1) (2) Behavior Interventionists to work with students/families</p> <p>2) (1) Teacher salary stipends for Saturday classes for parents</p> <p>3) Teacher salary stipends for after-school tutoring and homework support</p> <p>4) Facilities rental for Community Learning Center along with any minor upgrades</p> <p>5) Materials/computers for Community Learning Center</p>

Currently, Today's Fresh Start Charter School has not identified any barriers that would preclude serving its Tier I school however, we are carefully managing all aspects of implementing the transformation model to account for the following challenges:

- Many students come to the school significantly below grade level and intensive intervention is required to improve on academic outcomes. Student achievement is also challenged by strenuous family structures. In addition to many students being in foster care homes or are being raised by a single parent, a significant number of them are in households where the parents/grandparents/guardians may not have a high school diploma.
- Recruitment of highly qualified teachers given the student and community demographics

**TODAY'S FRESH START CHARTER SCHOOL
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iv. Recruitment, Screening, and Selection of External Providers

Response:

Today's Fresh Start Charter School has not utilized the services of an external entity to provide technical assistance in selecting, developing, and implementing the transformation model.

v. Alignment of Other Resources with the Selected Intervention Models

Response:

RESOURCE	DESCRIPTION OF SUPPORT FOR SIG IMPLEMENTATION
UC San Diego	Beginning Teachers clearing their credentials
Consultants	Coaching beginning teachers for clearing credentials
CTAP Professional Development	Professional Development in technology integration into the classroom.
E-rate Discounts	Federal government program that provides discounts for equipment and services for the computer network infrastructure. TFSCS qualifies for a 90% discount.
Enhancing Education Through Technology (EETT) Formula Grant	Federal government program administered through the State that provides funding for technology services, equipment, and professional development.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response:

Today's Fresh Start Charter School currently does not receive any services from the District Assistance and Intervention Team.

TODAY'S FRESH START CHARTER SCHOOL
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vii. Modification of LEA Practices or Policies

Response:

POLICY	RATIONALE	PROCESS FOR REVISING	EXPECTED OUTCOME
Increased instruction Time	Extend class time in English Language Arts and Mathematics. Add time for Computer Labs and use of computer based/online state-aligned lessons and tools.	The CA State test data along with weekly assessment data was reviewed	Improved student achievement on CA State and weekly tests. Improved proficiency in student technology skills and knowledge is also expected
Teacher Evaluation Policy	Teacher performance will be directly aligned to student outcomes	Reviewed existing policies	Improved student outcomes and teacher performance.
Student Achievement Plan	Policy that defines activities and goals that impact student achievement	New policy developed	Consistency in improved student outcomes.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

Careful consideration was given to sustainability during the initial planning stages. Given the anticipated on-going changes in school personnel, systemic changes were made in order to maintain positive outcomes. Today's Fresh Start Charter School specifically anticipates the following key transformation activities will results in new mindsets and accompanying behaviors among administrators, teachers, and students.

- Data collection and review of student academic progress will be made during the weekly professional development time.
- Teacher development is based on a coach/mentor approach when appropriate.
- The evaluation of teacher performance based on student achievement.
- The incorporation of input from teachers, parents, and students into the reform planning.
- The acquisition of technology resources that will be owned and maintained by the school.

TODAY'S FRESH START CHARTER SCHOOL
School Improvement Grant

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

Today's Fresh Start Charter School has established the annual goal of reducing the percentage of students who are non-proficient on the California Standards Test (CST) by 10 percent or more from the prior year.

The percentage of students scoring proficient or above as measured by the California Standards Test (CST) Scores are anticipated to be equal or exceed the percentages in the table below. Furthermore, the percentage of students within all subgroups scoring proficient or above are anticipated to be equal to or exceed the percentages in the table as well.

Proficient or Advanced on AYP

	BASE AYP 2008-2009	AYP 10-11	11-12	12-13
Reading	31.17%	38.08%	44.31%	49.91%
Math	30.83%	37.73%	43.94%	49.53%

Note that the base AYP score was calculated using student achievement data from the 2008-2009 academic year. These goals will be updated based on 2009-2010 achievement data as soon as that information is available.

x. Inclusion of Tier III Schools (if applicable)

Response:

This section is not applicable to Today's Fresh Start Charter School

xi. Consultation with Relevant Stakeholders

Response:

Today's Fresh Start Charter School conducted several meetings with the various stakeholders including teachers, parents, administrators, and students. The detailed agenda and/or minutes are included in Appendix D and below is a summary.

Meeting Date	Topic	Attendees
May 11,2010	School needs	Dr. Parker, Ms. Streeck, Mrs. Sterling
May 14,2010	School demographics, model selection, test data	Dr. Parker, Ms. Sutherland, Mrs. Sterling
May 16, 2010	Student input into school transformation	Ms. Tierney, Mrs. Sterling,
May 25, 2010	Review of instructional minutes	Dr. Parker, Ms. Sutherland, Mrs. Sterling, Mr. Lascano

TODAY'S FRESH START CHARTER SCHOOL
School Improvement Grant

May 27, 2010	Review Curriculum/Teacher Evaluation/Classroom needs	Ms. Bustamante, Ms. Streeck, Mrs. Sterling, Ms. Sutherland
May 27, 2010	Parent Meeting	Ms. Bustamante, Ms. Jasmine Johnson

TODAY'S FRESH START CHARTER SCHOOL
School Improvement Grant

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: Today's Fresh Start Charter School	
County/District (CD) Code: 19-10199-0102020	
County: Los Angeles	
LEA Contact: Judy M. Sterling	Telephone Number: (323) 293-9826
E-Mail: todaysfreshstart@aol.com	Fax Number: (323) 293-0266
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries			
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits			
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures			
6000– 6999	Capital Outlay			
7310 & 7350	Indirect Costs			
Total Amount Budgeted		0	0	0

TODAY'S FRESH START CHARTER SCHOOL
School Improvement Grant

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Today's Fresh Start Charter School	
County/District/School (CDS) Code: 19-10199-0102020	
LEA: Today's Fresh Start Charter School	
LEA Contact: Judy M. Sterling	Telephone Number: (323) 293-9826
E-Mail: todayfreshstart@aol.com	Fax Number: (323)293-0266
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	\$163,200.00	\$163,200.00	\$163,200.00
1999	1 FTE Reading Specialists and 1 FTE Math Specialists @ \$48,000 = \$96,000; Substitute teachers to enable quarterly teacher collaborative time days for 32 teachers @\$100/day = \$12,800; Substitute teachers to enable 8 local professional development days per teacher for 32 @ 100/day = \$25,600; summer program teachers 3 @\$9,600=\$28,800;			
2000–	Classified Personnel Salaries	\$545,952.00	\$545,952.00	\$545,952.00
2999	1 FTE Assessment/Curriculum specialist @ \$48,000; 16 FTE Paraprofessionals @ \$20000 =\$320,000; 2 FTE Behavior Interventionists @ \$48,000=\$96,000, 1 FTE Computer lab teacher @ \$40,000; 1 FTE IT Support @ \$40,000; Tutors 2@ \$13/hr=\$29,952; 3 Paraprofessionals for the Summer Program @4000=\$12,000			
3000–	Employee Benefits	\$171,865.69	\$171,865.69	\$171,865.69
3999				
4000–	Books and Supplies	\$239,519.29	\$85,986	\$85,986

**TODAY'S FRESH START CHARTER SCHOOL
School Improvement Grant**

4999	EduSoft @ \$7,500; United Streaming license @ \$2,615 ; Read Naturally @\$16,771; Herman reading program @\$15,000; Listening Center @ \$4,800; Math Lab @ \$10,000; Science Kit @ \$12,000; Study Island Site license @\$10,000; Brain Pop license \$2,590; Phonics for Reading =\$2,000; Test Ready=\$3,300; Measuring Up=\$19,710; miscellaneous supplies = \$5,000			
5000– 5999	Services and Other Operating Expenditures	\$359,930	\$359,930	\$359,930
	Professional Development Assesment tools 4 @ 1500 =6000; Quarterly Professional Development (PD) Reading+Math 4 @ 3000=12000; CTAP 12day Instructional Technology PD @ \$10,000; HMH Destintation reading+math PD @ 23940; HMH Earobics PD @ \$3990; Transformation stipend for Principal& superintendent @ \$10,000 = \$20,000; Stipend for Vice Principals 4 @7500 = 30000; Merit Award Pool=100000; SIG Grant Program Management Consultants PT @ 25,000 ; SIG Grant Complaince/Oversight @ 50,000 (80%); SIG Grant Accountability @ 25,000; Transportation to/from Computer lab \$54,000			
6000–	Capital Outlay	\$499,693.50	\$25,000	\$25,000
6999	Rent for computer lab and community learning center @\$170000; Smartboard+projector+installation for 20 classrooms @ 105446.50; Smart Sento System with receivers 5 @ \$1,399 = 6,995; 2 computers per classroom 32 @ \$1,368= 87552; 15 Document camera system (Elmo) for classrooms@ 532 = \$7980; Desktops for classrooms 32 @ \$1000 = 32000; Computers for computer lab, Reading/Math labs + administrators 40 @ \$1368 = 57720; Video conferencing unit for conference room @ \$10,000; Printers for classrooms + labs 20 @ \$200 = \$4,000; Erate 10% @25,000;			
7370 &	Transfers of Direct Support			

**TODAY'S FRESH START CHARTER SCHOOL
School Improvement Grant**

	Costs			
7380				
Total Amount Budgeted		\$1,980,160.48	1,351,933.6	1,351,933.6

Budget Narrative Instructions

Instructions for Completing Budget Narrative

Use the LEA and school budget narrative forms to describe the costs associated with each activity reflected in the budget. Please include both school and district level budget forms. A general description of activities and their corresponding range of object codes are provided below. See the complete list of object codes on page 41.

<u>Activity</u>	<u>Object Codes</u>
For all personnel, include number of full-time equivalent (FTE) employees, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.	1000–2999
Benefit costs charged to this program must be proportionate to the salary charged to the program. Costs for PERS reduction must be identified separately.	3000–3999
Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example, general office supplies at \$100 per month x 20 months = \$2,000.	4000–4999
Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the School restructuring plan.	5000–5999
Capital outlay costs are allowable under this sub-grant. Please provide detail describing how the expenditure supports the action plan.	6000–6999

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Not applicable. Today's Fresh Start School is an independent charter school and the LEA is the school.	\$0	

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Today's Fresh Start Charter School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
1 FTE Reading Specialists and 1 FTE Math Specialists @ \$48,000 = \$96,000; Substitute teachers to enable quarterly teacher collaborative time days for 32 teachers @\$100/day = \$12,800; Substitute teachers to enable 8 local professional development days per teacher for 32 @ 100/day = \$25,600; summer program teachers 3 @\$9,600=\$28,800;	\$489,600	1000
1 FTE Assessment/Curriculum specialist @ \$48,000; 16 FTE Paraprofessionals @ \$20000 =\$320,000;2 FTE Behavior Interventionists@ \$48,000=\$96,000, 1 FTE Computer lab teacher @ \$40,000; 1 FTE IT Support @ \$40,000; Tutors 2@ \$13/hr=\$29,952;3 Paraprofessionals for the Summer Program @4000= \$12,000	\$1,637,856	2000
15.74% for benefits+insurance	\$515,597.07	3000
EduSoft @ \$7,500; Houghton Mifflin Harcourt (HMH) Destination reading, math, ELL 18 Courses Perpetual licenses @ \$113,340; HMH Earobics Software+appliance+Kits+teacher+guides @ \$40,193.29; United Streaming license @ \$2,615 ; Read Naturally @\$16,771; Herman reading program @\$15,000; Listening Center @ \$4,800; Math Lab @ \$10,000; Science Kit @ \$12,000; Study Island Site license @\$10,000; Brain Pop license \$2,590; Phonics for Reading =\$2,000; Test Ready=\$3,300; Measuring Up=\$19,710; miscellaneous supplies = \$5,000	\$411,491	4000
Professional Development Assesment tools 4 @ 1500 =6000; Quarterly Professional Development (PD) Reading+Math 4 @ 3000=12000; CTAP 12day Instructional Technology PD @ \$10,000; HMH Destintation reading+math PD @ 23940; HMH Earobics PD @ \$3990; Transformation stipend for Principal& superintendent @ \$10,000 = \$20,000; Stipend for Vice Principals 4 @7500 = 30000; Merit Award Pool=100000; SIG Grant Program Management Consultants PT @ 25,000 ; SIG Grant Complaince/Oversight @ 50,000 (80%); SIG Grant Accountability @ 25,000; Transportation to/from Computer lab \$54,000	\$1,079,790	5000
Lease for computer lab and community learning center @\$170,000; Smartboard+projector+installation for 20 classrooms @ 105,446.50; Smart Sento System with receivers 5 @ \$1,399 = 6,995; 2 computers per classroom 32 @ \$1,368= \$87,552; 15 Document camera system (Elmo) for classrooms@ 532 = \$7,980; Desktops for classrooms 32 @ \$1000 = \$32,000; Computers for computer lab, Reading/Math labs + administrators 40 @ \$1368 = \$54,720; Video conferencing unit for conference room @ \$10,000; Printers for classrooms + labs 20 @\$200 = \$4,000; Erate 10% @25,000;	\$499,693.50	6000

SIG Form 6–General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at <http://www.cde.ca.gov/fg/fo/fm/>. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from <http://www.cde.ca.gov/fg/fo/fm/>, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Today's Fresh Start Charter School

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Judy M. Sterling

Signature: Judy M. Sterling Date: July 1, 2010

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

Drug-Free Workplace

certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Today's Fresh Start Charter School
 4514 Crenshaw Boulevard
 Los Angeles, CA 90043

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Today's Fresh Start Charter School

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Judy M Sterling

Signature: Judy M Sterling Date: July 1, 2011

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-154

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 Code of Federal Regulations Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Today's Fresh Start Charter School

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Judy M. Sterling

Signature: Judy M. Sterling Date: July 1, 2010

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Today's Fresh Start Charter School
Authorized Executive:	Dr. Jeanette G. Parker
Signature of Authorized Executive	<i>Dr. Jeanette G. Parker</i>

SIG Form 8—Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST	
						Turnaround	Restart	Closure	Transformation	Start Over		Implement SWP
Today's Fresh Start Charter School	19-10199-0102020	11336	X						X			4,684,027.68

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

School: Tier <u>I</u> or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>0</u> LEA <u>23</u> School <u> </u> Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
IRR	1) Transformation Stipend for Principal, Superintendent, and Vice Principals for the implementation of changes that will improve student learning outcomes	1/2011 1/2012 1/2013	\$150,000		No specific personnel or materials required to implement this activity	SIG Oversight Manager Vice Principals Principal Superintendent
RPR	2) Merit Awards pool for teachers and staff. Allocated based on performance.	10/2011 10/2012 10/2013	\$300,000		No specific personnel or materials required to implement this activity	SIG Oversight Manager Vice Principals Principal Superintendent
PD	3) Provide staff with ongoing, high quality Professional development	10/2010	\$18,000		Professional development in Reading/Language Arts	SIG Oversight Manager Vice Principals Principal Superintendent

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD	4) Provide staff with ongoing, high quality Professional development	10/2010	\$18,000		Professional development support in Mathematics	SIG Oversight Manager Vice Principals Principal Superintendent
PD	5) Provide staff with ongoing, high quality Professional development	10/2010	\$30,000		Professional development Instructional Technology	SIG Oversight Manager Vice Principals Principal Superintendent
PD	6) Provide staff with ongoing, high quality Professional development	1/2011	\$83,790		Professional Development on specific for online and computer based supplemental tools.	SIG Oversight Manager Vice Principals Principal Superintendent
PD	7) Provide Substitute teachers for professional development days	10/2010	\$76,800		Substitute teachers for 8 days of professional development for 32 teachers.	SIG Oversight Manager Vice Principals Principal Superintendent

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
SD	8) Use data to identify and implement an enhanced instructional program	10/2010	\$109,305		a) Online assessment program. b) 50% Curriculum/Assessment Specialist for design and coordination of weekly assessment data for student individualized and small group teaching.	SIG Oversight Manager Vice Principals Principal Superintendent
IP	9) Use student data to provide differentiated instruction to meet the academic needs of individual students	10/2010	\$86,805		50% Curriculum/Assessment specialist to support school with instructional program design	SIG Oversight Manager Vice Principals Principal Superintendent
IP	10) Use student data to provide differentiated instruction to meet the needs of individual students	10/2010	\$333,331.20		Reading and math Intervention teachers for individualized student support	SIG Oversight Manager Vice Principals Principal Superintendent

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
IP	11) Use student data to provide differentiated instruction to meet the academic needs of individual students	10/2010 1/2011 4/2011 7/2011	\$433,961.2		Purchase various supplementary and intervention materials for Reading/Language Arts, Mathematics, and Science	SIG Oversight Manager Vice Principals Principal Superintendent
IP	12) Use student data to provide differentiated instruction to meet the academic needs of individual students	10/2010 1/2011	\$1,111,104		16 paraprofessionals for additional individualized classroom support	SIG Oversight Manager Vice Principals Principal Superintendent
IP	13) Use student data to provide differentiated instruction to meet the academic needs of individual students	10/2010	\$75,000		Upgrade of technology infrastructure to accommodate weekly testing and online intervention packages. E-Rates Program will pay for 90% of the infrastructure upgrades.	SIG Oversight Manager Vice Principals Principal Superintendent

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
IP	14) Use student data to provide differentiated instruction to meet the academic needs of individual students	10/2010 1/2011 4/2011 7/2011	\$327,453.50		Purchase of computers, interactive white boards, and supporting technology for support of online and computer based tools.	SIG Oversight Manager Vice Principals Principal Superintendent
IP	15) Use student data to provide differentiated instruction to meet the academic needs of individual students	10/2010	\$138,888		IT support person salary	SIG Oversight Manager Vice Principals Principal Superintendent
ILT	16) Establish schedules and implement strategies that provide increased learning time.	6/2011	\$141,335.28		Teacher and paraprofessional staff salaries for summer program	SIG Oversight Manager Vice Principals Principal Superintendent
ILT	17) Establish schedules and implement strategies that provide increased learning time.	1/2011	\$138,888		Computer lab Instructor salary	SIG Oversight Manager Vice Principals Principal Superintendent

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ILT	18) Establish schedules and implement strategies that provide increased learning time.	10/2010	\$115,200		Substitute teachers to enable teacher collaborative time	SIG Oversight Manager Vice Principals Principal Superintendent
ILT	19) Establish schedules and implement strategies that provide increased learning time.	10/2010	\$174,000		Facilities rental for computer lab with any minor upgrades	SIG Oversight Manager Vice Principals Principal Superintendent
ILT	20) Establish schedules and implement strategies that provide increased learning time.	1/2011	\$162,000		Transportation to offsite facilities rental for computer lab use.	SIG Oversight Manager Vice Principals Principal Superintendent
FCE	21) Proved appropriate social-emotional and community-oriented services and support for students and parents	10/2010	\$333,331.20		(2) Behavior Interventionists to work with students/families	SIG Oversight Manager Vice Principals Principal Superintendent
FCE	22) Proved appropriate social-emotional and community-oriented services and support for students and parents	2/2011	\$12,000		(1) Teacher stipend for Saturday classes for parents	SIG Oversight Manager Vice Principals Principal Superintendent
FCE	23) Proved appropriate social-emotional and community-oriented services and support for students and parents	10/2010	\$89,856		(2) Tutors salary for after-school tutoring and homework support.	SIG Oversight Manager Vice Principals Principal Superintendent

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
FCE	24) Proved appropriate social-emotional and community-oriented services and support for students and parents	10/2010	\$174,000		Facilities lease for Community Learning Center along with any minor upgrades.	SIG Oversight Manager Vice Principals Principal Superintendent
FCE	25) Proved appropriate social-emotional and community-oriented services and support for students and parents	2/2011	\$20,520		Materials/computer for Community Learning Center	SIG Oversight Manager Vice Principals Principal Superintendent
FCE	26) Proved appropriate social-emotional and community-oriented services and support for students and parents	10/2010	\$144,000		5 field trips per year for all students	SIG Oversight Manager Vice Principals Principal Superintendent
TA	27) SIG Grant Support	10/2010	\$300,000		SIG Grant Oversight Manager. SIG Grant Accountability PT Consultant. SIG Grant Program Mgmt Consultant.	SIG Oversight Manager Vice Principals Principal Superintendent
	TOTAL		\$4,684,027.68			

SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

NOT APPLICABLE

**TODAY'S FRESH START CHARTER SCHOOL
SCHOOL IMPROVEMENT GRANT APPLICATION**

APPENDIX A

Teacher Evaluation Form

TODAY'S FRESH START CHARTER SCHOOL
 Dr. Jeanette Parker, Superintendent

TEACHER PERFORMANCE EVALUATION FORM

Teacher Name: _____

Grade Level / Subject: _____ Years of Experience: _____

Date of Evaluation: _____ Evaluation Period: _____

Site Administrator: _____

RATING KEY: **2 Meets Expectations**
 1 Does Not Meet Expectations

Professional Standards

Standard 1 : Creates and Plans Instruction	RATING
Goal: The teacher creates instruction that develops students' abilities to meet California academic standards.	
1. Executes a classroom strategic plan with emphasis on small group instruction.	
2. Integrates lesson plans for small group instruction including standards, objectives, procedures, evaluations and assessments.	
3. Executes a variety of instructional SDAIE strategies to augment achievement.	
4. Utilizes curriculum mapping for sequencing in planning.	
5. Acknowledges the physical, mental, social, and cultural differences among learners.	
6.. Differentiates instruction for all learners.	
7. Incorporates appropriate daily and weekly assessments of student progress.	
TOTAL	

Standard 2: Implements and Manages Instruction	RATING
Goal: The teacher implements and manages instruction that develops students' abilities to meet State of California academic standards.	
1. Uses monthly Blueprint Pacing Plan aligned with CA Benchmarks and standards to create rigorous lesson plans	
2. Executes lesson plans that include Personalized Learning Plans (PLP) for each student.	
3. Materials, supplies and equipment are ready at the start of each lesson or instructional activity.	
4. Introduces and posts the instructional standards, objectives and instructional activities at start of each lesson.	
5. Actively directs, supervises, and monitors students to be on task during each instructional activity.	
6. Executes a variety of instructional strategies to help student's access curriculum.	
7. Uses Bloom's Taxonomy to promote critical thinking.	
8. Teaches organizational skills, time management, work habits and study skills.	
9. Incorporates intervention and enrichment activities for students.	
10. Has an extensive knowledge and understanding of subject area.	
11. Provides opportunities for students to use and practice what is learned.	
12. Lessons are retaught and reassessed until mastery.	
13. Uses strategies learned during professional development and common planning.	
TOTAL	

Standard 3: Classroom Environment	RATING
Goal: The teacher creates and maintains a safe and positive learning environment that supports the development of students' abilities to meet California academic standards.	
1. Print rich environment to stimulate learning.	
2. Classroom materials are accessible.	
3. Classroom is organized, neat and clean.	
4. Arranges classroom so students can see and hear.	
5. Displays attractive Bulletin Boards with CA Standards and current student work every 4-6 weeks.	
6. Adjusts classroom layout to complement students learning.	
7. Bulletin boards reflect core subjects standards.	
8. Grade level content standards are posted at all times.	
TOTAL	

Standard 4: Classroom Management	RATING
Goal: The teacher creates and maintains a positive classroom management that supports the development of students' abilities to meet California academic standards.	
1. Follows established school discipline procedure.	
2. Executes procedures and routines to teach organizational skills, time management, work habits and study skills.	
3. Encourages students' daily attendance (99% - 100%) and punctuality.	
4. Motivates students to want to learn by setting rules for appropriate behavior and high expectation for student performances.	
5. Sets classroom rules for appropriate school behavior.	
6. Maintains accurate documentation of student behavior.	
7. Implements an effective behavior management plan with students.	
8. Executes a variety of strategies for positive reinforcement.	
9. Effectively and proactively uses multiple strategies to impact behavior.	
10. Explicitly states behavioral expectations in a classroom.	
TOTAL	

Standard 5: Assesses Learning and Communicates Results	RATING
Goal: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet State of California academic standards.	
1. Follows grading policies and regulations	
2. Maintains accurate and complete student records.	
3. Provides timely and constructive feedback on student work.	
4. Executes a variety of formal and informal diagnostic assessments according to CA Standards based on weekly data results.	
5. Maintains student portfolios that demonstrate student's progress including writing samples, student work and tests.	
6. Offers students and parents frequent feedback on the student's progress.	
7. Shows skill in administering, scoring and interpreting the results of both externally produced and teacher-produced assessments.	
8. Utilizes Rubrics for projects and alternate assessments.	
TOTAL	

Standard 6: Engages in Professional Growth and Development	RATING
Goal: The teacher reviews and evaluates his or her overall performance and implements a professional growth plan.	
1. Designs a professional growth plan for improving instruction and student learning with the help of the Site Administrator.	
2. Attends weekly professional staff development and parent meetings.	
3. Actively participates and contributes during professional development and common planning sessions with colleagues.	
4. Adheres to established laws, policies, rules, and regulations governing TFSCS.	
5. Is punctual with reports, grades and records.	
6. Reports to work daily and on time.	
7. Performs all assigned duties with a positive attitude.	
8. Commands respect by example in dress, appearance, manners, behavior, language and act professionally at all times.	
9. Follows guideline with regard to suspected child abuse reporting.	
10. Communicates with colleagues on teaching strategies, lesson planning, and the exchange of ideas.	
11. Speaks positively about school and students.	
12. Submits paperwork in a timely manner.	
13. Records accurate attendance records with an awareness of each student's daily attendance.	
14. Enters students in special programs, e.g. spelling bee, arts contests.	
15. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.	
16. Participates in after-school activities, enrichment programs, literacy nights and special events.	
TOTAL	

Standard 7: Technology	RATING
Goal: The teacher uses technology that develops students' abilities to meet California academic standards.	
1. Executes a variety of technology applications and learning tools to augment student achievement.	

2. Utilizes virtual field trips, webinar, etc.	
3. Uses technology to enhance student learning.	
4. Utilizes technology to evaluate student data.	
TOTAL	

Standard 8: Achievement and Assessment Growth	RATING
Goal: Expectation is students are 100% proficient on weekly assessment and STAR tests.	
1. 80% of students demonstrate proficiency or better on weekly assessments.	
2. Students not demonstrating proficiency on weekly assessments must show growth on reassessments.	
3. Uses standard based and data driven instruction to improve standardized test scores.	
4. Students standardized test scores improve using standard based and data driven instruction.	
TOTAL	

Overall Rating: _____

A list of strategies used to support and help the teacher reach his/her expected goals.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Site Administrator Review of Teacher:

Strengths: _____

Challenges: _____

Recommendations: _____

Site Administrator Comments (Optional)

Teacher's Comments (Optional)

Signature of Teacher

Date

(The signature indicates that teacher has read this report and a conference was held with Site Administrator. This does not necessarily indicate teacher's agreement with evaluation.)

Signature of Site Administrator

Date

**TODAY'S FRESH START CHARTER SCHOOL
SCHOOL IMPROVEMENT GRANT APPLICATION**

APPENDIX B

CTAP Letter of Intent



Letter of Intent to Partner

TO: Raymond Chavez
California Technology Assistance Project (CTAP) Region 11

Today's Fresh Start Charter School intends to partner with CTAP Region 11, which is to provide fee-based professional development as described in the Coach/Mentor Model and detailed in the school's School Improvement Grant application. It is understood that this partnership will only be binding when and if the school's application for the School Improvement Grant is successful.

Once the funding is approved, Today's Fresh Start Charter School will initiate a contract with CTAP Region 11 (Los Angeles County Office of Education – LEA) or its agent for the amount specified in the Coach/Mentor Model plan for nine (9) Coach/Mentors.

It is understood that once the Letter of Intent is signed, Today's Fresh Start Charter School will receive an electronic copy of the Professional Development Program language that can be used only by Today's Fresh Start Charter School and submitted as part of their current School Improvement Grant application.

It is also understood that if Today's Fresh Start Charter School decides not to partner with CTAP Region 11, then Today's Fresh Start Charter School will not use the Professional Development Program language with the submission of their School Improvement Grant application.

Jeanette Parker, Superintendent
Print Name of Authorized Representative

Jeanette Parker
Signature of Authorized Representative

Date: June 24, 2010

Please "fax" and return via school mail a "signed original" to:

Michael Nunn, CTAP Region 11
Los Angeles County Office of Education
Instructional Technology Outreach
9300 Imperial Highway, Downey, CA 90242
Fax: 562-922-6602

**TODAY'S FRESH START CHARTER SCHOOL
SCHOOL IMPROVEMENT GRANT APPLICATION**

APPENDIX C

Schedule of Instructional Time 2010-2011

**TODAY'S FRESH START CHARTER SCHOOL
SCHOOL IMPROVEMENT GRANT APPLICATION**

APPENDIX D

Stakeholder Meeting Minutes

Dr. Parker Meeting

5/11/10

Attendees:

- Dr. Parker – School Superintendent
- Ms. Streeck – Site Administrator
- Judy Sterling – Consultant, SIG Transformation Team
- Beverly Sutherland – Consultant, SIG Transformation Team

Agenda:

- Reviewed classroom and school's technology and materials/programs needed to improve student learning.

Instructional Minutes

Meeting Agenda

May 25, 2010

Attendees:

- Dr. Parker – School Superintendent
- Mr. Lascano – Site Coordinator
- Judy Sterling – Consultant, SIG Transformation Team
- Beverly Sutherland – Consultant, SIG Transformation Team

Agenda

- Review of 2007-2009 instructional minutes
- Review of 2010-2011 instructional minutes
- Discussion of adding student computer lab time to instructional schedule

Curriculum/Teacher Evaluation/Classroom needs

Meeting Agenda

May 27, 2010

Attendees:

- Ms. Bustamante – Site Administrator
- Ms. Streeck – Site Administrator
- Judy Sterling – Consultant, SIG Transformation Team
- Beverly Sutherland – Consultant, SIG Transformation Team

Agenda

- Review of components of current professional development
- Review of teacher evaluation policies
- Review of student weekly assessment process
- Review of support needed for curriculum intervention
- Review of technology needed for classrooms
- Review of state test scores 2008-2009

TODAY'S FRESH START CHARTER SCHOOL

May 27, 2010

Parent Discussion of Transformation Model

1. Developing teacher & school leader effectiveness

- **Increased professional development**

It's a good idea to increase professional development time so that teachers learn new techniques and strategies to be competitive with new teachers and to be more equip to carry on positive learning environment.

- **Incentives and rewards- support students' self- esteem and promote interest to come to school every day. Rewards are good incentives to students that in early age they develop the discipline that they are being rewarded for doing an excellent job and needs to reach expectation to reach goals for rewards. It's also one way to encourage students to work harder in order to achieve quality learning skills.**

2. Comprehensive instructional programs

- **Computer labs- students will be able to utilize different**

ways to practice skills in using computers. It's a very exciting experience for them to learn lessons related to what is being taught to them.

- **Whiteboards/ projectors / clickers – these are new innovations that would highly improved students knowledge in technology and be more competitive in the new world.**
- **Computer based Reading/Math/ ELL Programs – this technology is extremely important in the current world. These new programs will greatly improved students knowledge and skills to make them lifelong learners. These strategies will enrich and guide them to learn further the wide array of concepts that will support the students not only in reading but also other aspects of education. It will make students interactive of learning more tangible and more meaningful experience to our student's daily life activities.**
- **Extend learning time & Community activities
Community Learning Center – this is awesome! Parent have to learn new ideas to teach their children homework, parenting skills, how to take care of their kids especially the new parents. This a very exciting experience for parents who don't have enough background to care and help their children do school work at home. Parents will also have to learn how to**

different skills in the usage of computer. It will also give them time to share to other parents good ideas in rearing children and other skills to teach values and good moral that should be taught to our children in order for them to be good citizens of this country.

- **Extend school day – this will really help our students to learn more and practice lessons which were really not clear to them during the whole group instruction. This will also provide them more time to be more focus and engage in activities in a small environment where the students interact with their classmates without inhibitions of being criticize if answers are wrong.**

Conference with Ms. Jasmine Johnson –

Parent from Adams Site

Mrs. Bustamante –K & 1st Site Administrator

Student Council Formation Meeting

May 16, 2010

Attendees:

- Ms. Tierney – Site Administrator
- Mrs. Sterling – Consultant, SIG Transformation Team

Agenda:

- Introduced to student identified for Student Council Committee
- Reviewed of current student academic incentives

Today's Fresh Start Charter School

Student Council Formation Meeting

May 16, 2010

Meeting Agenda:

- Introduced to students identified for Student Council Committee
 - Review of current student academic incentives
 - Mission Statement
 - Student Council Values
 - Vision and Purpose
 - Membership
 - Officers

Attendees

- Mrs. Tierney – Vice-Principal
 - Mrs. Sterling

for Sig GRANT

TFSCS STUDENT COUNCIL UNITY SITE

Mission Statement

The elected members of the Student Council will represent the students of our school, uphold all school rules, continue excellence in learning, and participate responsibly in our school and community. We will make our school better as a community school with teachers, staff, and students aiming for the highest academic and personal standards. Members of the student council will become examples of self-discipline and school spirit and long life learners.

The Value of a Student Council for TFSCS

1. To collaborate with the administrators and teachers in matters affecting the student body.
2. To stimulate and develop good citizenship and democracy among students.
3. To encourage leadership through service.
4. To help coordinate and encourage all students to participate in a positive manner in school activities.
5. To build a strong learning environment where students feel heard and respected by the teachers.
6. To make all students feel comfortable, safe, and a part of their learning process.

Our Vision and Purpose

Our vision and purpose as a student council is to promote better communication between students and teachers, work for the welfare of the students by providing opportunities for students to express themselves. We will improve school spirit, improve citizenship, sportsmanship and set an example of excellence in learning by maintaining a high academic level and exhibit a code of conduct that reflects self-control and good behavior.

Membership

1. Student Council representatives will be in office for one school year.
2. Representatives will perform their duties, maintain exemplary citizenship and behavior.
3. Members of the Student Council will be present at all meetings.
4. Representatives will bring concerns, questions, suggestions, and comments from the students and teachers to the Student Council meetings.
5. Representatives must have passing grades.

Officers

President - Any eighth grade student council member is eligible to run. Duties include leading all Student Council meetings and speaking as a student representative at faculty meetings and representative the 8th graders.

Secretary - Any Student Council member (all grades) is eligible to run. Duties includes writing agendas and recording notes.

Treasurer - Any Student Council member (all grades) is eligible to run. Duties includes collecting money for any event.

7th Grade President - Any 7th Grade Student Council member is eligible to run. Duties include representing the 7th Grade classes.

6th Grade President - Any 6th Grade Student Council member is eligible to run. Duties include representing the 6th Grade classes.

Faculty Advisor

The Site Administrator approves a teacher to serve as Advisor to the Student Council.

By Laws, Committees, and Removal from office: in the process of being developed.