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# **TODAY'S FRESH START CHARTER SCHOOL**

**RENEWAL OF  
TODAY'S FRESH START CHARTER SCHOOL CHARTER PETITION  
SUBMITTED TO INGLEWOOD UNIFIED SCHOOL DISTRICT**

Dr. Thelma Melendez, State Administrator

**FOR THE TERM JULY 1, 2020 THROUGH JUNE 30, 2025**

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## TABLE OF CONTENTS

### RENEWAL FOR TODAY'S FRESH START CHARTER SCHOOL-INGLEWOOD AUTHORIZED BY INGLEWOOD UNIFIED SCHOOL DISTRICT

AFFIRMATIONS AND ASSURANCES.....	5
INTRODUCTION.....	8
AWARDS AND ACHIEVEMENTS.....	9
PROFESSIONAL DEVELOPMENT.....	17
PARENTAL INVOLVEMENT.....	17
COLLEGE BOUND COMPONENT.....	17
SUMMARY AND ANALYSIS OF ACADEMIC PERFORMANCE.....	18
CHARTER RENEWAL CRITERIA.....	18-43
TFSCS ACADEMIC PERFORMANCE AND COMPARISON DISTRICT SCHOOLS.....	44-52
ELPAC TEST RESULTS 2018-2019.....	53
ELPAC TEST RESULTS 2017-2018.....	53
SUCCESS OF INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM.....	54
ELEMENT A: EDUCATIONAL PROGRAM.....	61
Mission Statement and Vision.....	61
Whom The Charter School Is Attempting to Educate – Target Student Population.....	61
What It Means To Be An Educated Person in the 21st Century.....	62
How Learning Best Occurs.....	63
Educational Program: Curriculum and Instructional Methods.....	63
The Core Curriculum.....	64
The Learning Environment.....	64
Assessments.....	67
Research/Philosophy In Support Of Educational Program.....	67
Intervention Team Strategies.....	69
Extended School Day, Community Service, Civics and Government Studies.....	69
Human Development, Environmental Program, Physical Education, Arts.....	71
Community And Business Collaborations.....	72
Professional Development.....	72
Annual Goals and Actions in the State Priorities.....	74
Educational Program for English Learners.....	74
Serving Academically High-Achieving Students.....	78
Serving Students Achieving Below Grade Level.....	78
Serving Students with Disabilities.....	80
Serving Students Under the IDEIA.....	82
ELEMENT B: MEASURABLE PUPIL OUTCOMES.....	87
ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARD OUTCOMES.....	103
Method for Measuring Pupil Progress Toward Outcomes: Formative Assessments.....	104
Data Analysis and Reporting.....	105
Grading Policy.....	107
ELEMENT D: GOVERNANCE STRUCTURE.....	108
Board Meetings and Duties.....	108
Superintendent.....	109

Business And Operations Management..... 110

Parent / Student Involvement Plan..... 110

Meetings at the Individual Classroom Level (Back To School Night and Open House).....111

School Site Council (SSC).....112

English Learner Advisory Committee (ELAC).....112

ELEMENT E: EMPLOYEE QUALIFICATIONS ..... 113

    Qualifications for all Employees..... 113

    Qualifications and Duties for Teachers..... 113

    Qualifications for Superintendent ..... 115

    Qualifications for Site Administrator ..... 115

    Other Certificated Staff Qualifications ..... 116

    Office Personnel Qualifications and Duties ..... 116

    Non-Certificated Instructional Personnel..... 117

    Recruitment ..... 117

ELEMENT F: HEALTH AND SAFETY PROCEDURES ..... 118

ELEMENT G: RACIAL AND ETHNIC BALANCE ..... 121

ELEMENT H: ADMISSIONS REQUIREMENTS ..... 122

ELEMENT I: INDEPENDENT FINANCIAL AUDIT.....124

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES ..... 125

ELEMENT K: RETIREMENT SYSTEMS.....145

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....146

ELEMENT M: EMPLOYEE RETURN RIGHTS.....147

ELEMENT N: DISPUTE RESOLUTION PROCEDURES ..... 148

    Disputes Arising within TFSCS - INGLEWOOD.....148

    Disputes between TFSCS - INGLEWOOD and the Authorizer.....148

ELEMENT O: CLOSURE PROCEDURES.....151

MISCELLANEOUS PROVISIONS ..... 153

    Budget and Financial Reporting ..... 153

    Administrative Services.....154

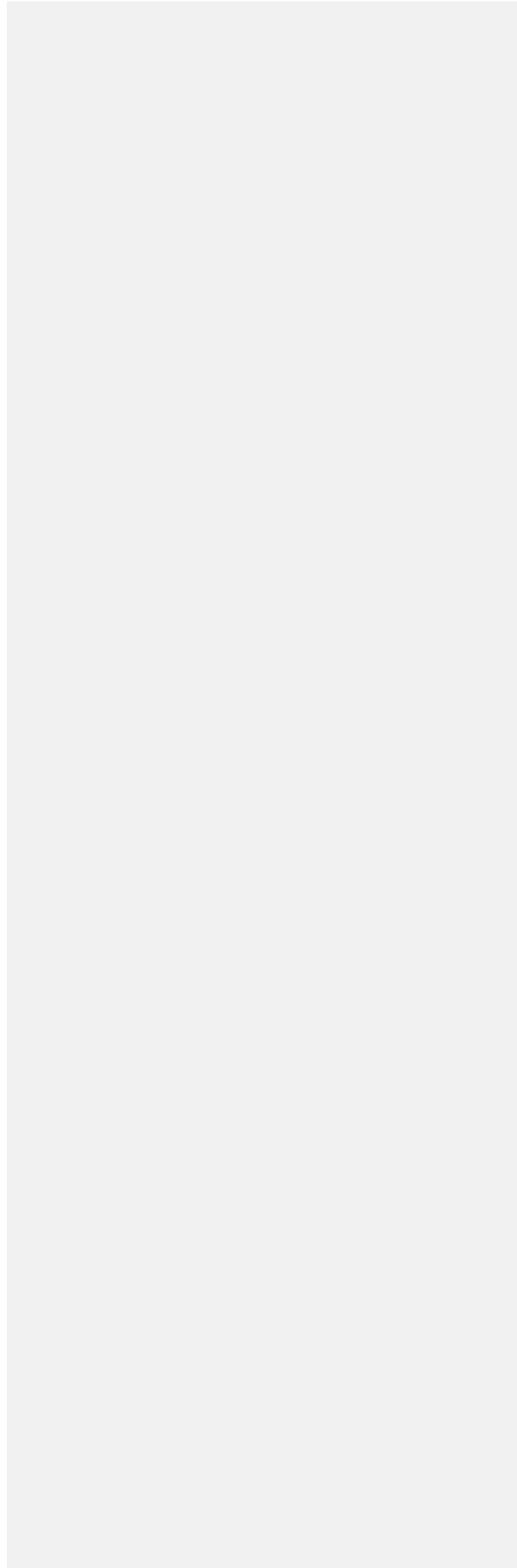
    Facilities.....154

    Potential Civil Liability Effects ..... 154

    Insurance.....155

    Indemnification.....156

    Transportation.....156



**Appendices**

1. Articles of Incorporation, Bylaws, Conflict of Interest Policy
2. Accreditation by the Western Association of Schools and Colleges (WASC)
3. National Association of Special Education Teachers (NASSET) Award
4. Top Public School in County of Los Angeles Award (Innovate Public Schools\* USC Price\* USC Rossier)
5. Great Public Schools Now Award
6. National Junior Honor Society Award
7. National Elementary Honor Society Award
8. Bell Schedule
9. Instructional Minutes Schedule by Subject
10. Calendar
11. Budget 5 year and Financial Projections
12. Most Recent Independent Financial Audit
13. Organizational Chart
14. Local Control Accountability Plan (LCAP)

**(THE FOLLOWING INSTRUCTIONAL MATERIALS ARE ON FILE AND AVAILABLE UPON REQUEST)**

15. California State Standards for all subjects TK-Kindergarten Through 8<sup>th</sup> Grade
16. CAASPP Interim Block Assessments (3-8<sup>th</sup> grade)
17. Weekly Lesson Plans: Sample Format Grades TK-K-8th grades
18. Re-Teach Students Lesson Plan – Sample Format
19. Small Groups Student Lesson Plan – Sample Format
20. Progress Report for Each Grade Level- Sample Format
21. Sample Parent/Student Pledge
22. Parent/Student Compact
23. Student/Parent Handbook
24. School Safety Plan
25. Employee Handbook
26. Most recent Independent Financial Audit of 501(c)(3)
27. Local Control Accountability Plan (LCAP)

**AFFIRMATIONS AND ASSURANCES**

As the authorized lead petitioner, I, Dr. Jeanette Parker, hereby certify that the information submitted in this petition for a Renewal to the California public charter school named Today's Fresh Start Charter School – Inglewood (the "Charter School"), and is located within the boundaries of the Inglewood Unified School District ("IUSD" or the "District") and notwithstanding, the fact that this Renewal, I certify that the following affirmations are true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if this Renewal is approved, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C) in accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, immigration status, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)].
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]

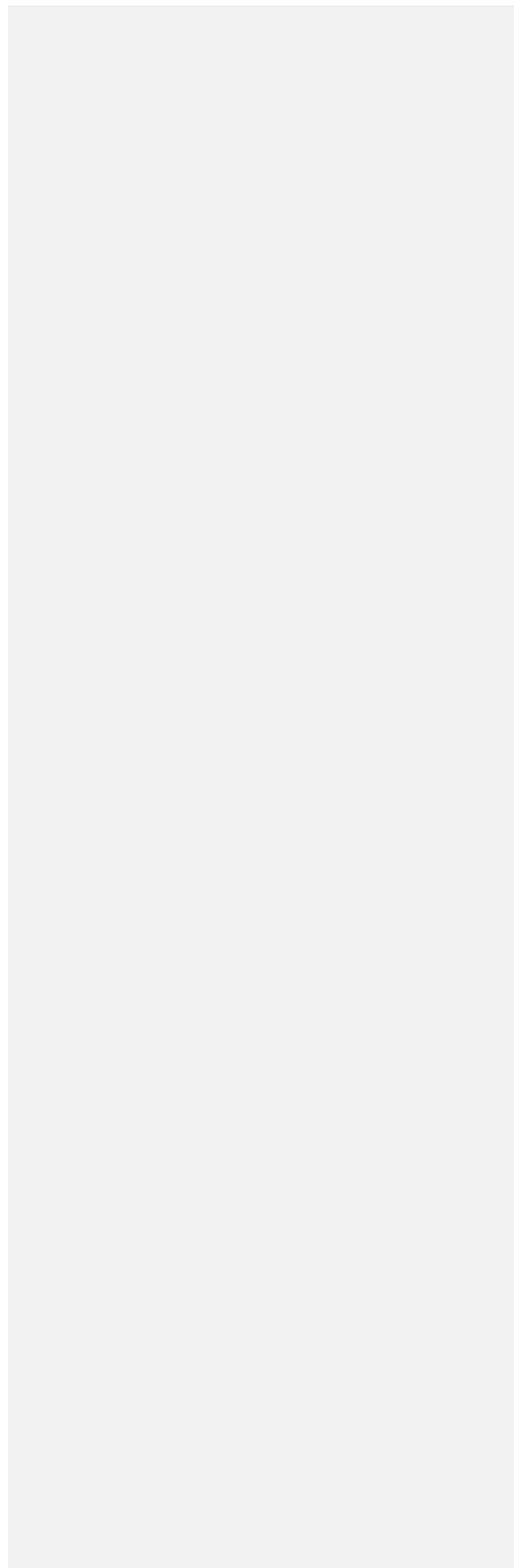
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act when conducting its Board Meetings Ed Code Section 47604.1, as added by SB 126 (2019)
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Dr. Jeanette Parker, Lead Petitioner

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Date



## **INTRODUCTION**

### **Historical Program Achievement**

TFSCS – INGLEWOOD has historically achieved high test scores rising to 844. We are asked repeatedly, “How do you get those test scores so high?” Our response is, “We really work hard here at Today’s Fresh Start Charter School concentrating on high academic achievement. All Charter School staff work together as a team collaboratively and everyone is dedicated to the Charter School’s mission, *“To teach every child to reach his/her highest potential, academically, socially and emotionally.”* TFSCS student subgroups have demonstrated API growth scores of over 760. In 2013, all subgroups scored above 800 on the API. Three of four subgroups have also scored high enough that they have not been assigned a growth target and are noted to have met their growth target for the next year. As California has moved away from the API metric, TFSCS has still demonstrated academic success through newer metrics. As detailed below, we have experienced increases in academic achievement as measured by the California Assessment of Student Performance and Progress (CAASPP).

Academic achievement is more than working hard. It’s working to target the need for knowledge of each and every child’s level of functioning! In addition to that, every effort is made to *motivate by inspiration to motivate with a caring and inspirational school environment.* We give our staff a pleasant and collaborative work environment. TFSCS treats our families with care and respect, critical components to gaining trust in the education process. We ensure that each individual knows that TFSCS is there for them with a willingness to help. If a student requires additional assistance, we provide it. We know teachers need intense professional development; we provide it. If a parent requires resources, we provide any resources that are available to TFSCS. Our staff, parents and teachers know they are not alone. TFSCS teachers know what their students know and what they do not know each and every day. The previous day’s work is reviewed to help the child and the teacher know what they know and what they do not know. Each child has sufficient working materials and supplies to complete their work. Each student is assessed on a weekly basis based on what he or she has been taught during the week. The students are kept abreast of their own needs in learning and taking responsibility for their learning and progress. Students are taught each standard. After each student’s assessment is checked, for the child who did not master a standard, the teacher goes into re-teach mode. Teachers teach and re-teach what the student did not master. There is a constant check and balance system to know what each child needs in the way of achieving met and exceed. Each child is encouraged to achieve his or her *personal best.*

### **Awards and Achievements**

TFSCS Inglewood was honored to be selected as a National Association of Special Education Teachers (NASET) exceptional charter and special education school in 2019. This honor is presented to charter schools that meet NASET's rigorous professional criteria and have demonstrated truly exceptional dedication, commitment and achievement in the field of special education. With your approval of this renewal petition, we will continue to work hard for our students to ensure they have access to a high-quality education. The following accolades are representative of some of the accomplishments:

- Western Association of Schools and Colleges (WASC) Accredited since 2012
- Recognized as a *Top Los Angeles Public School for Underserved Students* by University of Southern California and Innovate Public Schools (2019)
  - *Low-income African American, English, Middle School*
  - *Low-income African American, Math, Middle School*
- April 5, 2019 Induction Ceremony for Over 100 TFSCS Scholars to the National Elementary and Junior Honor Society
- Winners of the Los Angeles County Office of Education
  - "It's My Write Essay Competition"
- Winners of scholarships to prestigious private high schools
  - Pacifica Christian High School
  - Harvard Westlake High School
- Participants in Major Local Parades
  - Martin Luther King Day Parade
  - International Day of Peace Parade
- Winners of the Foundation for Interscholastic Youth Athletics (FIYA) League:
  - TFSCS Lions Basketball Team Division 2 Championship
- Winners of "Read to Achieve Program" awarded by the Los Angeles Clippers
- Winners of "Read to Achieve Program" awarded by the Los Angeles Lakers

Western Association of Schools and Colleges (WASC) Accreditation:

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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
ACCREDITING COMMISSION FOR SCHOOLS

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*presents to*

TODAY'S FRESH START CHARTER SCHOOL – INGLEWOOD

*this*

CERTIFICATE OF ACCREDITATION

*this School is accredited through*

JUNE 30, 2021

  
Commission Chair



  
Executive Director



**TODAY'S FRESH START  
CHARTER SCHOOL**

A Top Public School In  
Los Angeles County

## Today's Fresh Start Charter School with



## Academy

Science • Technology • Engineering • Art • Math



**ACCREDITED**

Accredited by The Western  
Association of Schools and  
Colleges (WASC).  
Same Accreditation as USC, UCLA,  
Cal Tech., Pepperdine University,  
& LMU.



**Innovate  
Public Schools**

**USC Price**  
Sol Price of School of Public Policy  
Sol Price Center for Social Innovation

**USC Rossier**  
School of Education  
Center on Education Policy  
Equality and Governance

Our school is A TOP PUBLIC SCHOOL

leading the way for educational equity

2019

Based on the 2017-18 academic year

**Members of the National Elementary and Junior Honor Society.  
Induction of Today's Fresh Start National Honor Roll Scholars.**



*Today's Fresh Start Scholar's First Annual Induction Ceremony held  
Friday April 5, 2019 , 6pm  
Today's Fresh Start State of the Art Auditorium Gymnasium  
3405 West Imperial Highway  
Inglewood, CA 90303*

**More than 110 Today's Fresh Start scholars inducted to  
The National Elementary & Junior Honor Society**



**NASSET**  
Special Education Teachers

**NASSET (National Association of Special Education Teachers)  
Awarded TFSCS as an  
"Exceptional Charter School in Special Education".**

Jeannette Grattan Parker, Ph.D., Founder/Superintendent

**Today's Fresh Start Charter School is:  
A Top School In Los Angeles County  
Transitional Kinder/Kindergarten – 8<sup>th</sup> Grades**



Winners of the Los Angeles County Office of Education  
Essay Competition "It's My Write"



*Winners of "Read to Achieve Program" for the  
Los Angeles Clippers and Los Angeles Lakers*



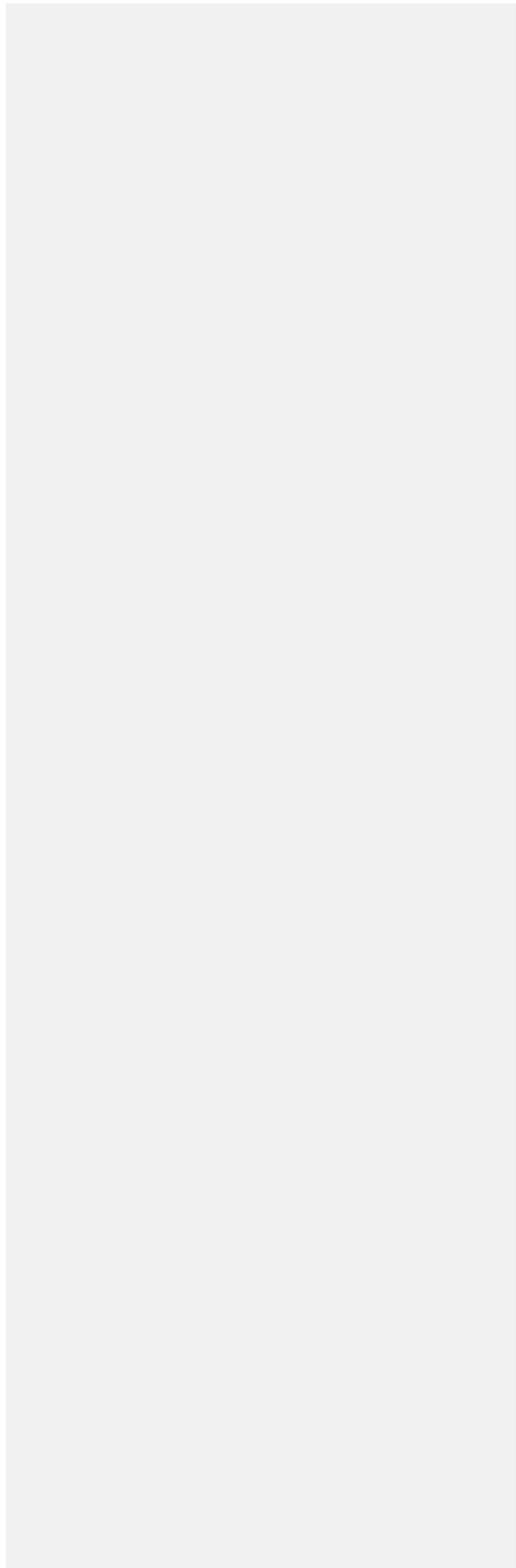
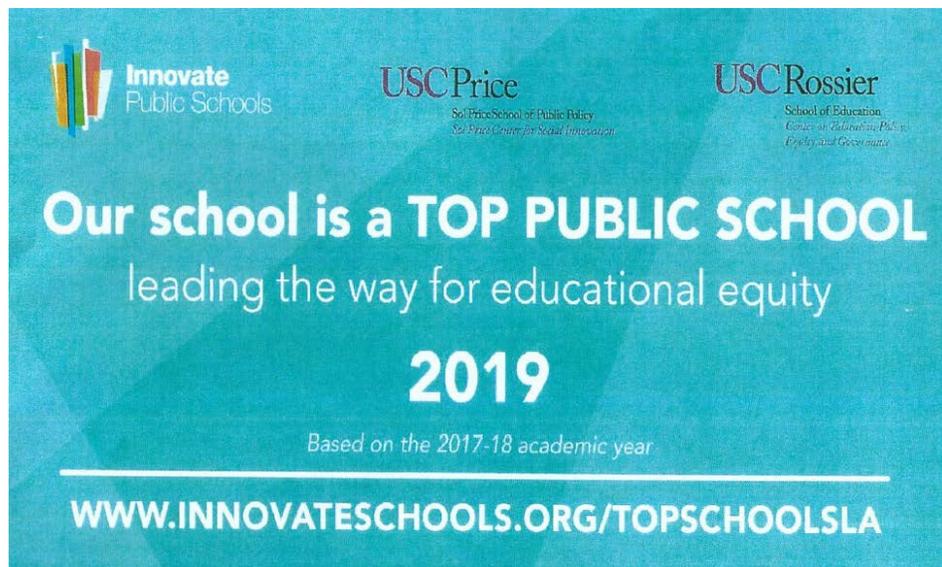
PACIFICA



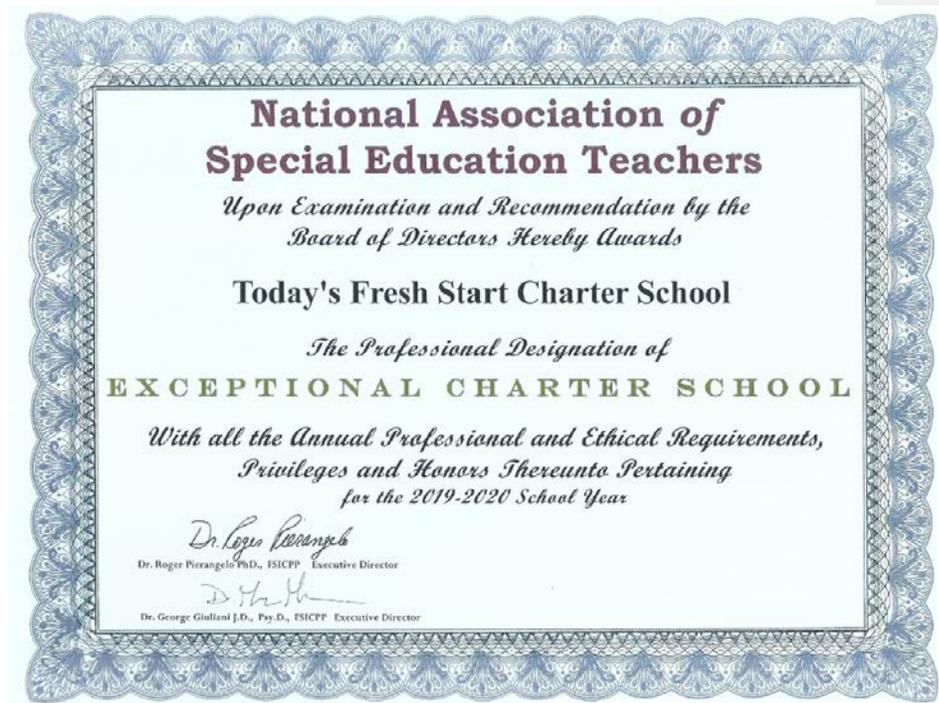
**TFSCS scholars have been accepted to  
prestigious schools such as:  
Pacifica Christian High School &  
Harvard Westlake High School**

Jeannette Grattan Parker, Ph.D., Founder/Superintendent

**Top Public School Award:**



**National Association of Special Education Teachers Award:**



**National Junior Honor Society Award:**



# National Junior Honor Society

*Annual Certificate of Affiliation*

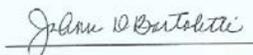
*This certificate is presented to*

**Today's Fresh Start Charter School**

*for recognizing and promoting the important qualities of scholarship, service, leadership, character, and citizenship in students by maintaining an active chapter of the National Junior Honor Society.*

*Effective through*

**June 30, 2020**



JoAnn D. Bartoletti  
Executive Director  
National Association of  
Secondary School Principals



**National Elementary Honor Society Award:**



# National Elementary Honor Society

*Annual Certificate of Affiliation*

*This certificate is presented to*

**Today's Fresh Start Charter School**

*for recognizing and promoting the important qualities  
of scholarship, responsibility, service, and leadership  
in students by maintaining an active chapter  
of the National Elementary Honor Society.*

*Effective through*

**June 30, 2020**

JoAnn D. Bartoletti  
Executive Director  
National Association of  
Secondary School Principals

L. Earl Franks, EdD  
Executive Director  
National Association of  
Elementary School Principals

*NEHS is a program of NASSP in partnership with the NAESP Foundation.*

**Professional Development**

For the past five years, TFSCS-Inglewood has maintained a collaborative team relationship with UC San Diego. This professional development allows for teachers who have Preliminary Multiple Subject Credentials to work on clearing their credentials. This is a wonderful program and benefit for teachers.

Professional development is held every Tuesday, which is early release day. The wealth of intelligence and resources are used from our own staff. Teachers share what techniques they have used which bring great success to the students' learning. All teachers are encouraged to conduct professional development along with consultants and instructional coaching as funding is available.

**Parent Involvement**

Parents are always welcome! Teachers and administration have regular parent meetings wherein the subject matter to be discussed (*such as bullying, taunting and teasing*) is uniform in all classrooms. We have found this is the best way to increase parents' involvement when the teacher can inform parents of their classroom what their child is being taught and bring new information to the parents as well.

**College Bound Component**

All TFSCS students are *Young Scholars College Bound* starting from *Transitional Kindergarten through Eighth grades*. Each student is a scholar.

Students are taught,

*“We’re Excited to Learn!”*  
*“We’re going to finish college!”*

### **Summary and Analysis of Academic Performance 2015-2018**

In 2010, California adopted the ELA and math Common Core State Standards (CCSS). TFSCS began to focus on the implementation of these standards during the 2013 - 2014 school year. This was a period when much of our time was spent learning about the CA CCSS and how to teach them. We continued to use the McGraw-Hill Reading Program and McGraw-Hill Math programs and supplemented these with various resources purported to be aligned with or to facilitate the teaching of CCSS. These included SWUN Math, Study Island, Standards Plus, and Imagine Learning. Professional development was focused on understanding the standards and identifying and creating instructional activities designed to teach the standards. In the spring of 2015, students took the SBAC which provided the baseline data. The following charts and narratives summarize the data for 2015 through 2018 in ELA and math and some of the implications for modifying and focusing instructions. This review focuses on the mean scale scores for each grade level, the percentage of students who receive scale scores that correspond to achievement levels 1, 2, 3, and 4; and students' performance on the sub-scores or Claims for each content area.

### **Charter Renewal Criteria**

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code 47607(b) and the California Code of Regulations, Title 5 Section 11966.4(b)(1). In order to qualify for renewal, Education Code Section 47605(b) requires that a charter school meet at least one of the charter renewal criteria. However, as a result of California moving away from the old API scores and towards a new multi-measure accountability system, the Legislature provided a new charter renewal criterion as it relates to academic achievement in Education Code Section 52052(f)

For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.

Increases in pupil academic achievement shall be "the most important factor" in an authorizer's decision whether to grant a charter renewal. (Education Code Section 47607(a)(3)(A).

The following documentation (Tables/Graphs 1 - 64) confirms that TFSCS has met the statutory criteria required for renewal as set forth in Education Code Section 52052(f).

**ELA ACHIEVEMENT 2015 CAASPP**

TABLE 1

<b>ELA 2015 ACHIEVEMENT BY ALL STUDENTS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	59/58	50/50	48/47	31/30	188/185
PERCENT OF ENROLLED STUDENTS TESTED	98.3%	100%	98%	97%	98%
<b>MEAN SCALE SCORE</b>	<b>2364.0</b>	<b>2430.5</b>	<b>2486.8</b>	2516.9	NA
STANDARD EXCEEDED 4	5%	6%	9%	13%	8%
STANDARD MET 3	10%	34%	38%	33%	28%
STANDARD NEARLY MET 2	28%	22%	32%	30%	28%
STANDARD NOT MET 1	57%	38%	21%	23%	37%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>					
ABOVE STANDARD	3%	14%	9%	10%	9%
AT OR NEAR STANDARD	40%	50%	62%	50%	50%
BELOW STANDARD	67%	36%	30%	40%	42%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>					
ABOVE STANDARD	7%	6%	17%	17%	11%
AT OR NEAR STANDARD	34%	54%	57%	53%	49%
BELOW STANDARD	59%	40%	26%	30%	41%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>					
ABOVE STANDARD	5%	12%	9%	23%	11%
AT OR NEAR STANDARD	69%	72%	74%	63%	70%
BELOW STANDARD	26%	16%	17%	13%	19%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>					
ABOVE STANDARD	3%	8%	32%	33%	17%
AT OR NEAR STANDARD	50%	58%	60%	57%	56%
BELOW STANDARD	47%	34%	9%	10%	28%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); ACCESSED 6/14/2019

TABLE 2

<b>ELA 2015 ACHIEVEMENT BY ECONOMIC STATUS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	59/54	50/47	48/45	31/27	154/165
PERCENT OF ENROLLED STUDENTS TESTED	92%	94%	94%	87%	92%
<b>MEAN SCALE SCORE</b>	<b>2366.9</b>	<b>2429.4</b>	<b>2486.4</b>	2517.3	NA
STANDARD EXCEEDED 4	4%	4%	9%	15%	7%
STANDARD MET 3	11%	34%	38%	30%	27%
STANDARD NEARLY MET 2	30%	23%	33%	33%	29%
STANDARD NOT MET 1	56%	38%	20%	22%	36%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>					
ABOVE STANDARD	4%	13%	9%	11%	9%
AT OR NEAR STANDARD	41%	51%	62%	48%	50%
BELOW STANDARD	56%	36%	29%	41%	41%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>					
ABOVE STANDARD	6%	4%	16%	11%	9%
AT OR NEAR STANDARD	41%	51%	62%	48%	50%
BELOW STANDARD	57%	40%	27%	30%	40%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>					
ABOVE STANDARD	4%	13%	9%	26%	11%
AT OR NEAR STANDARD	72%	72%	73%	59%	71%
BELOW STANDARD	24%	15%	18%	15%	18%

RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION					
ABOVE STANDARD	2%	9	31%	33%	16%
AT OR NEAR STANDARD	54%	57%	60%	56%	57%
BELOW STANDARD	44%	34%	9%	11%	27%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); ACCESSED 6/14/2019

TABLE 3

2015 ELA					
ACHIEVEMENT BY ETHNICITY-BLACK OR AFRICAN AMERICAN	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	59/27	50/25	48/26	31/17	188/95
PERCENT OF ENROLLED STUDENTS TESTED	46%	50%	54%	55%	51%
MEAN SCALE SCORE	2349.4	2434.5	2466.2	2493.2	NA
STANDARD EXCEEDED 4	4%	0%	0%	0%	1%
STANDARD MET 3	11%	48%	31%	41%	32%
STANDARD NEARLY MET 2	15%	20%	42%	24%	25%
STANDARD NOT MET 1	70%	32%	27%	35%	42%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>					
ABOVE STANDARD	0%	12%	4%	6%	5%
AT OR NEAR STANDARD	30%	60%	54%	41%	46%
BELOW STANDARD	70%	28%	42%	53%	46%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>					
ABOVE STANDARD	7%	4%	4%	0%	4%
AT OR NEAR STANDARD	33%	68%	65%	59%	56%
BELOW STANDARD	59%	28%	31%	41%	40%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>					
ABOVE STANDARD	4%	12%	8%	12%	8%
AT OR NEAR STANDARD	59%	68%	77%	76%	69%
BELOW STANDARD	37%	20%	15%	12%	22%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>					
ABOVE STANDARD	4%	4%	15%	24%	11%
AT OR NEAR STANDARD	37%	68%	73%	65%	60%
BELOW STANDARD	59%	28%	12%	12%	29%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); ACCESSED 6/14/2019

TABLE 4

2015 ELA ACHIEVEMENT BY ETHNICITY—LATINO					
	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	59/30	50/25	48/21	31/13	188/89
PERCENT OF ENROLLED STUDENTS TESTED	51%	50%	44%	42%	47%
MEAN SCALE SCORE	2380.2	2426.5	2512.3	2547.8	NA
STANDARD EXCEEDED 4	7%	12%	19%	31%	15%
STANDARD MET 3	10%	20%	48%	23%	24%
STANDARD NEARLY MET 2	40%	24%	19%	38%	30%
STANDARD NOT MET 1	43%	44%	14%	8%	31%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>					
ABOVE STANDARD	7%	16%	14%	15%	12%
AT OR NEAR STANDARD	50%	40%	71%	62%	54%
BELOW STANDARD	43%	44%	14%	23%	34%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>					
ABOVE STANDARD	7%	8%	33%	38%	18%
AT OR NEAR STANDARD	37%	40%	48%	46%	42%
BELOW STANDARD	57%	52%	19%	15%	40%

<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>					
ABOVE STANDARD	7%	12%	10%	38%	13%
AT OR NEAR STANDARD	80%	76%	71%	46%	72%
BELOW STANDARD	13%	12%	19%	15%	15%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>					
ABOVE STANDARD	3%	12%	52%	46%	24%
AT OR NEAR STANDARD	63%	48%	43%	46%	52%
BELOW STANDARD	33%	40%	5%	8%	25%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://caaspp.cde.ca.gov/SB2015); ACCESSED 06/14/2019

TABLE 5

<b>2015 ELA ACHIEVEMENT BY DISABILITY STATUS</b>					
NUMBER OF STUDENTS ENROLLED/TESTED	59/4	50/5	48/6	31/2	188/17
PERCENT OF ENROLLED STUDENTS TESTED	8%	21.3%	16.1%		14.5%
MEAN SCALE SCORE	--	--	--	--	NA
STANDARD EXCEEDED 4	--	--	--	--	0%
STANDARD MET 3	--	--	--	--	18%
STANDARD NEARLY MET 2	--	--	--	--	6%
STANDARD NOT MET 1	--	--	--	--	76%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>					
ABOVE STANDARD	--	--	--	--	0%
AT OR NEAR STANDARD	--	--	--	--	12%
BELOW STANDARD	--	--	--	--	88%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>					
ABOVE STANDARD	--	--	--	--	6%
AT OR NEAR STANDARD	--	--	--	--	18%
BELOW STANDARD	--	--	--	--	76%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>					
ABOVE STANDARD	--	--	--	--	6%
AT OR NEAR STANDARD	--	--	--	--	47%
BELOW STANDARD	--	--	--	--	47%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>					
ABOVE STANDARD	--	--	--	--	18%
AT OR NEAR STANDARD	--	--	--	--	35%
BELOW STANDARD	--	--	--	--	47%

NOTE: FEWER THAN 10 STUDENTS SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://caaspp.cde.ca.gov/SB2015); DATE 7/26/2016

TABLE 6

<b>2015 ELA ACHIEVEMENT BY ENGLISH LEARNERS</b>					
NUMBER OF STUDENTS ENROLLED/TESTED	59/29	50/19	48/10	31/4	188/62
PERCENT OF ENROLLED STUDENTS TESTED	49%	38%	.21%	13%	33%
MEAN SCALE SCORE	2370.2	2407.3	--	--	NA
STANDARD EXCEEDED 4	3%	11%	--	--	5%
STANDARD MET 3	7%	16%	--	--	16%
STANDARD NEARLY MET 2	48%	53%	--	--	42%
STANDARD NOT MET 1	48%	53%	--	--	42%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>					
ABOVE STANDARD	0%	16%	--	--	6%
AT OR NEAR STANDARD	52%	37%	--	--	3%
BELOW STANDARD	48%	47%	--	--	40%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>					
ABOVE STANDARD	3%	5%	--	--	3%
AT OR NEAR STANDARD	38%	37%	--	--	45%
BELOW STANDARD	59%	58%	--	--	5%

<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>					
ABOVE STANDARD	3%	5%	--	--	5%
AT OR NEAR STANDARD	79%	74%	--	--	74%
BELOW STANDARD	17%	21%	--	--	21%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>					
ABOVE STANDARD	3%	11%	--	--	11%
AT OR NEAR STANDARD	59%	47%	--	--	58%
BELOW STANDARD	38%	42%	--	--	31%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015) ACCESSED 06/14/2019;

**MATH ACHIEVEMENT 2015 CAASPP**

TABLE 7

<b>2015 ACHIEVEMENT BY ALL STUDENTS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	59/58	50/50	48/47	31/30	188/185
PERCENT OF ENROLLED STUDENTS TESTED	98%	100%	98%	98%	98%
NUMBER OF STUDENTS WITH SCORES	58	50	47	30	185
<b>MEAN SCALE SCORES</b>	<b>2396.1</b>	<b>2446.3</b>	<b>2472.1</b>	<b>2521.7</b>	<b>NA</b>
STANDARD EXCEEDED	7%	4%	2%	10%	5%
STANDARD MET	19%	16%	13%	23%	17%
STANDARD NEARLY MET	26%	56%	53%	37%	43%
STANDARD NOT MET	48%	24%	32%	30%	35%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>					
ABOVE STANDARD	14%	14%	6%	23%	14%
AT OR NEAR STANDARD	43%	46%	47%	40%	44%
BELOW STANDARD	43%	40%	47%	37%	42%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>					
ABOVE STANDARD	3%	2%	6%	17%	6%
AT OR NEAR STANDARD	41%	52%	34%	50%	44%
BELOW STANDARD	55%	46%	60%	33%	50%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>					
ABOVE STANDARD	12%	2%	4%	7%	6%
AT OR NEAR STANDARD	50%	56%	51%	57%	53%
BELOW STANDARD	55%	46%	60%	33%	50%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); ACCESSED 06/14/19

TABLE 8

<b>2015 ACHIEVEMENT BY ECONOMIC STATUS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	59/54	50/47	48/45	31/27	188
PERCENT OF ENROLLED STUDENTS TESTED	92%	94%	94%	88%	92%
<b>MEAN SCALE SCORE</b>	<b>2366.9</b>	<b>2429.4</b>	<b>2486.4</b>	<b>2517.3</b>	<b>NA</b>
STANDARD EXCEEDED 4	6%	4%	2%	11%	5%
STANDARD MET 3	20%	17%	11%	19%	17%
STANDARD NEARLY MET 2	28%	53%	56%	41%	44%
STANDARD NOT MET 1	46%	26%	31%	30%	34%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>					
ABOVE STANDARD	13%	15%	7%	19%	13%
AT OR NEAR STANDARD	46%	45%	47%	44%	46%
BELOW STANDARD	41%	40%	47%	37%	42%

<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND</b>
---------------------------------------------------------------------------------------------------------------------

MATHEMATICAL PROBLEMS					
ABOVE STANDARD	2%	2%	4%	19%	5%
AT OR NEAR STANDARD	44%	51%	36%	48%	45%
BELOW STANDARD	54%	47%	60%	33%	50%
COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS					
ABOVE STANDARD	11%	2%	4%	7%	6%
AT OR NEAR STANDARD	52%	57%	51%	56%	54%
BELOW STANDARD	37%	40%	44%	37%	40%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://caaspp.cde.ca.gov/SB2015); DATE 7/26/2016

TABLE 9

2015 MATH ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	59/27	50/25	48/26	31/17	188/95
PERCENT OF ENROLLED STUDENTS TESTED	46%	50%	54%	55%	51%
<b>MEAN SCALE SCORE</b>	<b>2388.1</b>	<b>2448.8</b>	<b>2462.5</b>	2491.4	NA
STANDARD EXCEEDED 4	4%	8%	0%	0%	3%
STANDARD MET 3	15%	12%	4%	24%	13%
STANDARD NEARLY MET 2	30%	64%	62%	35%	48%
STANDARD NOT MET 1	42%	16%	35%	41%	36%
CONCEPTS & PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES					
ABOVE STANDARD	4%	12%	4%	6%	6%
AT OR NEAR STANDARD	48%	56%	38%	47%	47%
BELOW STANDARD	48%	32%	58%	47%	46%
PROBLEM SOLVING & MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS					
ABOVE STANDARD	4%	4%	0%	12%	4%
AT OR NEAR STANDARD	33%	48%	31%	41%	38%
BELOW STANDARD	63%	48%	69%	47%	58%
COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS					
ABOVE STANDARD	7%	0%	0%	0%	2%
AT OR NEAR STANDARD	48%	60%	50%	47%	52%
BELOW STANDARD	44%	40%	50%	53%	46%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://caaspp.cde.ca.gov/SB2015); DATE 7/26/2016

TABLE 10

2015 MATH ACHIEVEMENT BY ETHNICITY—LATINO	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	59/30	50/25	48/21	31/13	188/89
PERCENT OF ENROLLED STUDENTS TESTED	51%	50%	44%	42%	47%
<b>MEAN SCALE SCORE</b>	<b>2406.0</b>	<b>2443.8</b>	<b>2484.1</b>	<b>2561.3</b>	NA
STANDARD EXCEEDED 4	10%	--	5%	23%	8%
STANDARD MET 3	23%	20%	24%	23%	22%
STANDARD NEARLY MET 2	23%	48%	43%	38%	37%
STANDARD NOT MET 1	43%	32%	29%	15%	33%
CONCEPTS & PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES					
ABOVE STANDARD	23%	16%	10%	46%	21%
AT OR NEAR STANDARD	40%	36%	57%	31%	42%
BELOW STANDARD	37%	48%	33%	23%	37%
PROBLEM SOLVING & MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS					
ABOVE STANDARD	3%	--	14%	23%	8%
AT OR NEAR STANDARD	50%	56%	38%	62%	51%
BELOW STANDARD	47%	44%	48%	15%	42%
COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS					

ABOVE STANDARD	17%	4%	10%	15%	11%
AT OR NEAR STANDARD	53%	52%	52%	69%	55%
BELOW STANDARD	30%	44%	38%	15%	34%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); ACCESSED 06/14/2019

TABLE 11

<b>2015 ACHIEVEMENT ENGLISH LEARNERS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	59/29	50/19	48/10	31/4	188/62
PERCENT OF ENROLLED STUDENTS TESTED	49%	38%	20%	13%	33%
MEAN SCALE SCORE	2400.5	2435.6	--	--	NA
STANDARD EXCEEDED 4	7%	0%	--	--	3%
STANDARD MET 3	24%	21%	--	--	3%
STANDARD NEARLY MET 2	21%	32%	--	--	32%
STANDARD NOT MET 1	48%	47%	--	--	32%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>					
ABOVE STANDARD	21%	21%	--	--	19%
AT OR NEAR STANDARD	41%	26%	--	--	39%
BELOW STANDARD	38%	53%	--	--	42%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>					
ABOVE STANDARD	0%	0%	--	--	19%
AT OR NEAR STANDARD	48%	42%	--	--	48%
BELOW STANDARD	52%	58%	--	--	52%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>					
ABOVE STANDARD	10%	5%	--	--	6%
AT OR NEAR STANDARD	59%	42%	--	--	50%
BELOW STANDARD	31%	53%	--	--	44%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); ACCESSED 06/14/2019

TABLE 12

<b>2015 ACHIEVEMENT BY DISABILITY STATUS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	4/59	50/5	48/6	31/2	188/17
PERCENT OF ENROLLED STUDENTS TESTED	7%	1%	13%	6%	9%
MEAN SCALE SCORE	----	----	---	--	NA
STANDARD EXCEEDED 4	--	--	--	--	0%
STANDARD MET 3	--	--	--	--	0%
STANDARD NEARLY MET 2	--	--	--	--	18%
STANDARD NOT MET 1	--	--	--	--	82%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES5</b>					
ABOVE STANDARD	--	--	--	--	0%
AT OR NEAR STANDARD	--	--	--	--	18%
BELOW STANDARD	--	--	--	--	82%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>					
ABOVE STANDARD	--	--	--	--	0%
AT OR NEAR STANDARD	--	--	--	--	6%
BELOW STANDARD	--	--	--	--	94%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>					
ABOVE STANDARD	--	--	--	--	0%
AT OR NEAR STANDARD	--	--	--	--	29%
BELOW STANDARD	--	--	--	--	71%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); ACCESSED 06/14/2019

**ELA ACHIEVEMENT 2016 CAASPP**

TABLE 13

<b>2016 ELA ACHIEVEMENT BY ALL STUDENTS</b>					
	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	236/73	236/63	236/54	236/46	236/236
PERCENT OF ENROLLED TESTED	31%	27%	23%	19%	100%
<b>MEAN SCALE SCORE</b>	<b>2382.3</b>	<b>2396.5</b>	<b>2505.5</b>	<b>2515.0</b>	N/A
STANDARD EXCEEDED 4	12%	5%	17%	13%	11%
STANDARD MET 3	18%	8%	39%	30%	22%
STANDARD NEARLY MET 2	25%	29%	26%	28%	27%
STANDARD NOT MET 1	45%	59%	19%	28%	39%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>					
ABOVE STANDARD	12%	8%	26%	11%	14%
AT OR NEAR STANDARD	44%	33%	46%	39%	41%
BELOW STANDARD	44%	59%	28%	50%	45%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>					
ABOVE STANDARD	15%	3%	21%	15%	13%
AT OR NEAR STANDARD	36%	41%	60%	50%	46%
BELOW STANDARD	49%	56%	19%	35%	41%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>					
ABOVE STANDARD	7%	5%	19%	20%	11%
AT OR NEAR STANDARD	67%	62%	56%	65%	63%
BELOW STANDARD	26%	33%	26%	15%	26%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>					
ABOVE STANDARD	11%	3%	39%	30%	19%
AT OR NEAR STANDARD	52%	48%	54%	57%	52%
BELOW STANDARD	37%	49%	7%	13%	29%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 06/14/2019

TABLE 14

<b>2016 ELA ACHIEVEMENT BY ECONOMIC STATUS</b>					
	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	210/62	210/57	210/47	210/44	210/210
PERCENT OF ENROLLED STUDENTS TESTED	30%	27%	22%	21%	100%
<b>MEAN SCALE SCORE</b>	<b>2379.8</b>	<b>2397.9</b>	<b>2511.9</b>	<b>2520.4</b>	N/A
STANDARD EXCEEDED 4	11%	5%	19%	14%	12%
STANDARD MET 3	18%	7%	38%	32%	22%
STANDARD NEARLY MET 2	23%	30%	28%	30%	27%
STANDARD NOT MET 1	48%	58%	15%	25%	39%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>					
ABOVE STANDARD	10%	9%	30%	11%	14%
AT OR NEAR STANDARD	44%	33%	45%	41%	40%
BELOW STANDARD	47%	58%	26%	48%	45%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>					
ABOVE STANDARD	15%	4%	21%	16%	13%
AT OR NEAR STANDARD	35%	40%	62%	50%	46%
BELOW STANDARD	50%	56%	17%	34%	41%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>					
ABOVE STANDARD	6%	5%	19%	20%	12%
AT OR NEAR STANDARD	68%	61%	57%	66%	63%
BELOW STANDARD	26%	33%	23%	14%	25%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>					
ABOVE STANDARD	11%	4%	40%	32%	20%
AT OR NEAR STANDARD	52%	47%	51%	59%	52%
BELOW STANDARD	37%	49%	9%	9%	28%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 06/14/2019

TABLE 15

<b>2016 ELA ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	112/32	112/28	112/26	112/26	112/112
PERCENT OF ENROLLED TESTED	29%	25%	23%	23%	100%
<b>MEAN SCALE SCORE</b>	2361.8	2375.7	2505.0	2503.6	N/A
STANDARD EXCEEDED 4	13%	4%	23%	12%	13%
STANDARD MET 3	6%	4%	31%	31%	17%
STANDARD NEARLY MET 2	25%	29%	27%	23%	26%
STANDARD NOT MET 1	56%	64%	19%	35%	45%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>					
ABOVE STANDARD	6%	4%	35%	4%	12%
AT OR NEAR STANDARD	31%	36%	38%	46%	38%
BELOW STANDARD	64%	61%	27%	50%	51%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>					
ABOVE STANDARD	13%	4%	15%	19%	13%
AT OR NEAR STANDARD	28%	36%	69%	38%	42%
BELOW STANDARD	59%	61%	15%	42%	46%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>					
ABOVE STANDARD	3%	4%	12%	15%	8%
AT OR NEAR STANDARD	59%	54%	58%	62%	58%
BELOW STANDARD	38%	43%	31%	23%	34%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>					
ABOVE STANDARD	3%	0%	35%	27%	15%
AT OR NEAR STANDARD	50%	43%	54%	58%	51%
BELOW STANDARD	47%	57%	12%	15%	34%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 06/14/2019

TABLE 16

<b>2016 ELA ACHIEVEMENT BY ETHNICITY--LATINO</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	40/40	34/34	28/28	19/19	121/121
PERCENT OF ENROLLED STUDENTS TESTED	100%	100%	100%	100%	100%
<b>MEAN SCALE SCORE</b>	2397.7	2414.1	2506.0	2532.3	N/A
STANDARD EXCEEDED 4	13%	6%	11%	16%	11%
STANDARD MET 3	28%	12%	46%	32%	28%
STANDARD NEARLY MET 2	23%	29%	25%	32%	26%
STANDARD NOT MET 1	38%	53%	18%	21%	35%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>					
ABOVE STANDARD	18%	12%	18%	21%	17%
AT OR NEAR STANDARD	53%	32%	54%	32%	44%
BELOW STANDARD	30%	56%	29%	47%	40%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>					
ABOVE STANDARD	18%	3%	28%	11%	14%
AT OR NEAR STANDARD	40%	47%	52%	63%	48%
BELOW STANDARD	43%	50%	22%	26%	38%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>					
ABOVE STANDARD	10%	6%	25%	26%	15%
AT OR NEAR STANDARD	73%	68%	54%	68%	66%
BELOW STANDARD	18%	26%	21%	5%	19%

<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>					
ABOVE STANDARD	18%	6%	43%	37%	23%

AT OR NEAR STANDARD	53%	50%	54%	53%	52%
BELOW STANDARD	30%	44%	4%	11%	25%

SOURCE <http://caaspp.cde.ca.gov/SB2016> ACCESSED 06/14/2019

TABLE 17

2016 ELA ACHIEVEMENT ENGLISH LEARNERS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	236/30	236/27	236/15	236/7	236/79
PERCENT OF ENROLLED STUDENTS TESTED	13%	11%	6%	4.2%	33%
<b>MEAN SCALE SCORE</b>	2400.4	2392.4	2460.9	--	N/A
STANDARD EXCEEDED 4	13%	0%	0%	--	5%
STANDARD MET 3	27%	4%	33%	--	19%
STANDARD NEARLY MET 2	27%	33%	33%	--	32%
STANDARD NOT MET 1	33%	63%	33%	--	44%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>					
ABOVE STANDARD	20%	0%	7%	--	9%
AT OR NEAR STANDARD	50%	30%	53%	--	41%
BELOW STANDARD	30%	70%	40%	--	51%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>					
ABOVE STANDARD	20%	0%	7%	--	10%
AT OR NEAR STANDARD	40%	37%	53%	--	41%
BELOW STANDARD	40%	63%	40%	--	49%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>					
ABOVE STANDARD	10%	7%	7%	--	9%
AT OR NEAR STANDARD	73%	63%	60%	--	67%
BELOW STANDARD	17%	30%	33%	--	24%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>					
ABOVE STANDARD	20%	4%	13%	--	13%
AT OR NEAR STANDARD	53%	48%	80%	--	57%
BELOW STANDARD	27%	48%	7%	--	30%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 06/14/2019

TABLE 18

2016 ELA ACHIEVEMENT BY DISABILITY STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	15/4	15/3	15/4	15/4	15/15
PERCENT OF ENROLLED STUDENTS TESTED	27%	20%	27%	27%	100%
<b>MEAN SCALE SCORE</b>	--	--	--	--	N/A
STANDARD EXCEEDED 4	--	--	--	--	0%
STANDARD MET 3	--	--	--	--	13%
STANDARD NEARLY MET 2	--	--	--	--	40%
STANDARD NOT MET 1	--	--	--	--	47%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>					
ABOVE STANDARD	--	--	--	--	0%
AT OR NEAR STANDARD	--	--	--	--	40%
BELOW STANDARD	--	--	--	--	60%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>					
ABOVE STANDARD	--	--	--	--	7%
AT OR NEAR STANDARD	--	--	--	--	40%
BELOW STANDARD	--	--	--	--	53%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>					
ABOVE STANDARD	--	--	--	--	0%
AT OR NEAR STANDARD	--	--	--	--	60%
BELOW STANDARD	--	--	--	--	40%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>					
ABOVE STANDARD	--	--	--	--	20%

AT OR NEAR STANDARD	--	--	--	--	40%
BELOW STANDARD	--	--	--	--	40%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 06/14/2019

**MATH ACHIEVEMENT 2016 CAASPP**

TABLE 19

<b>2016 MATH ACHIEVEMENT BY ALL STUDENTS</b>		<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED		73/73	63/63	54/54	46/46	236/236
PERCENT OF ENROLLED STUDENTS TESTED		100%	100%	100%	100%	100%
MEAN SCALE SCORE		<b>2400.9</b>	<b>2414.8</b>	<b>2468.2</b>	<b>2501.4</b>	NA
STANDARD EXCEEDED 4		5%	5%	7%	11%	7%
STANDARD MET 3		32%	6%	13%	15%	17%
STANDARD NEARLY MET 2		26%	35%	39%	41%	34%
STANDARD NOT MET 1		37%	54%	41%	33%	42%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?</b>						
ABOVE STANDARD		16%	6%	9%	22%	13%
AT OR NEAR STANDARD		37%	19%	35%	28%	30%
BELOW STANDARD		47%	75%	56%	50%	57%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>						
ABOVE STANDARD		18%	5%	13%	4%	11%
AT OR NEAR STANDARD		48%	38%	24%	59%	42%
BELOW STANDARD		34%	57%	63%	37%	47%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>						
ABOVE STANDARD		12%	3%	9%	7%	8%
AT OR NEAR STANDARD		64%	40%	39%	63%	52%
BELOW STANDARD		23%	57%	52%	30%	40%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 6/14/2019

TABLE 20

<b>2016 MATH ACHIEVEMENT BY ECONOMIC STATUS</b>		<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL WATTS</b>
NUMBER OF STUDENTS ENROLLED/TESTED		62/62	57/57	47/47	44/44	210/210
PERCENT OF ENROLLED STUDENTS TESTED		30%	27%	22%	21%	90%
MEAN SCALE SCORE		<b>2398.7</b>	<b>2414.4</b>	<b>2472.7</b>	<b>2500.8</b>	NA
STANDARD EXCEEDED 4		5%	5%	9%	11%	7%
STANDARD MET 3		29%	7%	13%	14%	16%
STANDARD NEARLY MET 2		26%	32%	40%	43%	34%
STANDARD NOT MET 1		40%	56%	38%	32%	42%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?</b>						
ABOVE STANDARD		18%	7%	11%	20%	14%
AT OR NEAR STANDARD		34%	18%	34%	30%	29%
BELOW STANDARD		48%	75%	55%	50%	56%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>						
ABOVE STANDARD		18%	5%	15%	5%	11%
AT OR NEAR STANDARD		45%	40%	26%	57%	42%
BELOW STANDARD		37%	54%	60%	39%	47%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>						
ABOVE STANDARD		11%	4%	11%	7%	8%

AT OR NEAR STANDARD	6%	39%	40%	64%	52%
BELOW STANDARD	24%	58%	49%	30%	40%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 06/14/2019

TABLE 21

<b>2016 MATH ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	32/32	28/28	26/26	26/26	112/112
PERCENT OF ENROLLED STUDENTS TESTED	29%	25%	23.2%	23.2%	47%
<b>MEAN SCALE SCORE</b>	<b>2382.3</b>	<b>2400.8</b>	<b>2454.9</b>	2465.2	NA
STANDARD EXCEEDED 4	3%	4%	4%	4%	3%
STANDARD MET 3	25%	0%	12%	4%	11%
STANDARD NEARLY MET 2	28%	39%	42%	50%	39%
STANDARD NOT MET 1	47%	57%	42%	42%	47%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?</b>					
ABOVE STANDARD	3%	4%	4%	4%	4%
AT OR NEAR STANDARD	44%	14%	35%	23%	29%
BELOW STANDARD	53%	82%	62%	73%	67%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS.</b>					
ABOVE STANDARD	9%	4%	8%	0%	5%
AT OR NEAR STANDARD	53%	32%	27%	50%	41%
BELOW STANDARD	38%	64%	65%	50%	54%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>					
ABOVE STANDARD	9%	4%	8%	4%	6%
AT OR NEAR STANDARD	59%	18%	35%	58%	43%
BELOW STANDARD	31%	79%	58%	38%	51%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016); ACCESSED 06/14/2019

TABLE 22

<b>2016 MATH ACHIEVEMENT BY ETHNICITY—LATINO</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED	40/40	34/34	28/28	19/19	121/121
PERCENT OF ENROLLED STUDENTS TESTED	64%	14%	12%	8%	51%
<b>MEAN SCALE SCORE</b>	<b>2414.5</b>	<b>2424.3</b>	<b>2480.6</b>	<b>2553.8</b>	NA
STANDARD EXCEEDED 4	10%	6%	11%	21%	11%
STANDARD MET 3	35%	12%	14%	32%	23%
STANDARD NEARLY MET 2	25%	29%	36%	32%	30%
STANDARD NOT MET 1	30%	53%	39%	16%	36%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?</b>					
ABOVE STANDARD	28%	9%	14%	47%	22%
AT OR NEAR STANDARD	30%	21%	36%	37%	30%
BELOW STANDARD	43%	71%	50%	16%	48%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>					
ABOVE STANDARD	25%	6%	18%	11%	16%
AT OR NEAR STANDARD	43%	41%	21%	74%	42%
BELOW STANDARD	33%	53%	61%	16%	42%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>					
ABOVE STANDARD	15%	3%	11%	11%	10%
AT OR NEAR STANDARD	68%	56%	43%	74%	60%

BELOW STANDARD	18%	41%	46%	16%	31%
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SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016); ACCESSED 06/14/2019

TABLE 23

<b>2016 MATH ACHIEVEMENT BY ENGLISH LEARNERS</b>		<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED		30/30	27/27	15/15	7/7	79/79
PERCENT OF ENROLLED STUDENTS TESTED		13%	11%	6%	3%	33%
MEAN SCALE SCORE		2420.3	2409.1	2443.4	--	N/A
STANDARD EXCEEDED 4		13%	0%	0%	--	6%
STANDARD MET 3		30%	7%	0%	--	16%
STANDARD NEARLY MET 2		30%	30%	47%	--	33%
STANDARD NOT MET 1		27%	63%	53%	--	44%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?</b>						
ABOVE STANDARD		23%	4%	7%	--	14%
AT OR NEAR STANDARD		37%	19%	33%	--	30%
BELOW STANDARD		40%	78%	60%	--	56%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS.</b>						
ABOVE STANDARD		23%	0%	0%	--	10%
AT OR NEAR STANDARD		50%	37%	13%	--	39%
BELOW STANDARD		27%	63%	87%	--	51%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>						
ABOVE STANDARD		20%	0%	0%	--	8%
AT OR NEAR STANDARD		60%	52%	20%	--	52%
BELOW STANDARD		20%	48%	80%	--	41%

[HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016); ACCESSED 06/14/2019

TABLE 24

<b>2016 MATH ACHIEVEMENT BY DISABILITY STATUS</b>		<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>6<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED/TESTED		4/4	3/3	4/4	4/4	15/15
PERCENT OF ENROLLED STUDENTS TESTED		2%	1%	2%	2%	6%
MEAN SCALE SCORE		--	--	--	--	N/A
STANDARD EXCEEDED 4		--	--	--	--	7%
STANDARD MET 3		--	--	--	--	0%
STANDARD NEARLY MET 2		--	--	--	--	33%
STANDARD NOT MET 1		--	--	--	--	60%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?</b>						
ABOVE STANDARD		--	--	--	--	7%
AT OR NEAR STANDARD		--	--	--	--	27%
BELOW STANDARD		--	--	--	--	67%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>						
ABOVE STANDARD		--	--	--	--	7%
AT OR NEAR STANDARD		--	--	--	--	13%
BELOW STANDARD		--	--	--	--	80%

<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>						
ABOVE STANDARD		--	--	--	--	0%
AT OR NEAR STANDARD		--	--	--	--	20%
BELOW STANDARD		--	--	--	--	80%

[HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016); ACCESSED 06/14/2019

**ELA ACHIEVEMENT 2017 CAASPP**

TABLE 25

2017 ELA ACHIEVEMENT BY ALL STUDENTS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	68/68	79/79	53/53	36/36	28/28	264/264
PERCENT OF ENROLLED TESTED	100%	100%	100%	100%	100%	100%
MEAN SCALE SCORE	2402.8	2420.4	2443.2	2507.9	2508.3	N/A
STANDARD EXCEEDED 4	16.18%	10.13	3.77	2.78	7.14	9.09
STANDARD MET 3	22.06	18.99	22.64	38.69	25.00	23.86
STANDARD NEARLY MET 2	22.06	24.05	24.53	36.11	28.57	25.76
STANDARD NOT MET 1	39.71	46.84	49.06	22.22	39.29	41.29
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?						
ABOVE STANDARD	17.65%	10.13%	5.66%	5.56%	10.71%	10.61%
AT OR NEAR STANDARD	33.82%	48.10%	45.28%	41.67%	39.29%	42.05%
BELOW STANDARD	48.53%	41.77%	49.06%	52.78%	50.00%	47.35%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?						
ABOVE STANDARD	25%	18.99%	11.32%	16.67%	21.43%	18.94%
AT OR NEAR STANDARD	48.53%	41.77%	54.72%	58.33%	57.14%	50%
BELOW STANDARD	26.47%	39.24%	33.96%	25.00%	21.43%	31.06%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?						
ABOVE STANDARD	14.71%	3.80%	7.55%	11.11%	0.00%	7.95%
AT OR NEAR STANDARD	60.29%	55.70%	45.28%	69.44%	67.44%	67.86%
BELOW STANDARD	25.00%	40.51%	47.17%	19.44%	32.14%	34.09%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?						
ABOVE STANDARD	13.24%	13.92%	15.09%	22.22%	25.00%	16.29%
AT OR NEAR STANDARD	47.06%	50.63%	35.85%	58.33%	39.29%	46.59%
BELOW STANDARD	39.71%	35.44%	49.06%	19.44%	35.71%	37.12%

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

TABLE 26

2017 ELA ACHIEVEMENT BY ECONOMIC STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	61/61	69/69	48/48	33/33	26/26	237/237
PERCENT OF ENROLLED STUDENTS TESTED	23%	26%	18%	12.5%	10%	89%
MEAN SCALE SCORE	2408.2	2421.0	2442.6	2512.0	2505.4	N/A
STANDARD EXCEEDED 4	18.03%	8.70%	2.08%	3.03%	7.69%	8.86%
STANDARD MET 3	21.31%	20.29%	22.92%	42.42%	23.08%	24.47%
STANDARD NEARLY MET 2	22.95%	26.09%	27.08%	33.33%	26.92%	26.58%
STANDARD NOT MET 1	37.70%	44.93%	47.92%	21.21%	42.31%	40.08%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?						
ABOVE STANDARD	18.03%	10.14%	4.17%	6.06%	11.54%	10.55%
AT OR NEAR STANDARD	32.79%	50.72%	47.92%	45.45%	38.46%	43.46%
BELOW STANDARD	49.18%	39.13%	47.92%	48.48%	50.00%	45.99%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?						
ABOVE STANDARD	27.87%	17.39%	10.42%	18.18%	23.08%	19.41%
AT OR NEAR STANDARD	47.54%	44.93%	56.25%	57.58%	53.85%	50.63%
BELOW STANDARD	24.59%	37.68%	33.33%	24.24%	23.08%	29.96%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?						
ABOVE STANDARD	16.39%	2.90%	6.25%	12.12%	0.00%	8.02%
AT OR NEAR STANDARD	60.66%	53.62%	47.92%	69.70%	65.38%	57.81%
BELOW STANDARD	22.95%	43.48%	45.83%	18.18%	34.62%	34.18%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?						
ABOVE STANDARD	14.75%	14.49%	14.58%	24.24%	23.08%	16.88%

AT OR NEAR STANDARD	47.54%	50.72%	35.42%	57.58%	38.46%	46.41%
BELOW STANDARD	37.70%	34.78%	50.00%	18.18%	38.46%	36.71

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

TABLE 27

2017 ELA ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	27/27	37/37	25/25	22/22	--	121/121
PERCENT OF ENROLLED STUDENTS TESTED	10.2%	14%	9%	8%	--	45.8%
MEAN SCALE SCORE	2409.3	2396.7	2411.6	2508.5	--	N/A
STANDARD EXCEEDED 4	22.22%	5.41%	0.00%	0.00%	--	6.61%
STANDARD MET 3	18.5%	10.81%	16.00%	50.00%	--	21.49%
STANDARD NEARLY MET 2	22.22%	21.62%	20.00%	22.73%	--	21.49%
STANDARD NOT MET 1	37.04%	62.16%	64.00%	27.27%	--	50.41%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?						
ABOVE STANDARD	18.52%	2.70%	4.00%	4.55%	--	6.61%
AT OR NEAR STANDARD	37.04%	48.65%	24.00%	45.45%	--	39.67%
BELOW STANDARD	44.4%	48.65%	72.00%	50.00%	--	53.72%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?						
ABOVE STANDARD	29.63%	10.81%	8.00%	18.18%	--	15.70%
AT OR NEAR STANDARD	48.15%	37.84%	48.00%	59.09%	--	47.11%
BELOW STANDARD	22.22%	51.35%	44.00%	22.73%	--	37.19%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?						
ABOVE STANDARD	22.22%	2.70%	4.00%	18.18%	--	9.92%
AT OR NEAR STANDARD	55.56%	54.05%	36.00%	50.00%	--	48.76%
BELOW STANDARD	22.22%	43.24%	60.00%	31.82%	--	41.32%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?						
ABOVE STANDARD	18.52%	8.11%	4.00%	31.82%	--	14.05%
AT OR NEAR STANDARD	40.74%	48.65%	36.00%	50.00%	--	43.80%
BELOW STANDARD	40.74%	43.24%	60.00%	18.18%	--	42.15%

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

TABLE 28

2017 ELA ACHIEVEMENT BY ETHNICITY--LATINO	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	39/39	39/39	28/28	14/14	17/17	137/137
PERCENT OF ENROLLED STUDENTS TESTED	14.7%	14.7%	10.6%	.05%	.06%	51.8%
MEAN SCALE SCORE	2396.4	2443.3	2471.4	2506.9	2539.4	N/A
STANDARD EXCEEDED 4	12.82%	15.38%	7.14%	7.14%	11.76%	11.68%
STANDARD MET 3	23.08%	25.64%	28.57%	21.43%	29.41%	25.55%
STANDARD NEARLY MET 2	20.51%	25.64%	28.57%	57.14%	3.29%	29.20%
STANDARD NOT MET 1	43.59%	33.33%	35.71%	14.29%	23.53%	33.58%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?						
ABOVE STANDARD	17.95%	17.95%	7.14%	7.14%	17.65%	14.60%
AT OR NEAR STANDARD	28.21%	48.72%	64.29%	35.71%	41.18%	43.80%
BELOW STANDARD	53.85%	33.33%	28.57%	57.14%	41.18%	41.61%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?						
ABOVE STANDARD	23.08%	25.64%	14.29%	14.29%	29.41%	21.90%
AT OR NEAR STANDARD	46.15%	46.15%	60.71%	57.14%	58.82%	51.82%
BELOW STANDARD	30.77%	28.21%	25.00%	28.57%	11.76%	26.28%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?						
ABOVE STANDARD	10.26%	5.13%	10.71%	0.00%	0.00%	6.57%
AT OR NEAR STANDARD	61.54%	58.97%	35.71%	71.43%	41.18%	48.18%
BELOW STANDARD	28.21%	35.90%	35.71%	0.00%	17.65%	27.74%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?						

ABOVE STANDARD	10.26%	20.51%	25.00%	7.14%	35.29%	18.98%
AT OR NEAR STANDARD	48.72%	51.28%	35.71%	71.43%	41.18%	48.18%
BELOW STANDARD	41.03%	28.21%	39.29%	21.43%	23.53%	32.85%

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

TABLE 29

2017 ELA ACHIEVEMENT ENGLISH LEARNERS		3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED		30/30	28/28	23/23	--	--	94/93
PERCENT OF ENROLLED STUDENTS TESTED		11.3%	10.6%	.09%	--	--	35.6%
MEAN SCALE SCORE		2390.6	2450.3	2439.5	--	--	N/A
STANDARD EXCEEDED 4		10.00%	14.29%	0.00%	--	--	8.51%
STANDARD MET 3		26.67%	25.00%	17.39%	--	--	22.34%
STANDARD NEARLY MET 2		20.00%	28.57%	34.78%	--	--	28.72%
STANDARD NOT MET 1		43.33%	32.14%	47.83%	--	--	40.43%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?							
ABOVE STANDARD		16.67%	14.29%	0.00%			10.64%
AT OR NEAR STANDARD		26.67%	46.43%	60.87%			10.64%
BELOW STANDARD		56.67%	39.29%	39.13%			47.87%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?							
ABOVE STANDARD		20.00%	28.57%	4.35%			18.09%
AT OR NEAR STANDARD		53.33%	46.43%	60.87%			51.06%
BELOW STANDARD		26.67%	25.00%	34.78%			30.85%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?							
ABOVE STANDARD		6.67%	7.14%	0.00%	--	--	18.09%
AT OR NEAR STANDARD		66.67%	60.71%	52.17%	--	--	62.77%
BELOW STANDARD		26.67%	32.14%	47.83%	--	--	32.98%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?							
ABOVE STANDARD		6.67%	17.86%	13.04%	--	--	13.83%
AT OR NEAR STANDARD		53.33%	60.71%	34.78%	--	--	48.94%
BELOW STANDARD		40.00%	21.43%	52.17%	--	--	37.23%

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

TABLE 30

2017 ELA ACHIEVEMENT BY DISABILITY STATUS		3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED		--	--	--	--	--	19
PERCENT OF ENROLLED STUDENTS TESTED		--	--	--	--	--	7%
MEAN SCALE SCORE		--	--	--	--	--	N/A
STANDARD EXCEEDED 4		--	--	--	--	--	0%
STANDARD MET 3		--	--	--	--	--	10.53%
STANDARD NEARLY MET 2		--	--	--	--	--	26.32%
STANDARD NOT MET 1		--	--	--	--	--	63.16%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?							
ABOVE STANDARD		--	--	--	--	--	5.26%
AT OR NEAR STANDARD		--	--	--	--	--	31.58%
BELOW STANDARD		--	--	--	--	--	63.16%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?							
ABOVE STANDARD		--	--	--	--	--	5.26%
NEAR STANDARD		--	--	--	--	--	36.84%
BELOW STANDARD		--	--	--	--	--	57.89%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?							
ABOVE STANDARD		--	--	--	--	--	0.00%
AT OR NEAR STANDARD		--	--	--	--	--	31.58%
BELOW STANDARD		--	--	--	--	--	57.89%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?							

ABOVE STANDARD	--	--	--	--	--	0.00%
AT OR NEAR STANDARD	--	--	--	--	--	31.58%
BELOW STANDARD	--	--	--	--	--	68.42%

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

**MATH ACHIEVEMENT 2017 CAASPP**

TABLE 31

2017 MATH ACHIEVEMENT BY ALL STUDENTS		3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED		68/67	79/79	53/53	36/36	28/28	264/263
PERCENT OF ENROLLED STUDENTS TESTED		99%	100%	100%	100%	100%	99%
MEAN SCALE SCORE		2402.0	2436.5	2433.7	2477.4	2496.6	NA
STANDARD EXCEEDED 4		8.96%	6.33%	3.77%	8.33%	7.14%	6.84%
STANDARD MET 3		25.37%	15.19%	3.77%	5.56%	17.86%	14.45%
STANDARD NEARLY MET 2		20.90%	46.84%	30.19%	41.67%	21.43%	33.46%
STANDARD NOT MET 1		44.78%	31.65%	62.26%	44.44%	53.57%	45.25%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?							
ABOVE STANDARD		28.36%	10.13%	9.43%	13.89%	14.29%	15.59%
AT OR NEAR STANDARD		23.88%	37.97%	20.75%	30.56%	25.00%	28.52%
BELOW STANDARD		47.46%	51.90%	69.81%	55.56%	60.71%	55.89%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?							
ABOVE STANDARD		13.43%	12.66%	3.77%	5.56%	10.71%	9.89%
AT OR NEAR STANDARD		43.28%	39.24%	24.53%	36.11%	42.86%	37.26%
BELOW STANDARD		43.28%	48.10%	71.70%	58.33%	46.43%	52.85%
COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?							
ABOVE STANDARD		14.93%	10.13%	7.55%	5.56%	3.57%	9.51%
AT OR NEAR STANDARD		47.76%	41.77%	32.08%	33.33%	67.86%	42.97%
BELOW STANDARD		37.31%	48.10%	60.38%	61.11%	28.57%	47.53%

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

TABLE 32

2017 MATH ACHIEVEMENT BY ECONOMIC STATUS		3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED		61/60	69/69	48/48	33/33	26/26	237/236
PERCENT OF ENROLLED STUDENTS TESTED		26%	29%	20%	13.9%	10.9%	99.5%
MEAN SCALE SCORE		2405.3	2437.3	2431.6	2478.1	2494.5	NA
STANDARD EXCEEDED 4		10.00%	5.80%	2.08%	9.09%	7.69%	6.78%
STANDARD MET 3		25.00%	15.94%	4.17%	6.06%	15.38%	14.41%
STANDARD NEARLY MET 2		21.67%	47.83%	31.25%	42.42%	23.08%	34.32%
STANDARD NOT MET 1		43.33%	30.43%	62.50%	42.42%	53.85%	44.49%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?							
ABOVE STANDARD		28.33%	10.14%	8.33%	15.15%	11.54%	15.25%
AT OR NEAR STANDARD		25.00%	39.13%	22.92%	33.33%	26.92%	30.08%
BELOW STANDARD		46.67%	50.72%	68.72%	51.52%	61.54%	54.66%

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?							
ABOVE STANDARD		13.33%	11.59%	2.08%	6.06%	11.54%	9.32%
AT OR NEAR STANDARD		43.33%	40.58%	25.00%	39.39%	42.31%	38.14%
BELOW STANDARD		43.33%	47.83%	72.92%	54.55%	46.15%	52.54%
COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?							

ABOVE STANDARD	15%	10.14%	6.25%	6.06%	3.85%	9.32%
AT OR NEAR STANDARD	48.33%	43.48%	33.33%	33.33%	65.38%	43.64%
BELOW STANDARD	36.37%	46.38%	60.42%	60.61%	30.77%	47.03%

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

TABLE 33

2017 MATH ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	27/27	37/37	25/25	22/22	--	121/121
PERCENT OF ENROLLED STUDENTS TESTED	10.2%	14%	.09%	.08%	--	46%
MEAN SCALE SCORE	2402.2	2436.5	2433.7	2477.4	2496.6	NA
STANDARD EXCEEDED 4	8.96%	6.33%	3.77%	8.33%	7.14%	6.84%
STANDARD MET 3	25.37%	15.19%	3.77%	5.56%	17.86%	14.45%
STANDARD NEARLY MET 2	20.90%	46.84%	30.19%	41.67%	21.43%	33.46%
STANDARD NOT MET 1	44.78%	31.65%	62.26%	44.44%	53.57%	45.25%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?</b>						
ABOVE STANDARD	28.36%	10.13%	9.43%	13.89%	14.29%	15.29%
AT OR NEAR STANDARD	23.88%	37.97%	20.75%	30.56%	25.00%	28.52%
BELOW STANDARD	47.76%	51.90%	69.81%	55.56%	60.71%	56.89%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>						
ABOVE STANDARD	13.43%	12.66%	3.77%	5.56%	10.71%	9.89%
AT OR NEAR STANDARD	43.28%	39.24%	24.53%	36.11%	42.86%	37.26%
BELOW STANDARD	48.10%	48.10%	71.70%	58.33%	46.33%	52.85%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>						
ABOVE STANDARD	14.93%	10.13%	7.55%	5.56%	3.57%	9.51%
AT OR NEAR STANDARD	47.76%	41.77%	32.08%	33.33%	67.86%	42.97%
BELOW STANDARD	37.31%	48.10%	60.38%	61.11%	28.57%	47.53%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2017](http://caaspp.cde.ca.gov/SB2017); ACCESSED 06/14/2019

TABLE 34

2017 MATH ACHIEVEMENT BY ETHNICITY—LATINO	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>H</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	39/38	39/39	28/28	14/14	17/17	137/136
PERCENT OF ENROLLED STUDENTS TESTED	14.7%	14.7%	10.6%	.05%	.06%	51.8%
MEAN SCALE SCORE	2409.8	2445.8	2452.8	2488.9	2526.9	NA
STANDARD EXCEEDED 4	10.53%	10.26%	7.14%	7.14%	5.88%	8.82%
STANDARD MET 3	31.58%	15.38%	3.57%	14.29%	29.41%	19.12%
STANDARD NEARLY MET 2	18.42%	48.72%	42.86%	28.57%	23.53%	33.82%
STANDARD NOT MET 1	39.47%	25.64%	46.43%	50.00%	41.18%	38.24%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?</b>						
ABOVE STANDARD	34.21%	12.82%	10.71%	21.43%	17.65%	19.85%
AT OR NEAR STANDARD	26.32%	43.59%	28.57%	21.43%	35.29%	32.35%
BELOW STANDARD	39.47%	43.59%	60.71%	57.14%	47.06%	47.79%

<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>						
ABOVE STANDARD	18.42%	15.38%	7.14%	7.14%	11.76%	13.24%
AT OR NEAR STANDARD	34.21%	43.59%	32.14%	42.86%	52.94%	39.71
BELOW STANDARD	47.37%	41.03%	60.71%	50.00%	35.29%	47.06%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>						
ABOVE STANDARD	18.42%	17.95%	10.71%	0.00%	5.88%	13.24%

AT OR NEAR STANDARD	47.37%	41.03%	39.29%	57.14%	76.47%	48.53%
BELOW STANDARD	34.2%	41.03%	50.00%	42.86%	17.65%	38.24%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2017](http://CAASPP.CDE.CA.GOV/SB2017); ACCESSED 06/14/2019

TABLE 35

2017 MATH ACHIEVEMENT BY ENGLISH LEARNERS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	30/29	28/28	23/23	--	--	94/93
PERCENT OF ENROLLED STUDENTS TESTED	11.3%	10.6%	.8.7%	--	--	36%
MEAN SCALE SCORE	2407.8	2448.2	2435.7	--	--	N/A
STANDARD EXCEEDED 4	6.90%	1.71%	0.00%	--	--	6.45%
STANDARD MET 3	34.48%	14.29%	4.35%	--	--	17.20%
STANDARD NEARLY MET 2	17.24%	53.57%	39.13%	--	--	34.41%
STANDARD NOT MET 1	41.38%	21.43%	56.52%	--	--	41.94%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?						
ABOVE STANDARD	31.03%	14.29%	4.35%	--	--	17.20%
AT OR NEAR STANDARD	27.59%	42.86%	26.09%	--	--	30.11%
BELOW STANDARD	41.38%	42.86%	69.57%	--	--	52.69%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS.						
ABOVE STANDARD	17.24%	17.86%	0.00%	--	--	11.83%
AT OR NEAR STANDARD	34.48%	46.43%	34.78%	--	--	37.63%
BELOW STANDARD	48.28%	35.71%	65.22%	--	--	50.54%
COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?						
ABOVE STANDARD	17.24%	17.86%	4.35%	--	--	11.83%
AT OR NEAR STANDARD	44.83%	42.86%	34.78%	--	--	45.16%
BELOW STANDARD	37.93%	39.29%	60.87%	--	--	43.01%

[HTTP://CAASPP.CDE.CA.GOV/SB2017](http://CAASPP.CDE.CA.GOV/SB2017); ACCESSED 06/14/2019

TABLE 36

2017 MATH ACHIEVEMENT BY DISABILITY STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	--	--	--	--	--	19/19
PERCENT OF ENROLLED STUDENTS TESTED	--	--	--	--	--	7%
MEAN SCALE SCORE	--	--	--	--	--	N/A
STANDARD EXCEEDED 4	--	--	--	--	--	0.00%
STANDARD MET 3	--	--	--	--	--	0.00%
STANDARD NEARLY MET 2	--	--	--	--	--	10.53%
STANDARD NOT MET 1	--	--	--	--	--	89.47%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?						
ABOVE STANDARD	--	--	--	--	--	0.00%
AT OR NEAR STANDARD	--	--	--	--	--	10.53%
BELOW STANDARD	--	--	--	--	--	89.47%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?						
ABOVE STANDARD	--	--	--	--	--	0.00%
AT OR NEAR STANDARD	--	--	--	--	--	10.53%
BELOW STANDARD	--	--	--	--	--	89.47%

COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?						
ABOVE STANDARD	--	--	--	--	--	0.00
AT OR NEAR STANDARD	--	--	--	--	--	31.58%
BELOW STANDARD	--	--	--	--	--	68.42%

[HTTP://CAASPP.CDE.CA.GOV/SB2017](http://CAASPP.CDE.CA.GOV/SB2017); ACCESSED 06/14/2019

**ELA ACHIEVEMENT 2018 CAASPP**

TABLE 37

2018 ELA ACHIEVEMENT BY ALL STUDENTS							
	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	67/67	73/73	60/59	41/40	26/24	27/27	294/290
PERCENT OF ENROLLED TESTED	100%	100%	99%	99%	92%	100%	98.6%
MEAN SCALE SCORE	2432.6	2430.7	2503.9	2477.2	2540.2	2554.6	N/A
STANDARD EXCEEDED 4	23.88%	15.07%	15.25%	0.00%	8.33%	3.70%	13.45%
STANDARD MET 3	28.36%	23.29%	35.59%	32.50%	37.50%	55.56%	32.41%
STANDARD NEARLY MET 2	28.36%	13.70%	28.81%	27.50%	33.33%	22.22%	24.48%
STANDARD NOT MET 1	19.40%	47.95%	20.34%	40.00%	20.83%	18.52%	29.66%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?							
ABOVE STANDARD	22.39%	16.44%	18.64%	2.50%	20.83%	7.41%	15.66%
AT OR NEAR STANDARD	52.24%	42.47%	54.24%	35.00%	58.33%	59.26%	48.97%
BELOW STANDARD	25.37%	41.10%	27.12%	62.50%	20.83%	33.33%	35.17%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?							
ABOVE STANDARD	26.87%	13.70%	25.42%	5.00%	16.67%	18.52%	18.62%
AT OR NEAR STANDARD	50.75%	39.73%	52.54%	52.50%	50.00%	59.26%	49.31%
BELOW STANDARD	22.39%	46.58%	22.03%	42.50%	33.33%	22.22%	32.07%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?							
ABOVE STANDARD	16.42%	12.33%	16.95%	2.50%	4.17%	11.11%	12.07%
AT OR NEAR STANDARD	67.16%	60.27%	59.32%	62.50%	79.17%	70.37%	64.48%
BELOW STANDARD	16.42%	27.40%	23.73%	35.00%	16.67%	18.52%	23.45%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?							
ABOVE STANDARD	34.43%	21.92%	28.81%	17.50%	41.67%	33.33%	28.28%
AT OR NEAR STANDARD	46.27%	45.21%	55.93%	62.50%	45.83%	51.85%	50.69%
BELOW STANDARD	19.40%	32.88%	15.25%	20.00%	12.50%	14.81%	21.03%

SOURCE <http://caaspp.cde.ca.gov/SB2017>; ACCESSED 06/14/2019

TABLE 38

2018 ELA ACHIEVEMENT BY ECONOMIC STATUS							
	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	61/61	69/69	56/56	39/38	22/21	25/25	272/270
PERCENT OF ENROLLED STUDENTS TESTED	100%	100%	100%	99%	99%	100%	99%
MEAN SCALE SCORE	2430.8	2433.5	2500.9	2476.4	2530.3	2561.4	N/A
STANDARD EXCEEDED 4	22.95%	15.94%	14.29%	00.0%	9.52%	4.00%	13.33%
STANDARD MET 3	31.15%	23.19%	33.93%	34.21%	28.57%	56.00%	32.22%
STANDARD NEARLY MET 2	24.59%	14.49%	30.36%	23.68%	38.10%	24.00%	24.07%
STANDARD NOT MET 1	21.31%	46.38%	21.43%	42.11%	23.61%	16.00%	30.37%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?							
ABOVE STANDARD	22.95%	15.94%	19.64%	2.63%	23.81%	8.00%	16.30%
AT OR NEAR STANDARD	50.82%	43.48%	51.79%	36.84%	52.38%	60.00%	48.15%
BELOW STANDARD	26.23%	40.58%	28.57%	60.53%	23.81%	32.00%	35.56%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?							
ABOVE STANDARD	27.87%	14.49%	23.31%	5.26%	9.52%	20.00%	18.15%
AT OR NEAR STANDARD	47.54%	39.13%	53.57%	50.00%	52.36%	60.00%	48.52%
BELOW STANDARD	24.59%	46.38%	23.21%	44.74%	38.10%	20.00%	33.33%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?							
ABOVE STANDARD	14.75%	13.04%	16.07%	2.63%	4.76%	12.00%	11.85%
AT OR NEAR STANDARD	68.85%	60.87%	58.93%	63.16%	76.19%	72.00%	64.81%
BELOW STANDARD	16.39%	26.09%	25.00%	34.21%	19.05%	16.00%	23.33%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?							
ABOVE STANDARD	36.07%	23.19%	30.36%	15.79%	33.33%	32.00%	28.15%

AT OR NEAR STANDARD	42.62%	44.93%	53.57%	63.16%	52.38%	56.00%	50.37%
BELOW STANDARD	21.31%	31.88%	16.07%	21.05%	14.29%	12.00%	21.48%

SOURCE <http://caaspp.cde.ca.gov/SB2018>; ACCESSED 06/14/2019

TABLE 39

2018 ELA ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	39/39	31/31	23/23	22/21	15/14	11/11	141/139
PERCENT OF ENROLLED STUDENTS TESTED	13%	10.5%	7.8%	7%	5%	3.7%	48%
MEAN SCALE SCORE	24.63.3	2439.7	2482.0	2460.0	2542.5	2519.5	N/A
STANDARD EXCEEDED 4	23.08%	25.81%	13.04%	0.00%	7.14%	0.00%	15.11%
STANDARD MET 3	20.51%	16.13%	13.04%	19.05%	42.86%	45.45%	22.30%
STANDARD NEARLY MET 2	38.46%	9.68%	47.83%	28.57%	21.43%	18.18%	28.78%
STANDARD NOT MET 1	17.95%	48.39%	26.09%	52.37%	28.57%	36.36%	33.81%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?							
ABOVE STANDARD	20.51%	22.58%	13.04%	0.00%	28.57%	9.09%	16.55%
AT OR NEAR STANDARD	51.28%	41.94%	52.17%	28.57%	50.00%	36.36%	44.60%
BELOW STANDARD	28.21%	35.48%	34.78%	71.43%	21.43%	54.55%	38.85%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?							
ABOVE STANDARD	28.21%	19.35%	17.39%	0.00%	14.29%	18.18%	17.99%
AT OR NEAR STANDARD	51.28%	32.26%	60.87%	42.86%	50.00%	36.36%	46.04%
BELOW STANDARD	28.21%	48.39%	21.74%	57.14%	35.71%	45.45%	35.97%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?							
ABOVE STANDARD	12.82%	19.35%	13.04%	0.00%	0.00%	0.00%	10.07%
AT OR NEAR STANDARD	64.10%	58.06%	56.52%	57.14%	85.71%	72.73%	63.61%
BELOW STANDARD	23.08%	22.58%	30.43%	42.86%	14.29%	27.27%	26.62%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?							
ABOVE STANDARD	30.77%	25.81%	13.04%	14.29%	50.00%	18.18%	25.18%
AT OR NEAR STANDARD	46.15%	38.71%	60.87%	61.90%	42.86%	54.55%	49.64%
BELOW STANDARD	23.08%	35.48%	26.09%	23.81%	7.14%	27.27%	25.18%

SOURCE <http://caaspp.cde.ca.gov/SB2018>; ACCESSED 06/14/2019

TABLE 40

2018 ELA ACHIEVEMENT BY ETHNICITY--LATINO	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	27/27	41/41	35/34	19/19	--	17/15	148/146
PERCENT OF ENROLLED STUDENTS TESTED	9%	14%	11.56%	6%	--	5%	49.6%
MEAN SCALE SCORE	2441.5	2422.4	2522.5	2496.2	--	2598.9	N/A
STANDARD EXCEEDED 4	25.93%	7.32%	17.65%	0.00%	--	6.67%	12.33%
STANDARD MET 3	37.04%	26.83%	52.94%	47.37%	--	60.00%	41.10%
STANDARD NEARLY MET 2	14.81%	17.07%	14.71%	26.32%	--	26.67%	20.55%
STANDARD NOT MET 1	22.22%	48.78%	14.71%	36.32%	--	6.67%	26.03%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?							
ABOVE STANDARD	25.93%	12.20%	23.53%	5.26%	--	6.67%	15.75%
AT OR NEAR STANDARD	51.85%	41.46%	55.88%	42.11%	--	73.33%	52.02%
BELOW STANDARD	22.22%	46.34%	20.59%	52.63%	--	20.00%	32.19%

WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?							
ABOVE STANDARD	25.93%	7.32%	32.35%	10.53%	--	20.00%	19.18%
AT OR NEAR STANDARD	51.85%	46.34%	47.06%	63.16%	--	73.33%	52.74%
BELOW STANDARD	22.22%	46.34%	20.59%	26.32%	--	6.67%	28.08%

LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?

ABOVE STANDARD	22.22%	7.32%	20.59%	5.26%	--	20.00%	14.38%
AT OR NEAR STANDARD	70.37%	60.98%	61.76%	68.42%	--	66.67%	65.07%
BELOW STANDARD	7.41%	31.71%	17.65%	26.32%	--	13.33%	20.55%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?							
ABOVE STANDARD	40.74%	19.51%	41.18%	21.05%	--	46.67%	32.19%
AT OR NEAR STANDARD	44.44%	48.78%	50.00%	63.13%	--	46.67%	50.00%
BELOW STANDARD	14.81%	31.71%	8.82%	15.79%	--	6.6	32.85%

SOURCE <http://caaspp.cde.ca.gov/SB2018>; ACCESSED 06/14/2019

TABLE 41

2018 ELA ACHIEVEMENT ENGLISH LEARNERS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	18/18	25/25	13/12	--	--	--	73/71
PERCENT OF ENROLLED STUDENTS TESTED	6%	8.5%	4%	--	--	--	24%
MEAN SCALE SCORE	2436.3	2393.7%	2467.5%	--	--	--	N/A
STANDARD EXCEEDED 4	27.78%	0.00%	0.00%	--	--	--	7.04%
STANDARD MET 3	33.33%	20.00%	41.67%	--	--	--	28.17%
STANDARD NEARLY MET 2	11.11%	12.00%	33.33%	--	--	--	21.13%
STANDARD NOT MET 1	27.78%	68.00%	25.00%	--	--	--	43.66%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?							
ABOVE STANDARD	22.22%	8.00%	0.00%	--	--	--	8.45%
AT OR NEAR STANDARD	50.00%	36.00%	58.33%	--	--	--	40.85%
BELOW STANDARD	27.78%	56.00%	41.67%	--	--	--	50.70%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?							
ABOVE STANDARD	22.22%	4.00%	8.33%	--	--	--	8.45%
AT OR NEAR STANDARD	44.44%	32.00%	58.33%	--	--	--	46.48%
BELOW STANDARD	33.33%	64.00%	33.33%	--	--	--	45.07%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?							
ABOVE STANDARD	16.67%	0.00%	8.33%	--	--	--	7.04%
AT OR NEAR STANDARD	77.78%	60.00%	58.33%	--	--	--	60.56%
BELOW STANDARD	5.56%	40.00%	33.33%	--	--	--	32.39%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?							
ABOVE STANDARD	38.89%	4.00%	16.67%	--	--	-0-0	16.90%
AT OR NEAR STANDARD	44.44%	52.00%	75%	--	--	--	56.34
BELOW STANDARD	16.67%	44.00%	8.33%	==	==	==	26.76

SOURCE <http://caaspp.cde.ca.gov/SB2018>; ACCESSED 06/14/2019

TABLE 42

2018 ELA ACHIEVEMENT BY DISABILITY STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	--	--	--	11/11	--	--	36
PERCENT OF ENROLLED STUDENTS TESTED	--	--	--	4%	--	--	12%
MEAN SCALE SCORE	--	--	--	2432.9	--	--	N/A
STANDARD EXCEEDED 4	--	--	--	0.00	--	--	2.86%
STANDARD MET 3	--	--	--	9.09%	--	--	11.43%
STANDARD NEARLY MET 2	--	--	--	90.91%	--	--	17.14%
STANDARD NOT MET 1	--	--	--	72.73%	--	--	68.57%
READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?							
ABOVE STANDARD	--	--	--	0.00%	--	--	2.86%
AT OR NEAR STANDARD	--	--	--	9.09%	--	--	22.86%
BELOW STANDARD	--	--	--	90.91%	--	--	74.29%
WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?							
ABOVE STANDARD	--	--	--	0.00%	--	--	2.86%
NEAR STANDARD	--	--	--	45.45%	--	--	28.57%
BELOW STANDARD	--	--	--	54.55%	--	--	68.57%
LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?							
ABOVE STANDARD	--	--	--	0.00%	--	--	2.86%

AT OR NEAR STANDARD	--	--	--	27.27%	--	--	37.14%
BELOW STANDARD	--	--	--	72.73%	--	--	60.00%
RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?							
ABOVE STANDARD	--	--	--	90.0%	--	--	17.14%
AT OR NEAR STANDARD	--	--	--	54.55%	--	--	40.00%
BELOW STANDARD	--	--	--	36.36%	--	--	42.86%

SOURCE <http://caaspp.cde.ca.gov/SB2018>; ACCESSED 06/14/2019

**MATH ACHIEVEMENT 2018 CAASPP**

TABLE 43

2018 MATH ACHIEVEMENT BY ALL STUDENTS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	67/66	73/73	60/59	41/40	26/24	27/27	294/289
PERCENT OF ENROLLED STUDENTS TESTED	22%	25%	20%	13.6%	8%	9%	98.2%
MEAN SCALE SCORE	2428.6%	2442.8%	2492.1%	2457.2%	2482.8%	2524.2%	NA
STANDARD EXCEEDED 4	15.15%	10.96%	15.25%	2.5%	4.17%	11.11%	11.07%
STANDARD MET 3	36.36%	15.07%	18.64%	12.50%	12.50%	22.22%	20.76%
STANDARD NEARLY MET 2	21.21%	32.88%	32.20%	35.00%	3750%	2963%	30.45%
STANDARD NOT MET 1	27.27%	41.10%	33.90%	50.00%	45.83%	37.04%	37.72%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?							
ABOVE STANDARD	33.33%	19.18%	22.03%	5.00%	12.50%1	18.52%	20.42%
AT OR NEAR STANDARD	30.30%	30.14%	44.07%	37.50%	25.00%	33.33%	33.91%
BELOW STANDARD	36.36%	50.68%	33.90%	57.50%	62.50%	48.15%	45.67%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?							
ABOVE STANDARD	22.73%	12.33%	11.86%	5.00%	0.00%	11.11%	12.46%
AT OR NEAR STANDARD	42.42%	39.73%	44.07%	27.50%	50.00%	55.56%	41.87%
BELOW STANDARD	34.85%	47.95%	44.07%	67.50%	50.00%	33.33%	45.67%
COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?							
ABOVE STANDARD	19.70%	12.33%	11.86%	2.50%	8.33%	11.11%	12.11%
AT OR NEAR STANDARD	5909%	43.84%	54.24%	30.00%	50.00%	62.96%	49.83%
BELOW STANDARD	21.21%	43.84%	33.90%	67.50%	41.67%	25.93%	38.06%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 06/14/2019

TABLE 44

2018 MATH ACHIEVEMENT BY ECONOMIC STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	61/60	69/69	56/56	39/38	22/21	25/25	272/269
PERCENT OF ENROLLED STUDENTS TESTED	20%	23%	9%	13%	7%	8.5%	91%
MEAN SCALE SCORE	2425.5	2447.5	2493.9	2458.8	2466.9	2528.9	NA
STANDARD EXCEEDED 4	13.33%	11.59%	16.07%	2.63%	0.00%	12.00%	10.78%
STANDARD MET 3	36.67%	1594%	19.64%	13.16%	952%	24.00%	21.19%
STANDARD NEARLY MET 2	21.67%	33.33%	30.36%	36.84%	38.10%	28.00%	30.48%
STANDARD NOT MET 1	28.33%	39.13%	33.93%	47.37%	52.38%	36.00%	37.55%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?							
ABOVE STANDARD	30.00%	20.29%	23.21%	5.26%	4.76%	20.00%	19.70%
AT OR NEAR STANDARD	31.67%	31.88%	44.64%	39.47%	23.81%	32.00%	34.94%
BELOW STANDARD	38.33%	47.83%	32.14%	55.26%	71.43%	48.00%	45.35%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?							

ABOVE STANDARD	21.67%	13.04%	12.50%/	5.26%	0.00%	12.00%	12.64%
AT OR NEAR STANDARD	43.33%	42.03%	44.64%	28.95%	47.62%	52.00%	42.38%
BELOW STANDARD	35.00%	44.93%	42.86%	65.79%	52.38%	36.00%	44.98%
COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?							
ABOVE STANDARD	18.33%	13.04%	12.50%	2.63%	9.52%	12.00%	12.27%
AT OR NEAR STANDARD	58.33%	44.93%	57.14%	28.95%	42.86%	64.00%	49.81%
BELOW STANDARD	23.33%	42.03%	30.36%	68.42%	47.62%	24.00%	37.92%

SOURCE <http://caaspp.cde.ca.gov/SB2018>; ACCESSED 06/14/2019

TABLE 45

2018 MATH ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	39/38	31/31	23/23	22/22	15/14	11/11	141/138
PERCENT OF ENROLLED STUDENTS TESTED	13%	10.5%	7.8%	7%	4.7%	3.7%	47%
MEAN SCALE SCORE	2417.4%	2428.5%	2480.7%	2422.8%	2484.9%	2493.6%	NA
STANDARD EXCEEDED 4	13.16%	9.66%	13.04%	0.00%	0.00%	9.09%	8.70%
STANDARD MET 3	26.32%	9.68%	13.04%	0.00%	14.29%	27.27%	15.22%
STANDARD NEARLY MET 2	23.68%	29.03%	34.78%	38.10%	42.86%	9.09%	29.71%
STANDARD NOT MET 1	36.84%	51.61%	39.16%	61.9%	42.86%	54.55%	46.38%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?							
ABOVE STANDARD	28.95%	19.35%	21.74%	0.00%	14.29%	18.18%	18.84%
AT OR NEAR STANDARD	28.95%	19.35%	39.13%	23.81%	21.43%	18.18%	26.09%
BELOW STANDARD	42.11%	61.29%	39.13%	76.19%	64.29%	63.64%	55.07%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS.							
ABOVE STANDARD	18.42%	9.68%	4.35%	0.00%	0.00%	9.09%	8.70%
AT OR NEAR STANDARD	36.84%	32.26%	43.48%	23.81%	50.00%	54.55%	37.68%
BELOW STANDARD	44.74%	58.06%	52.17%	76.19%	50.00%	36.36%	53.62%
COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?							
ABOVE STANDARD	21.05%	12.90%	8.70%	0.00%	7.14%	0.00%	10.87%
AT OR NEAR STANDARD	50.00%	38.71%	39.13%	23.81%	64.29%	63.64%	44.20%
BELOW STANDARD	44.74%	58.06%	52.17%	76.19%	50.00%	36.36%	53.62%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; ACCESSED 06/14/2019

TABLE 46

2018 MATH ACHIEVEMENT BY ETHNICITY—LATINO	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	27/27	41/41	35/34	19/19	--	15/15	148/146
PERCENT OF ENROLLED STUDENTS TESTED	9%	14%	11.5%	6%	--	5%	49.6%
MEAN SCALE SCORE	2445.9	2453.3	2506.5	2495.3	--	2553.0	NA
STANDARD EXCEEDED 4	18.52%	12.20%	17.65%	5.26%	--	13.33%	13.70%
STANDARD MET 3	51.85%	19.51%	23.53%	26.32%	--	20.00%	26.71%
STANDARD NEARLY MET 2	14.81%	34.15%	32.35%	31.58%	--	46.67%	30.82%
STANDARD NOT MET 1	14.81%	34.15%	26.47%	36.84%	--	20.00%	28.77%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?							
ABOVE STANDARD	40.74%	19.51%	23.53%	10.53%	--	20.00%	22.60%
AT OR NEAR STANDARD	29.63%	36.59%	50.00%	52.63%	--	46.67%	41.10%
BELOW STANDARD	29.63%	43.90%	26.47%	36.84%	--	33.33%	36.30%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?							

ABOVE STANDARD	29.63%	14.63%	17.65%	10.53%	--	13.33%	16.44%
AT OR NEAR STANDARD	51.85%	46.34%	47.06%	31.58%	--	60.00%	47.26%
BELOW STANDARD	18.52%	39.02%	35.29%	57.89%	--	26.67%	36.30%
COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?							
ABOVE STANDARD	18.52%	12.20%	14.71%	5.26%	--	20.00%	13.70%
AT OR NEAR STANDARD	74.07%	46.34%	61.76%	36.84%	--	66.67%	54.79%
BELOW STANDARD	7.41%	41.46%	23.53%	57.89%	--	13.33%	31.51%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2018](http://CAASPP.CDE.CA.GOV/SB2018); ACCESSED 06/14/2019

TABLE 47

2018 MATH ACHIEVEMENT BY ENGLISH LEARNERS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	18/18	25/25	13/13	--	--	--	73/71
PERCENT OF ENROLLED STUDENTS TESTED	6%	8.5%	4%	--	--	--	24%
MEAN SCALE SCORE	2430.6	2420.8	2457.4	--	--	--	N/A
STANDARD EXCEEDED 4	16.67%	4.00%	0.00%	--	--	--	5.63%
STANDARD MET 3	38.89%	12.00%	16.67%	--	--	--	23.94%
STANDARD NEARLY MET 2	22.22%	32.00%	41.67%	--	--	--	26.76%
STANDARD NOT MET 1	22.22%	52.00%	41.67%	--	--	--	43.66%
CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?							
ABOVE STANDARD	27.78%	4.00%	0.00%	--	--	--	11.27%
AT OR NEAR STANDARD	33.33%	32.00%	66.67%	--	--	--	38.07%
BELOW STANDARD	38.89%	64.00%	33.33%	--	--	--	50.70%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS.							
ABOVE STANDARD	22.22%	4.0%	0.00%	--	--	--	7.04%
AT OR NEAR STANDARD	50.00%	36.00%	41.67%	--	--	--	42.25%
BELOW STANDARD	27.78%	60.00%	58.33%	--	--	--	50.70%
COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?							
ABOVE STANDARD	16.67%	4.00%	0.00%	--	--	--	7.04%
AT OR NEAR STANDARD	66.67%	40.00%	75.00%	--	--	--	52.11%
BELOW STANDARD	16.67%	56.00%	25.00%	--	--	--	40.85%

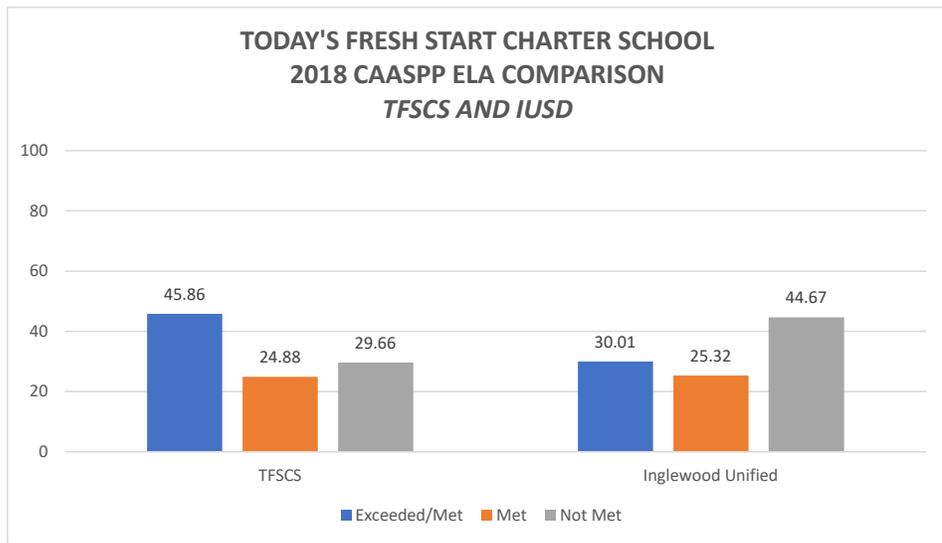
[HTTP://CAASPP.CDE.CA.GOV/SB2018](http://CAASPP.CDE.CA.GOV/SB2018); ACCESSED 06/14/2019

TABLE 48

2018 MATH ACHIEVEMENT BY DISABILITY STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS ENROLLED/TESTED	--	--	--	11/11	--	--	36/35
PERCENT OF ENROLLED STUDENTS TESTED	--	--	--	3.7%	--	--	11.9%
MEAN SCALE SCORE	--	--	--	2387.1	--	--	N/A
STANDARD EXCEEDED 4	--	--	--	0.00%	--	--	2.86%
STANDARD MET 3	--	--	--	0.00%	--	--	8.57%
STANDARD NEARLY MET 2	--	--	--	18.18%	--	--	8.57%
STANDARD NOT MET 1	--	--	--	81.82%	--	--	80.00%

CONCEPTS & PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEIAS?							
ABOVE STANDARD	--	--	--	0.00%	--	--	2.88%
AT OR NEAR STANDARD	--	--	--	9.09%	--	--	8.57%
BELOW STANDARD	--	--	--	90.91%	--	--	82.86%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?							

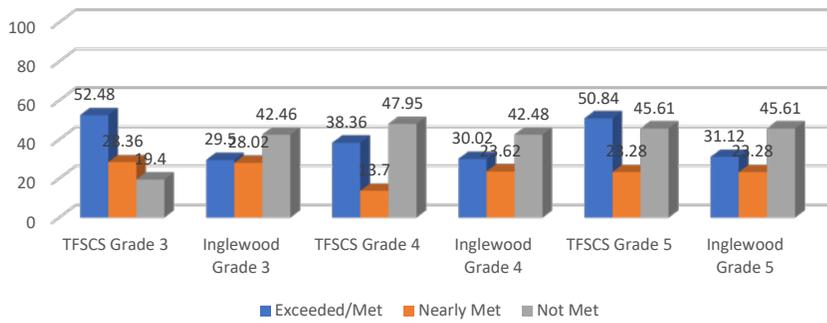




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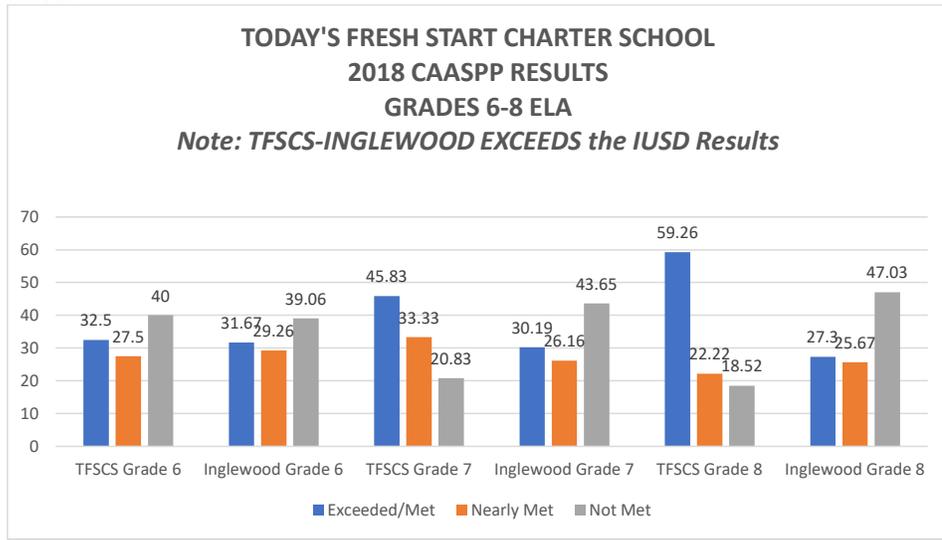
Table 50

**TODAY'S FRESH START CHARTER SCHOOL  
2018 CAASPP RESULTS  
GRADES 3-5 ELA**  
*Note: TFSCS-INGLEWOOD EXCEEDS the IUSD Results*



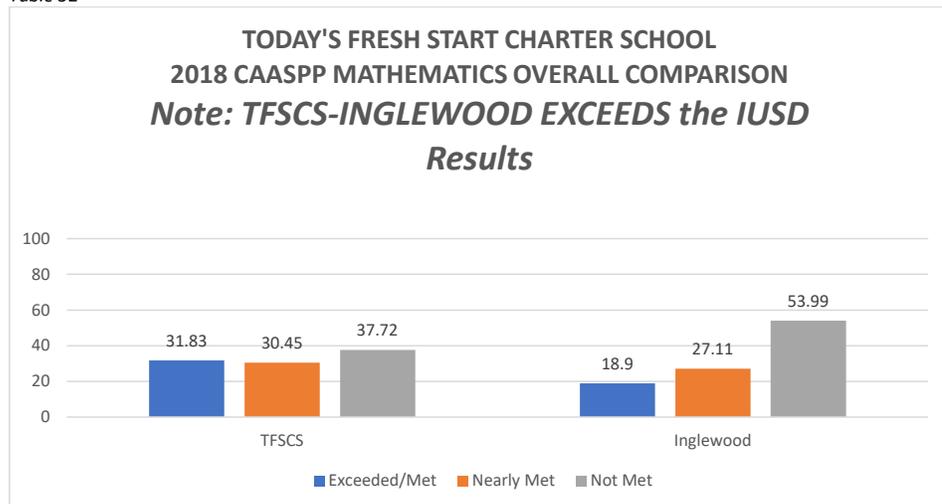
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Table 51



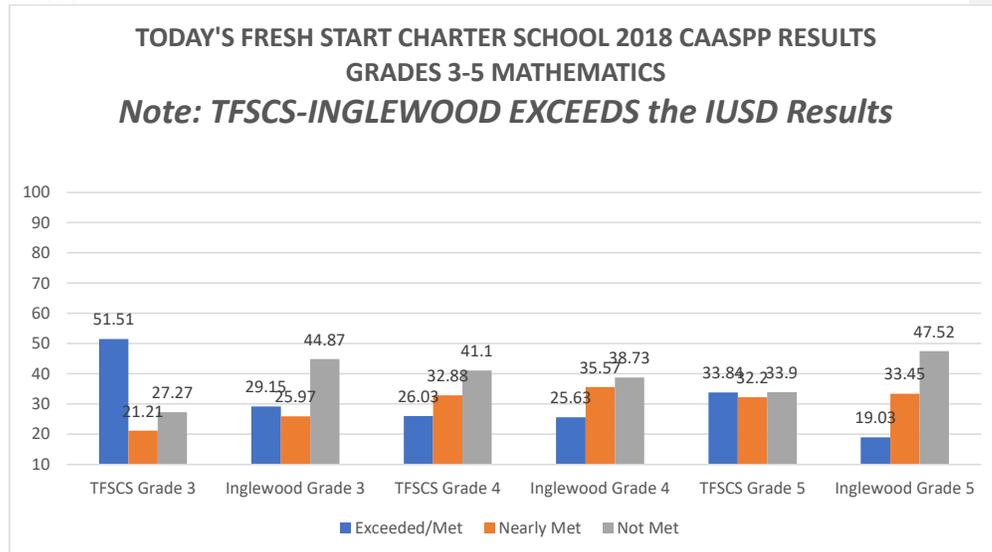
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Table 52



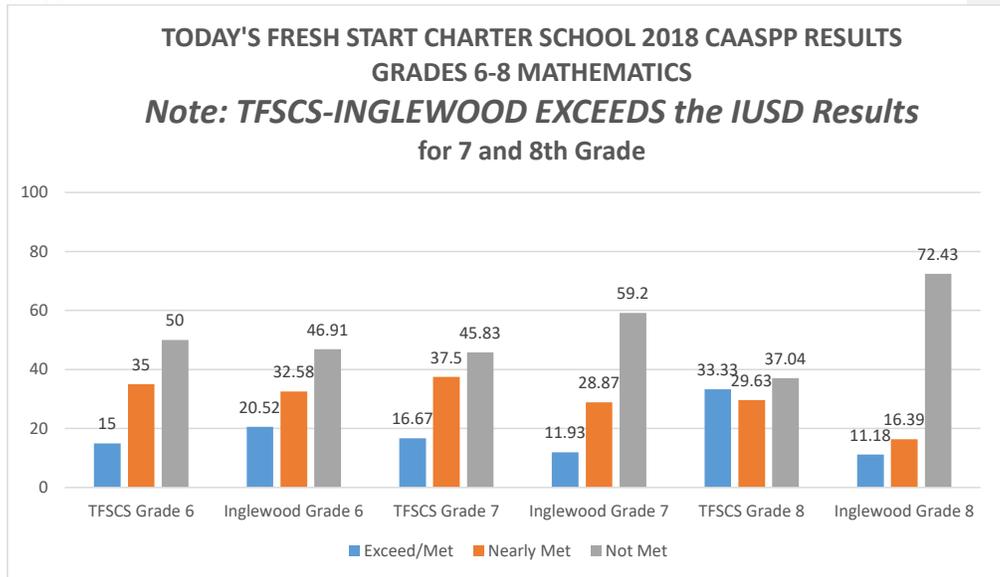
Source: <https://caaspp.cde.ca.gov/sb2018/Search>

Table 53



Source: <https://caaspp.cde.ca.gov/sb2018/Search>

Table 54



Source: <https://caaspp.cde.ca.gov/sb2018/Search>

Table 55

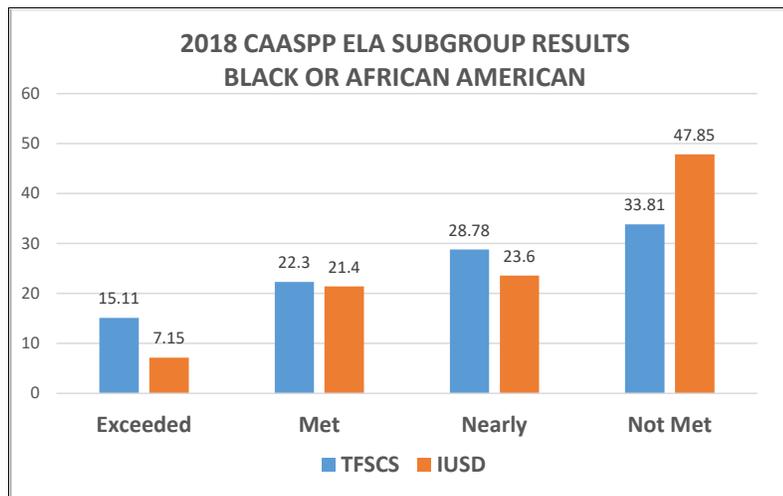


TABLE 56

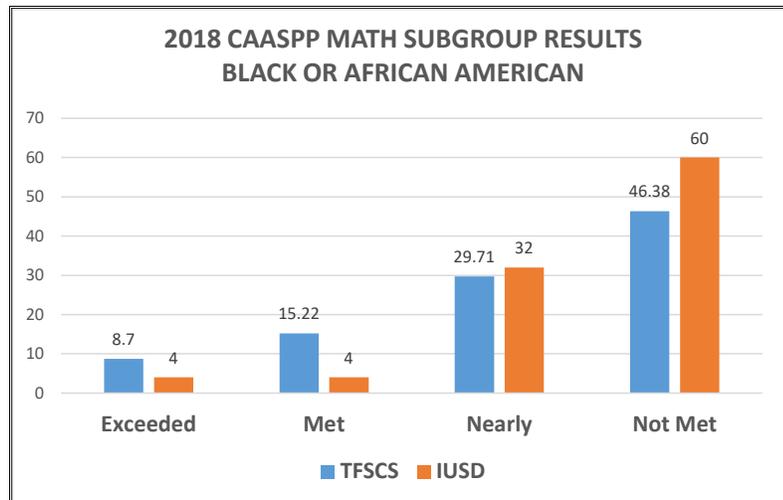


TABLE 57

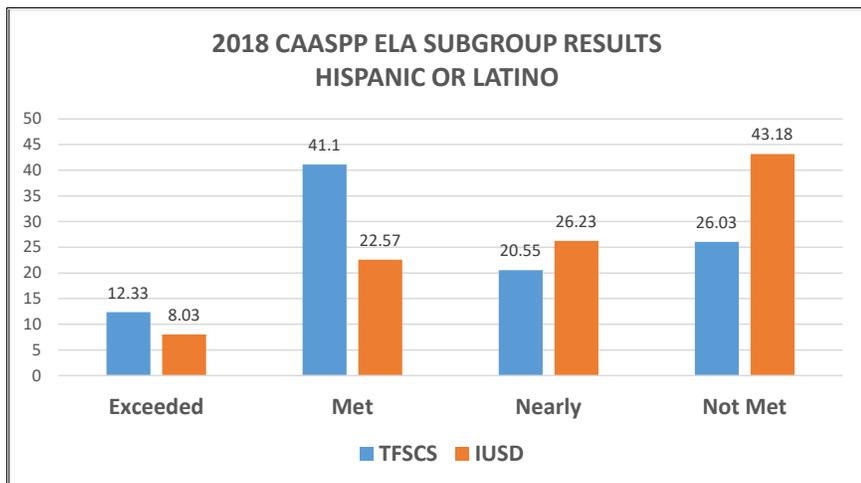


TABLE 58

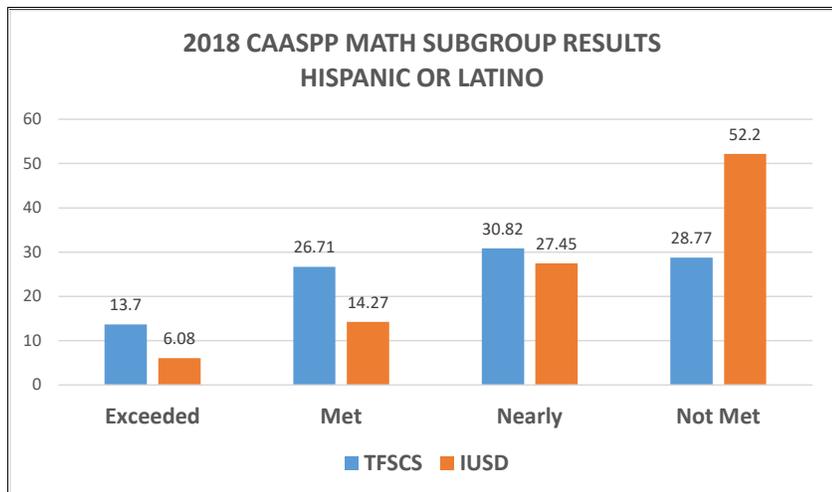


TABLE 59

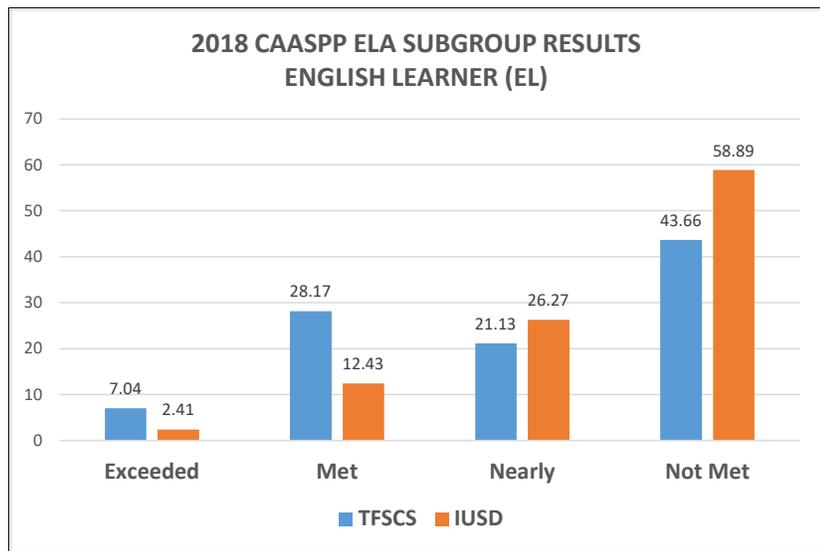
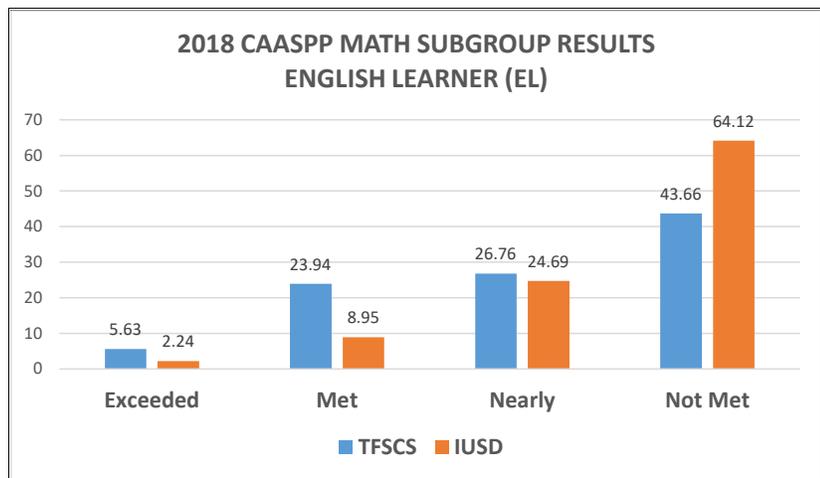


TABLE 60



**ELPAC TEST RESULTS 2018 - 2019**

TABLE 61

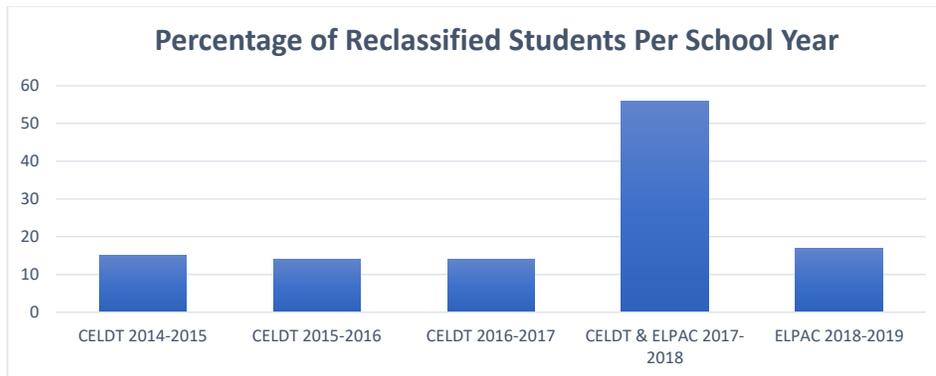
2017 – 2018 ELPAC RESULTS	K	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED	21	4	12	10	7	11	5	7	0	77
MEAN SCALE SCORE OVERALL	1452	1499	1465	1515	1519	1524	1500	1496	N/A	N/A
MEAN SCALE SCORE ORAL LANGUAGE	1463	1492	1477	1520	1516	1527	1512	1495	N/A	N/A
MEAN SCALE SCORE WRITTEN LANGUAGE	1427	1506	1452	1510	1522	1521	1487	1495	N/A	N/A

**ELPAC TEST RESULTS 2017 - 2018**

TABLE 62

2017 – 2018 ELPAC RESULTS	K	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED	14	26	23	16	21	12	8	3	4	127
MEAN SCALE SCORE OVERALL	1432.4	1469.7	1506.7	1506.7	1499.7	1537.4	1518.7	1502.5	1563.25	N/A
MEAN SCALE SCORE ORAL LANGUAGE	1446.4	1471.1	1505.5	1496.3	1494.2	1521.8	1513	1497.25	1529.5	N/A
MEAN SCALE SCORE WRITTEN LANGUAGE	1399.6	1467.6	1507.4	1516.7	1552.8	1552.5	1524.3	1524.3	1597	N/A

TABLE 63



**SUCCESS OF INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM**

**EXPLICIT DIRECT INSTRUCTION (EDI)**

Our primary goal is to design and implement an educational program that results in substantial academic and social-emotional growth for ALL students. We remain committed to “Raising the bar and Closing the Achievement Gap” for ALL scholars so that every child is proficient in English Language Arts and Mathematics. Thus, we utilize Common Core State Standards and Next Generation Science Standards that are aligned to our curriculum to maintain coherence within and across grade levels with fidelity. Furthermore, we scaffold and unpack these standards as clear instructional objectives. Our STEAM and Performing Arts programs are now emerging led by trained industry professionals.

- Instructional minutes exceed the state-required instructional minutes
- We offer small class sizes
- Designated and Integrated ELD Instruction led by an ELD Coordinator
- Highly Qualified Instructional Leaders

**The following are the methods whereby TFSCS - INGLEWOOD has consistently increased the learning outcomes of our scholars:**

- Explicit Direct Instruction (EDI) in all subjects
  - The following techniques and observation charts are used to ensure that rigorous instruction is occurring for our scholars by the Principal and teachers:

**TFSCS - INGLEWOOD with STEAM Academy – Comprehensive Literacy Action Plan**  
Throughout instruction, always ask your scholars to...engage, explain, evaluate, explore, elaborate, and give evidence.

<b>Comprehensive Literacy Checklist</b>	<b>Teacher</b>	<b>Scholar</b>	<b>EDI Strategies</b>	<b>Materials</b>
Independent Reading Oral Reading	<ul style="list-style-type: none"> <li>• Work with groups/ individual scholars</li> <li>• Support Reading by assisting with words</li> </ul>	<ul style="list-style-type: none"> <li>• Read the whole time</li> <li>• Stay in one place</li> <li>• Read quietly</li> <li>• Work on stamina</li> </ul>	<ul style="list-style-type: none"> <li>• Use strong voice/ Clear diction</li> <li>• Track (If needed) <b>(You Do)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Leveled books</li> <li>• Chart paper</li> <li>• Fiction/non-fiction</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Online Resources</li> </ul>
Shared Reading	<ul style="list-style-type: none"> <li>• Review Expectations for shared reading</li> <li>• Use common book or literature</li> <li>• Choral reading</li> <li>• Repeated reading</li> <li>• Group reading</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Key Words</li> <li>• Main Idea</li> <li>• Author's Response</li> <li>• Author's Tone</li> <li>• Summarize using same voice level</li> <li>• Read like a choir</li> </ul>	<ul style="list-style-type: none"> <li>• Track with me</li> <li>• Repeat with me</li> <li>• Read with me</li> <li>• Gesture with me <b>(We Do)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fiction/non-fiction</li> <li>• Leveled Books</li> <li>• Chapter Books</li> <li>• Short Stories</li> <li>• Chart Paper</li> <li>• Markers</li> </ul>
Guided Reading	<ul style="list-style-type: none"> <li>• Review expectations for guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Key words</li> </ul>	<ul style="list-style-type: none"> <li>• Track with me</li> <li>• Repeat with me</li> </ul>	<ul style="list-style-type: none"> <li>• Leveled common books</li> </ul>

	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Identify curricular resources to support guided reading</li> <li>• Identify Assessment Tool</li> <li>• Review key words</li> <li>• Review pictures</li> <li>• Word attack skills</li> <li>• Trigger background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Author's purpose</li> <li>• Author's tone</li> <li>• Summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Read with me</li> <li>• Gesture with me</li> <li>• Use strong voice/ clear diction <b>(You Do/We Do)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Marker</li> </ul>
Read Aloud Oral Language	<ul style="list-style-type: none"> <li>• Choose an interesting story to read</li> <li>• Allow scholars to assist with book selection</li> <li>• Ask questions</li> <li>• Use prediction</li> <li>• Use a lot of expressions during reading</li> </ul>	<ul style="list-style-type: none"> <li>• Listen quietly</li> <li>• Follow along with pictures and/or words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen quietly</li> <li>• Imagine the story as the teacher reads aloud <b>(We Do)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Big Books</li> <li>• Chapter Books</li> <li>• Newspaper (current event)</li> <li>• Various genres</li> </ul>
Phonics Phonetic Awareness	<ul style="list-style-type: none"> <li>• Review high frequency words</li> <li>• Word Walls</li> <li>• Word form</li> <li>• Speak clearly</li> <li>• Point to letters</li> </ul>	<ul style="list-style-type: none"> <li>• Memorize high frequency words (with meaningful context)</li> <li>• Generalize spelling patterns</li> <li>• Add more words you learned</li> </ul>	<ul style="list-style-type: none"> <li>• Teach first (model)</li> <li>• Review words on word wall (word their way)</li> <li>• Underline words they don't know</li> <li>• Track with me</li> <li>• Repeat with me</li> <li>• Read with me</li> <li>• Gesture with me</li> <li>• Use strong voice/ clear diction <b>(I Do, We do, You do)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet cards</li> <li>• Sight words</li> <li>• Chart paper</li> <li>• Markers</li> </ul>
Independent Writing	<ul style="list-style-type: none"> <li>• Review...</li> <li>• Persuasive writing</li> <li>• Friendly letters</li> <li>• Narratives</li> <li>• Poetry</li> <li>• Sentence</li> <li>• Word problems</li> </ul>	<ul style="list-style-type: none"> <li>• Write the whole time</li> <li>• Choice of what to write</li> <li>• Underline words they are not sure how to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Review words</li> <li>• Focus on content</li> <li>• Teach first</li> <li>• Write aloud</li> <li>• Think aloud</li> <li>• Use chart paper <b>(I Do, We do, You do)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper</li> </ul>

### Schoolwide Data-Driven Culture

- Multiple Measures to inform instructional practices (formative and summative)
  - Standards-Based Weekly and Trimester Assessments
  - NorthWest Evaluation Association (NWEA)
  - CAASPP Interim Assessment Blocks (IAB)
  - Classroom Teacher Assessments (Entrance Tickets/Exit Tickets)
  - Study Island Assessment Data
  - CAASPP State Mandated Yearly Assessments
- Differentiated Instruction
  - “Power Hour” Model created by TFSCS – INGLEWOOD and taught by classroom teachers; and groups scholars in their grade level clusters three times a week based on CAASPP levels of Not Met, Nearly Met, Met and Exceeds
  - Small Group Instruction in the classroom daily
- Technology: Each scholar provided a laptop for Kindergarten through 8<sup>th</sup> grade
- Adopted and Supplemental Instructional Materials:
  - McGraw Hill, SWUN Math Supplemental Math Instruction, Imagine Learning, Writing A to Z, Writing By Design
- Sports Program: Scholars participate in the following areas:
  - Basketball
  - Cheerleading
- Standards-Based School Wide Common Lesson Planning
  - All teachers participate in planning standards-based lessons based on their grade level based
  - Lesson Plans are aligned to the CCSS and NGSS and the CAASPP Blueprint
- Robust Professional Development during the summer and weekly.
- Teacher to Teacher Observations
  - Colleagues visit TFSCS *Model Classrooms* to learn best practices from their peers.
- A clearly defined leadership structure led by the Principal that conducts multiple observations with feedback and training provided to drive and coach instruction.
  - Grade Level Lead Teachers, ELD Coordinator, SPED Coordinator
  - Coaches
    - Math, ELA, Writing, Behavioral Coaches for Social Skills Groups
- Parent/Teacher conferences every six weeks to inform parents
- Weekly Lesson Plans by grade level guided by sequence and pacing for scholar success
  - Completed during Weekly Common Planning Time by all teachers under the leadership of the Principal
  
- Continuity of the vertical repetition of major curriculum components

- Spiral Learning consistently provides opportunities for scholars to grasp more about a standard/idea each time the topic is reviewed or encountered. When scholars encounter a topic, their knowledge is expanded and enhanced.
- Project Based Learning
  - Teachers help scholars integrate lessons among core content areas with real-world experiences in the classroom and beyond
  - A cross-curricular approach to learning in a 21<sup>st</sup> Century classroom

### **English Language Arts**

A major strength and accomplishment of the school is evidenced by the 2017-2018 CAASPP ELA Results when compared to the other district K-8<sup>th</sup>-grade schools. However, we are intensely pushing forward to enhance our Met/Exceeds outcomes by 5% schoolwide on the 2018-2019 CAASPP Summative Exam.

#### **Specific strategies to enhance ELA outcomes:**

- Sustained Silent Reading for 20 minutes daily in the classroom
- Guided Reading Time where scholars are placed in ability groups labeled by colleges and universities that are chosen by the scholars
- Writing Prompts and activities where scholars are asked to produce writing samples based on CAASPP
- Scholars are required to produce reading logs where 30 minutes of reading is required every night verified by the parent
- All scholars are provided an ELD Companion book to help our Standard English Learners as well as our traditional English Learners
- Scholars are given support in the following areas
  - Phonics and Phonemic Awareness
  - Building vocabulary through modeling and choral reading
  - Creating their own independent stories with art work to depict their thinking
  - Using technology for essay writing and researching

### **Mathematics**

Another strength of TFSCS Inglewood is how our scholars are performing based on the 2017-2018 CAASPP summative scores when compared to other district K-8<sup>th</sup> grade schools in Mathematics. The goal is to intensely push forward with rigor and enhance our Met/Exceeds outcomes by 5% schoolwide on the 2018-2019 CAASPP Summative Exam.

#### **These are some of the specific strategies used to enhance Mathematics outcomes:**

- Scholars daily review their basic facts to ensure automaticity
- Teachers use manipulatives to teach abstract concepts

- Teachers plan Unit Assessment and Benchmarking where they examine the standards and the common
- Teaching Beyond the Basic Facts
  - Done between three and four times a week in the classroom by the teacher in 30-minute blocks focused on increasing the fluency of basic computation in the areas of addition, subtraction, multiplication, and division.
    - This practice increases student confidence in basic computation and increases accuracy and fluency which will then eliminate one hurdle while answering multi-step problems.
- Scholars working on assigned “Problem of the Day” (POD) questions
  - The Problem of the Day is done daily and focuses on one standard per week.
  - The same standard should be used but increase in complexity (DOK level) as the week progresses.
  - The standard used for POD is different than the standard used to teach the lesson assigned for that particular week
    - A re-teach standard is used to close gaps in student learning
    - POD Standard is chosen after reviewing assessments and data
  - The POD activity is scheduled for approximately 10 minutes per day
    - Hence, building in close to an hour a week of spiral review while concurrently teaching new standards.
- The use of two Conceptual Lesson Designs
  - Two different lesson designs based on the lesson being taught.
    - The first of these focuses on the introduction to a concept.
      - Our lesson design follows the Gradual Release Model as at the start the teacher models two problems and the students watch and listen.
        - Two or three more are done as a class, and then the students solve three problems independently.
        - This structure allows for ample practice before the student attempts on their own on classwork and assessments
    - Procedural Lesson Design
      - The second lesson design is a procedural lesson.
      - This lesson type emphasizes cooperative grouping and higher order thinking.
      - Students work collaboratively with one another on performance task type questions.
      - They must rationalize and explain the reasoning behind their answers by utilizing strategies such as error analysis and other math practice strategies.
      - The students then present using academic language.

- Supplemental Materials Re-Engage Sheets
  - McGraw Hill and SWUN Math have many online resources re-engaging struggling scholars
    - Problems are given with multiple examples and visuals to assist our struggling scholars in understanding the material

#### **Schoolwide Intervention Strategies**

- **The following strategies are used to enhance scholar outcomes schoolwide for our Not Met and Nearly Met Scholars**
  - **Saturday School**
    - Not Met/Nearly Met scholars report to the school every Saturday in January to April working on skills in preparation for the CAASPP Exam
  - **Summer Enrichment**
    - Not Met/Nearly Met scholars report one month before the school year begins preparing the scholars for the upcoming year.
  - **Small Group Instructors**
    - Teach under the guidance of the classroom teacher
    - All Small group instructors are assigned a grade level with regularly scheduled training provided
    - Small Group Instructors work specifically to enhance all scholars that are Not Met/Nearly Met based on the following results:
      - CAASPP Interim Block and Summative Assessments
      - NWEA
      - Standards-Based Weekly Assessments
  - **Afterschool Tutoring and Expanded Learning Program**
    - Scholars that are Not Met/Nearly Met are provided three opportunities a week
    - Teachers instruct the children based on the information being taught during the school day
    - Students are given short assessments to gauge competency in preparation for Friday Weekly Assessments

#### **Administrative Supports and Structures**

- TFSCS has onboard Mr. Erasmo Lascano and Dr. Raul Roman, both experienced, highly qualified site administrators to rigorously implement TFSCS' educational program with fidelity
- Principal and other support staff members observe classrooms daily, debrief with teachers and staff members to support effective student learning

### **English Learner Support**

- TFSCS' Reclassification Rate was 56.3% based on English Language Proficiency Assessments for California (ELPAC) and CAASPP results
- The plan is to increase this outcome by 5% for the 2018-2019 school year using the strategies outlined in this document

With inclusiveness of staff collaborative relationships continue to be built with our students and families. A parent portal will be provided for parents to gain access to their children's homework, parent conferences, and to receive updates on their children's progress. These efforts have had very positive impact on the academic, social, and emotional growth of students in our school community.

Our staff minimum days allow increased common planning time to develop more efficient Explicit Direct Instruction (EDI). This has enhanced planning and the delivery of instruction. We are committed to the process because we see growth for teachers and increased accountability within toward bringing all students toward achieving MET and EXCEED in all standards.

TFSCS has adopted two research-based academic sources that will provide professional development for our staff and the tools required to transform our charter into a dynamic learning institution. Teach Like a Champion and The Art and Science of Teaching highlight innovative theory, methodologies, strategies and best practices that align with the rigor and expectations of the California State Standards. Both literature sources will help guide our staff in becoming inspired educational leaders by learning every component of the classroom, while understanding that the teaching process involves a self-motivated and innovative mindset.

Today's Fresh Start Charter School will implement its STEAM (Science, Technology, Engineering, Arts, and Math) program in the fall of 2019. The STEAM program is geared toward establishing 21<sup>st</sup> century classrooms that apply instructional rigor and a project-based learning approach that will meet the expectations of the California State Standards. The objective is to prepare and teach young scholars the necessary skills (critical thinking, communication, collaboration, and creativity) that will allow them to succeed in high school, college, their respective career and beyond. The STEAM curriculum will include a cross-curricular approach to learning that will provide students access to state of the art technology and equipment. Students will create research-based projects using on-line programs, 3D printers, laser cutters, and makerspace equipment. By implementing and utilizing innovative pathways for our STEAM program, staff will receive training and the necessary tools that will bring a 21<sup>st</sup> century approach to learning at Today's Fresh Start Charter School - Inglewood.

## **ELEMENT A: EDUCATIONAL PROGRAM**

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

*A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

### **Mission Statement and Vision**

#### **Mission Statement**

The Charter School’s Mission is to educate each TFSCS scholar individually and personally—academically, emotionally, and socially to achieve their individual academic potential and personal best.

#### **Vision Statement**

The vision of Today’s Fresh Start Charter School (TFSCS) is to ensure excellence in teaching and learning and that each student participates responsibly in a diverse and changing world while becoming “lifelong learners.” In support of the TFSCS mission, the goal of TFSCS is to ensure the highest level of performance for our students, staff and implement relevant, challenging curricula while providing a safe, nurturing, and academically stimulating learning environment for our students. Staff, families, and community members support this vision.

### **Whom The Charter School Is Attempting to Educate – Target Student Population**

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

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

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

Today's Fresh Start Charter School's student population includes up to 95% of students who are eligible for free and reduced-price meals, and therefore are socio-economically disadvantaged. Most new enrollees have attended underperforming schools in the geographic area and are educationally disadvantaged. Due to these disadvantages, many of these elementary aged students are deemed at risk of failing and not succeeding in the skills of lifelong learning. By providing an educational alternative, qualified teachers and a diverse learning environment offers the goal of ensuring *no child is left behind*. The early detection of each child's potential for success is a priority. Students have a rigorous, hands-on, comprehensive and performance-based learning environment. The TFSCS curriculum is strongly reinforced with intervention and enrichment studies including after school tutoring, small group instruction, Saturday enrichment studies and two weeks concentrated study prior to the start of school for students who need more academic help (as funds are available). These sessions form a bridge for students to achieve academic excellence, linking them to current study needs and a jumpstart prior to starting the school year. All students who are second grade through eighth grades have their personal laptop for school use. Students in lower grades, transitional kindergarten, kindergarten and first grade use other types of technology aside from laptops, such as tablets.

#### **What It Means To Be An Educated Person in the 21<sup>st</sup> Century**

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

### **How Learning Best Occurs**

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

- Educational goals that are clear and concise
- State approved programs such as McGraw Hill, and/or any other CCSS aligned materials provide a full range of subjects completely correlated with California Common Core State Standards.
- Mutual respect
- Integrity
- Opportunities for leadership and service
- Well planned teacher training instruction
- Oral and written competence
- Responsible citizenship in an ethically and culturally diverse society
- Academic excellence
- Integrated real time technology
- An approach in the development of the whole child
- Experiential opportunities with a global perspective
- Small class sizes
- Student-centered collaborative learning groups to enhance learning opportunities
- Flexible grouping
- Business and Community Partnerships
- Meaningful, on-going parent involvement
- Qualified, energetic, creative and committed teaching staff
- Computer and hands-on professional development in the CCSS, student centered, and authentic assessment
- Teaching and Learning best practices that engage students in the learning process
- Leadership skills may be developed as a non-academic tool
- Citizenship is emphasized
- Conflict resolution through non-violent approaches

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

### **Educational Program: Curriculum and Instructional Methods**

TFSCS provides a strong academic experience for all students by making good use of what others have already found successful. California State Approved Programs adapted to CCSS, such as McGraw Hill forms the foundation of our curriculum. Core subjects are reading and literature, language arts, mathematics, social studies, science, technology and physical education.

These programs provide a comprehensive, powerful curriculum approved by the State of California and bears a perfect correlation to the Common Core State Standards.

### **The Core Curriculum**

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

Scope and sequence for Kindergarten through 8<sup>th</sup> Grade are on file and available upon request.

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

Teachers create Blueprints Standards Pacing Plans from McGraw Hill and other core content curriculum materials. These pacing plans are created by grade level teams every four weeks. Teachers use the Blueprints Standards Pacing Plans to plan lessons daily, weekly, and monthly. Grade levels adjust pacing according to student mastery of CCSS. Examples of Blueprints Standards Pacing Plans and Weekly Lesson Plans are on file and available upon request.

### **The Learning Environment**

The Charter School's instructional model is based on the concept of teachers as facilitators of students' learning and acquisition of knowledge. Administration and teachers work as a collaborative team to design differentiated learning experiences and equal access to the curriculum for all students and all subgroups: African American, Latino, Socioeconomically Disadvantaged, English Learners and special needs. As a means of ensuring teachers are prepared to implement strategies aligned with students' individual needs, teachers attend an intensive professional development just prior to the start of each school year, usually in August (dependent on the date of the new start day of school). The length of the intensive professional development is based on available funding, up to ten days. On-going weekly professional development is held throughout the school year. TFSCS Transitional Kindergartners, Kindergartners and first through third eight classes have a student to teacher ratio of up to 24 to 1 and grades four through eight are up to 29 to 1 student to teacher ratios. These ratios are subject to change based on the prevailing State required minimum and maximum teacher to student ratios and as available funding for Class Size Reduction and Local Control Funding Formula

(LCFF) funding allowances. The current student to teacher ratio is designed to create an environment conducive to student achievement to the individual child's "*personal best*" through a variety of instructional groupings. With the additional support of paraprofessionals other support staff, the student to adult ratio is reduced, providing opportunities for increased student instructional support and individualized instruction. Again, this additional instructional assistance is as funding allows.

### **Instruction**

**Technology** – Technology is integrated into the instructional program. Each student grades 2<sup>nd</sup> through 8<sup>th</sup> have their own individual laptops. This will continue as funding allows. Each teacher has his/her own laptop purchased by TFSCS for school instructional use. Some teachers use Smartboards as an integral part of the education delivery. This will remain unless funding does not allow. Transitional kindergartners, kindergartners, and first graders will have access to technology such as tablets and kindles. Proper use of technology can best be accomplished as a direct result of effective academic instruction. Programs such as Study Island and Imagine Learning generate assessments in math and language arts. As students research, investigate and explore a variety of technology tools that have been made accessible in some classrooms, the goal is for all students to become proficient, technology friendly and confident in the use of technology. As such, instruction in technology will continue to be integrated into academic content instruction. Students are expected to demonstrate skills in data and information retrieval and computer-based instruction.

TFSCS teachers are credentialed by the California Commission on Teacher Credentialing in accordance with Education Code section 47605(1). Teacher assistants, paraprofessionals and behavior support staff are hired to aid the classroom teacher in providing individualized student support, have earned a minimum of high school diploma or 60 units from an accredited institution of higher education or may possess California Credentials. The extra help is available as funding allows.

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

ELA/Literacy Pedagogical Shifts:

1. Balancing Informational and Literary Text
2. Reading Comprehension
3. Vocabulary Development
4. Knowledge of Standards
5. Staircase of Complexity
6. Text-Based Answers
7. Writing from Sources
8. Academic Vocabulary

**Mathematics Pedagogical Shifts:**

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Application
6. Dual Intensity

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

**During whole group instruction, teachers:**

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

**During small group instruction teachers:**

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

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

**Assessments**

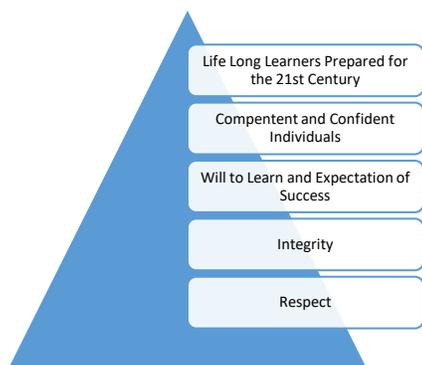
In accordance with CCSS, TFSCS defines what each student should know at each grade level and monitors student progress through varied assessments such as: adopted curriculum publisher-developed assessments (McGraw Hill) and other curriculum suited to the individual needs of the students), teacher created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

TFSCS provides relevant learning experiences for students that are best measured through assessments. Such assessments require students to read both informational text and literature, write for genuine purpose and participate in meaningful projects. Student achievement in developing conceptual thinking, problem-solving and deep understanding of content is assessed using multiple assessments, such as, but may or may not include: Weekly, Benchmarks, Smarter Balanced and Summative assessments. Closely monitoring and tracking individual student progress allows the Charter School to utilize intervention programs and provide additional support (as funding allows) to meet each child's needs. State-mandated testing is aligned with the California Assessment of Student Performance and Progress (CAASPP) calendar.

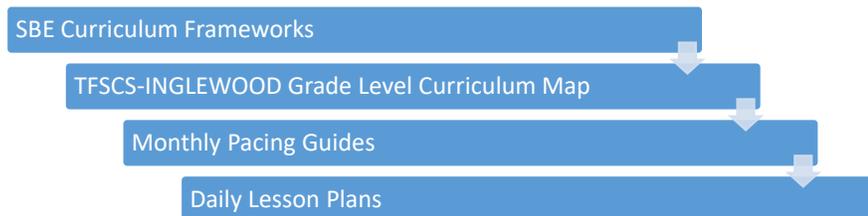
TFSCS observes and monitors factors which may influence academic achievement and growth such as teacher efficacy and instructional practice, professional development, parental involvement and student conduct.

**Research/Philosophy in Support Of Educational Program**

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



TFSCS adheres to the curriculum frameworks for all subject areas set forth by the California State Board of Education, ensuring equal access to curriculum through the utilization of the TFSCS pacing guides which integrate subject areas at each grade level. TFSCS' Scope and Sequence monthly pacing guides are developed by grade level teams. Pacing guides inform weekly lesson planning.



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

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

as they become more and more competent and confident individuals leading to lifelong learners prepared for a diverse and changing 21<sup>st</sup> Century and beyond.

### **Intervention Team Strategies**

The TFSCS program is "*evidence based.*" That is, through collaborative partnerships of the Charter School's families, teachers, administration, professional staff (such as Intervention Team –which remains in place as long as funding allows) develops strategies to enhance student learning. This allows an opportunity for personal student success so that the student achieves at his/her "personal best." Students are viewed, respected and responded to as important persons in society and future leaders. Students are *not* viewed as *outcasts by repetitively suspending and expelling them from class, school and activities.* We are committed to narrowing the gap between the achiever and the underachiever according to today's learning standards. TFSCS does not provide a "one size fits all" educational strategy. *The goal of TFSCS is to offer a customized, tailored individualized teaching at every opportunity so that instruction is based on the students' needs through small group settings and inclusion methods.* The role of *the intervention team* (which will remain in place as funding allows) works with parent involvement to assist in strategies to help the child. Students are observed in their classrooms and on the playground. If a student has a "difficult time during the school day," the student is first given a brief lecture on his or her behavior. This "talking to" may be done by the, the school counselor, the counselor intern, special education staff, the behavior coach, or the Superintendent or any staff member who can reach the child. *At TFSCS we surround the students with support.* Parents and intervention team members meet to determine the nature of the problem and to resolve conflict. This may be done in what we call "Family and Friends Conflict Resolution." The team participates in collaborating with the family members for the well-being of student's future.

### **Bell Schedule and Calendar**

TK-Kindergarten through 8<sup>th</sup> grades will meet the minimum instructional minutes required by Education Code Section 47612.5. An example of the Bell Schedule and Calendar is attached as Appendix 3 and Appendix 4 and may change each year.

### **Extended School Day and Intervention and Co-curricular Programs**

#### **Afterschool Education and Safety Program ("ASES")**

Presently, the ASES Program is offered during the year at the Inglewood School Site. The ASES program includes technology, tutoring education and recreation components and other subjects. Each student has access to Kindles and laptops. Those working family members and the high (95%) free and reduced costs food programs have similar.

### **Extended School Day**

Other school programs may be held by teachers after school dismissal time, depending on the grade level. These extended programs may also be held on periodic Saturdays, and during the summer as funds are available. Our extended school day programs provide enrichment and intervention academics which offer learning opportunities and cultural experiences. Students who have been identified as requiring additional academic support in reading/language arts or math will be expected to attend extended school day tutoring and help with homework.

### **Community Service**

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

- School and/or neighborhood beautification
- Collecting food and clothes for the local needy population
- Performing in informational health programs for the community. Our goal is to put on a Health Fair.

### **Civics and Government Studies**

All grades level will focus on community and government structures through Career Day and other resources. Concepts such as community involvement, social justice, and government participation are the central focus of this program. And visits to City Council meetings, International Consuls Offices and pursuing the involvement of Government and community leaders will be involved in this program by sharing their experiences with the students. Students will experience the law making process by visiting local, state, and federal government offices and bodies. Our goal is for our fifth graders to participate in Project LEAD sponsored by the Los Angeles County District Attorney's Office; Safe On Line Surfing Internet Challenge (FBI-SOS) third through eighth grades. Kid's Zone at [www.CIA.gov/kids/page](http://www.CIA.gov/kids/page) (Central Intelligence Agency) for parents, teachers, games and Kindergarten through fifth and eight through eighth grades. A sense of civic duty is enhanced by actual experiences with local government and history will come alive through the amazing educational possibilities local organizations provide. City Hall, The Central Library, Olvera Street, and the County Hall of Administration will all be integrated throughout the history and social studies curriculum.

### **Human Development**

The human development program will encompass several broad areas, possibly including attendance, conflict resolution, social skills group, anti-bullying and anti-taunting, hygiene, nutrition, the human body and its systems, decision-making, families, dealing with loss, child abuse and neglect, drug and alcohol awareness, and abuse. These topics are addressed by classroom teachers and specialists via lessons, activities, discussions, simulations, and role-playing. TFSCS also brings in a nurse to talk with students and staff (during professional development) about diabetes.

### **Environmental Program**

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

### **Physical Education**

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

### **Arts**

The arts, including visual, performing, and musical are a central part of each student's education. The arts are taught during the school week, such as music and will focus on the academics of art as well as hands on development. TFSCS is actively pursuing collaborations with a wide range of organizations and individuals such as outside educators, student teachers, docents, and staff from local businesses and agencies. TFSCS takes full advantage of existing programs for students at local libraries, mentoring programs with businesses in the community and other non-profits, which have already been established that are age appropriate for students. The Los Angeles County Museum of Science, Los Angeles County Museum of Art, Getty Center, Philharmonic, City of Los Angeles Cultural Affairs Programs for Latinos and African Americans and The Museum of Contemporary Art offers an in-depth program that teaches art and culture to elementary students through the Contemporary Art Start Program. The Dorothy Chandler Music Center, Disney Concert Hall, Los Angeles Opera Association, the African American Museum, and Los Angeles Philharmonic all have music programs in which students can be involved. TFSCS continues to pursue the goal of immersing students into the rich multicultural and historical institutions of Los Angeles through regular visits to the Latino Museum of History, Art

and Culture, Japanese American National Museum, El Pueblo Historic Park, and Chinese Cultural Center, which all offer wonderful educational opportunities.

### **Community And Business Collaborations**

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

The Charter School participates with the University of Southern California's (USC) Innovate Public Schools Program. Innovate Public Schools, the USC Price Center for Social Innovation, and the USC Rossier School of Education's Center for Educational Policy, Equity, and Governance have partnered to produce the *Los Angeles County Top Public Schools for Underserved Students* report, which highlights those schools closing the achievement gap for low-income African American and Latino students in Los Angeles County. Today's Fresh Start Charter School first received the distinguished title of "Top Public School" during the 2017 - 2018 school year for leading the way for educational equity. TFSCS again received the honorable title during the 2018 - 2019 school year. Our charter was honored at USC at a formal ceremony on May 4<sup>th</sup>, 2019.

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

### **Professional Development**

Staff development encompassing respect and true collaboration benefits the whole community. The commitment to staff development is a key to success and must be executed with quality and detail. Teachers and Administrators are provided relevant and ongoing professional development focused on CCSS, and the new ELA/ELD and math and science framework. Special emphasis should be placed on teaching mathematics using the Concrete-to-Representational-to-Abstract Instruction (CRA) progression and the importance of providing

students with oral and written practice during lessons. Professional development will be provided for K-8, Intervention team members and other staff focused on instructional strategies and knowledge that are most effective with students who are having difficulty learning mathematical concepts, skills, procedures and problem solving. Teachers and administrators will attend webinars and conferences focused on the implementation of CCSS and CAASPP.

An annual one-week or two-week professional development for faculty may be held prior to the opening of each new school year. Faculty retreats are held prior to school opening as funds allow. The faculty, staff and parents are engaged in comprehensive hands-on training sessions on CCSS, research strategies and methods expected for instructional delivery implementation. Resource materials are provided for teachers to develop their professional libraries. Faculty and staff are oriented to the overall mission and vision of the Charter School. Curriculum training provides professional development on the implementation of the curriculum. An Educational Consultant maybe used to provide on-site professional development. New teachers may be coached by a seasoned staff member or consultant in classroom management and instruction.

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

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

- Implementation of CCSS in ELA/ELD or other identified needs
- Staff Development for the new school year 2020-2021, professional development began with four days of teaching on the CCSS, including subjects as: Transitioning to Common Core State Standards; Focus on background and Content of CCSS, Focus on mathematics CCSS, all grades; Focus on strategies and Math & ELA;
- Ongoing professional development focused on CCSS and the new ELA/ELD and math framework
- Classroom Management Techniques using Professional Coaching
- Mastery (fluency of use) of a variety of instructional strategies that reflect deep understanding of how students learn Mastery and consistent implementation of instructional strategies that will be used school-wide.-Effective planning and instruction for all students using formative and summative assessments:
  - English learners
  - African Americans
  - Special educations students
  - Students with weak or low foundational skills in reading and mathematics
- Increasing each teacher's personal growth that results from intentional or deliberate practice. Teachers will become agents of their own development and expertise.
- Developing a professional learning community that is characterized by:
  - Interacting positively with colleagues, students and parents
  - Seeking support in areas of weakness

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

Collaboration affords the staff access to leading research to prepare students for the increasing challenges of the competitive marketplace and the global society of the 21<sup>st</sup> Century. TFSCS has a partnership with UC San Diego which has been developed over more than the past five years. This partnership has provided enhanced, in-depth training in reform and research strategies to enhance student achievement.

Teachers and staff are trained to administer the ELPAC for English Learners.

#### **Annual Goals and Actions in the State Priorities**

The Local Control and Accountability Plan ("LCAP"), attached in the appendices describes the Charter School's annual goals and actions in the state priorities, schoolwide and in all pupil subgroups. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

#### **Educational Program for English Learners**

The goal of the school's ELD/ESL program is to provide consistent and effective, rigorous instruction for English Learners (ELs). With the adoption of the new ELA/ELD framework in 2014, ELD standards are directly aligned to the CA CCSS ELA literacy and other content standards. **Integrated ELD** instructional strategies (sheltered English and SDAIE) are used to support learning content, skills, concepts and strategies in all core and non-core classes. This approach allows ELs to be fully engaged in learning as they develop proficiency in English.

ELs also receive **Designated ELD** instruction during the school day when teachers use the ELD standards to allow students to develop critical language needed for content learning in English. For designated instruction, ELs may be clustered within one or more classrooms at each grade level based on their levels of language development. As this population increases, students will also be regrouped during designated instruction. Each cluster is taught by a teacher with EL authorization for a period of not less than 120 minutes weekly. The Study Sync program provides embedded ELD instruction integrated and scaffolded across language proficiency levels. Both integrated and designated instructional activities are focused on developing EL students' abilities to make meaning when reading, listening, speaking and writing language reciprocal processes. In math, science, and history/social science, and non-core subjects of art and physical education, integrated strategies are used to develop ELD standards.

### **English Learner Identification and Instructional Program**

#### **Home Language Survey**

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

#### **Annual Evaluation**

The **initial** ELPAC is used to identify a student as English proficient or an English Learner. ELPAC is administered to students who have a primary language other than English and have not previously taken the ELPAC or classified as an English learner. The initial ELPAC is administered to students within 30 days of enrollment in the school.

The **summative** ELPAC provides information on how students who have been classified as English learners are progressing from year to year. Four performance level descriptors are used: Level 4—Well developed; Level 3—Moderately developed; Level 2—Somewhat developed; and Level 1—Minimally developed.

TFSCS uses LCAP/LCFF goals as the primary means of evaluating the effectiveness of the EL program. Metrics and methods of measures include, (1) the percentage of students reclassified as RFEP's exceeds the baseline established during the 2018-2019 school year and increases 16% yearly. (2) EL student's growth on NWEA assessments in subject matter and the ELD benchmarks; (3) the percentage of students performing at various achievement levels on CAASPP in ELA and Math; (4) portfolio writing samples for each student; (5) rubrics evaluating listening and speaking, writing; (6) surveys of students, parents, teachers, members of ELAC.

#### **Process for Reclassification**

ELs are reclassified to fluent English proficient based on the following criteria:

- Score level 4 (exceed standard), level 3 (met standard), or 2 (nearly met standard) on the CAASPP in English Language Arts.
- Have an overall score of 4 or 3 on ELPAC
- Teacher evaluation based on student grades/progress reports
- Parental consultation

Reclassification procedures are utilized when specialized instruction is minimal or no longer needed for ELs to access the core curriculum. Evidence must demonstrate that their level of performance is commensurate with the performance of non-ELs. Once students are reclassified as RFEPs, their academic progress is monitored for a minimum of two years as required by state and federal guidelines. If their linguistic and/or academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain academic proficiency

### **Monitoring Progress of ELs and Reclassified ELs**

The progress of ELs is continuously monitored using the annual ELPAC assessment. In addition, formative assessments may include rubrics, checklists, student work in core classes and designated ELD small group instruction is used throughout the year. Students not making progress are provided appropriate intervention. The Study Sync curriculum provides formative and benchmark assessments for each English language proficiency level at all grade levels.

### **Monitoring Progress of Long-Term English Learners**

A Long-Term English learner (LTEL) is a student who has been enrolled in an American school for more than six years, is not progressing toward English proficiency, and is struggling academically due to limited English skills. This also includes students who entered our school in grade 6 and have not reclassified by the end of 8<sup>th</sup> grade. Based on DataQuest information, 15 students in 2018-19 who were in the cohort of "English Learner 6 years or more." The following steps are being used to monitoring progress for LTELs:

1. Use the ELPAC to determine proficiency levels and strengths and weaknesses in each domain.
2. Use Study Sync benchmark assessments to identify specific skills and performance levels, and appropriate assessments to monitor growth over time.
3. Assess students' foundational skills using a diagnostic assessment (phonics survey) to determine the need for reading intervention focused on foundational skills.
4. Provide instruction in foundational reading skills if assessments show the need.
5. Closely monitor and evaluate students' responses to interventions and ELD instruction—especially growth in oral language—listening and speaking—because these are the foundations for continued development of English language skills.
6. Ensure that all teachers are using integrated strategies and designated strategies in core classes.
7. Look for increased class participation and greater motivation to participate in classroom discussions.
8. Assess students Standard English Language skills, knowledge, and attitudes and provide appropriate support and positive mentoring.
9. Collaborate with students and parents/guardians in the process of creating a plan for each student.

All students are screened at the beginning of the year (following enrollment) and middle of the school year to determine reading and math levels. Students may be identified through "search and serve" techniques also. Students at risk of developing reading difficulty or math deficiencies receive supplemental or intensive services in addition to core instruction. Supplemental instruction is provided in individual or small groups for 20 – 40 minutes 3 - 4 times per week and English Learners' instruction is also mainstreamed throughout the classes for a set aside time.

Supplemental instruction provides explicit instruction in phonemic awareness, comprehension, fluency, phonics, vocabulary, problem solving, numeracy, and basic skills (computation, multi-digit multiplication with regrouping, converting numbers to percentages and solving equations).

Student progress is monitored using student data on a weekly and/or monthly basis to determine the effectiveness of the intervention (re-teach) or whether additional support is necessary. Instruction is differentiated by varying time, content and degree of scaffolding—based on students' needs.

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

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

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

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

### **Serving Academically High-Achieving Students**

TFSCS is committed to working with students who are performing above grade level to help them achieve at their “personal best” and expected levels.

Academically high-achieving students will be identified and referred for a SST if they meet the following criteria:

1. Performing more than one grade level above his/her actual grade level
2. Earning 4 on rubrics of content learning standards in core content learning
3. Performing in the Exceed Standards level in both EL and Math for 2 or more consecutive years.

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

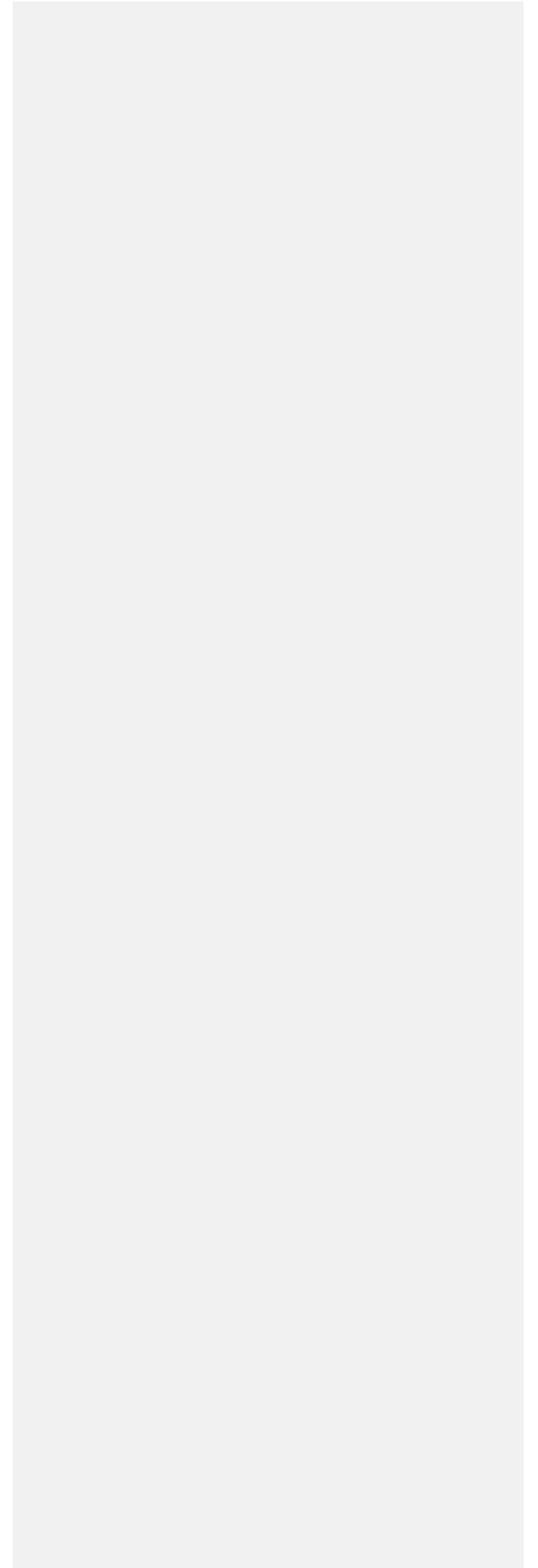
### **Strategies**

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

### **Serving Students Achieving Below Grade Level**

Mandated state tests in ELA and Math determine whether a student is below grade level (standards). Students who achieve below grade level may lack (1) adequate prior knowledge and skills required to perform at grade level, or, (2) lack the motivation to demonstrate ability on assessments or otherwise engage in learning activities, or, (3) may have learning disabilities that prevent them from achieving grade level expectations at the same pace as other students. The majority of students performing below grade level have gaps in skills, (especially in reading and vocabulary). Many students also may perform below grade level in mathematics due to mastery of concepts, operations and application of multiplication, division of whole numbers and fractions come into focus. Many students are also below grade level in math performance because of inadequate reading skills. The following chart displays how TFSCS supports students achieving below grade level:

Methods and Tools for Identification	Identifying and Meeting Educational Needs	Monitoring Student Progress
<ul style="list-style-type: none"> <li>• Students achieving a level 1 on CAASPP in ELA and Math are performing below grade level.</li> <li>• NWEA identifies gaps in student's proficiency in grade standards and reading lexile levels.</li> <li>• ELPAC results soring 1 and 2</li> <li>• Teachers conduct reading surveys using Study Sync identifying students' knowledge of high frequency words, syllabication, knowledge of prefixes and suffixes as well as concepts in print.</li> <li>• Teachers conference with students to determine social adjustments, emotional stability interests, future goals, etc.</li> <li>• Conference with parents to gain insights into circumstances that may impact student performance</li> </ul>	<ul style="list-style-type: none"> <li>• The intervention/remediation plan shared with the student and the parent (NWEA Student Progress Report) in reading and math.</li> <li>• Students are instructed in small/homogeneous groups using Tier 1 strategies during "Power Hour".</li> <li>• Encourage students' efforts by giving authentic feedback on performance (what is going well, how they've improved, how they can improved).</li> <li>• Adjust goals and instruction as necessary.</li> <li>• Promote engagement using games in small groups</li> <li>• Provide students with opportunities to write frequently</li> <li>• Provide guided instruction and scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• The Site Administrator and Coaches closely monitor student progress weekly. Site administrators communicate with the Superintendent regularly regarding student progress.</li> <li>• Use NWEA Progress monitoring and Study Island weekly assessments to monitor student growth.</li> <li>• Teachers administer formative and summative assessments to match claims, targets and correlated standards</li> <li>• Use SBAC interim block and summative assessments to monitor progress.</li> <li>• Examine student work and performances of demonstrations of what students know and how they know.</li> </ul>



	<ul style="list-style-type: none"><li>• Use games to reinforce skills</li></ul>	
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**Serving Students with Disabilities**

**Overview**

We are proud of our Special Education program which recently was awarded as a 2019 NASET exceptional charter school and special education program. This program is the highest distinction available to charter schools by this professional association of special education educators.

TSFCS-INGLEWOOD shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the, the Americans with Disabilities Act (“ADA”) 1990, and the Individuals with Disabilities in Education Improvement Act (“IDIEA”) of 2004.

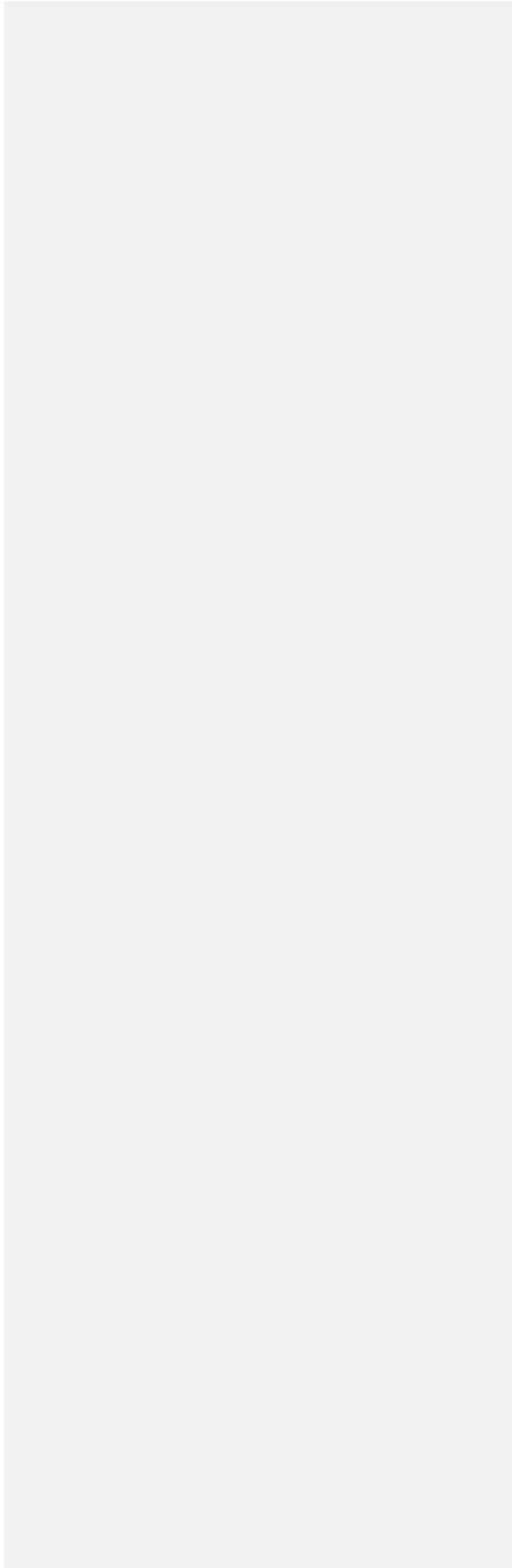
TFSCS will ensure that no student otherwise eligible to enroll in the school shall be denied, directly or indirectly, admission due to a disability or the school’s ability to provide necessary services. TFSCS acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service and retention of students with disabilities at Inglewood Unified School District authorized charter schools, including TFSCS.is categorized as a local educational agency in a special education local plan area (“SELPA”) in accordance with Education Code Section 47641(a) and thus is solely responsible for the identification, assessment, IEP development and IEP implementation for special education students.

TFSCS will maintain membership in a SELPA. TFSCS presently is a member of the Eldorado SELPA. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the Special Education program and the charter petition, in accordance with Education Code section 47605(b).

**Section 504 of the Rehabilitation Act**



The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Site Administrator or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of

the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Superintendent or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

#### **Serving Students Under the IDIEA**

**The federal laws that may be most relevant to special education in charter schools are as below.**

The federal laws (and regulations) that have most relevance for implementing special education are the Individuals with Disabilities Education Improvement Act ("IDEIA"); the Elementary and Secondary Education Act ("ESEA"); Section 504 of the Rehabilitation Act of 1973 ("Section 504"); the Americans with Disabilities Act (ADA); and the Family Educational Rights and Privacy Act (FERPA). TFSCS follows state and federal statutes as relates to charter schools and charter school law.

The definition of the least restrictive environment is as below:

**LRE:** The IDIEA defines the least restrictive environment ("LRE") as follows: "To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR Section 300.114.)

Students in need of special education and related services receive those services in the LRE. Qualified special education service providers deliver individual and/or small group instruction in the general education classroom (inclusion/push-in) or in a pull-out setting for students with more intensive needs. Students requiring more restrictive environments including special day class, non-public school, or state hospital schools participate in SELPA classes/programs that provide a free and appropriate public educational program ("FAPE") in the LRE for that student.

### **Search and Serve**

Students suspected of a disability cannot be assessed unless parent permission is obtained, or as otherwise authorized under the law. The Charter School's staff (teacher, Site Administrator, Administrative Designee or Intervention Team Member) will identify any students in need of a pre-referral intervention plan, and work with the administrative staff and faculty to establish an appropriate intervention plan for that student. The student's prospective possible need for special education may be screened from already available data (e.g. school assessments, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

A Student Success Team ("SST") composed of the student requiring intensive intervention services, that student's parent or guardian, the general education teacher, and/or the person responsible for Section 504 will be responsible for identifying the student's needs and developing an intervention plan to enable that student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques to enhance that student's ability to be successful. If the SST Team finds that the intervention plan is not sufficient to meet the student's needs, they will recommend that TFSCS refer that student for a formal special education assessment. TFSCS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed via the Site Administrator, Administrative Designee or other qualified staff that special education and related services are provided at no cost to them.

### **Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. TFSCS's referral for assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Site Administrator or his/her designee within 15 days with an assessment plan.

If TFSCS concludes that an assessment is appropriate, the parent will receive an Assessment Plan. Assessments will be done only upon receipt of written parent consent.

### **Assessment**

The TFSCS Special Education Coordinator and/or Administrative Designee will be responsible for gathering information to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include:

- Individual testing
- Observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

TFSCS will follow the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- Multiple assessments will be delivered by a qualified professional to measure the student's strengths and needs.
- Assessments will be delivered without cultural, racial or gender bias.
- Assessments will be delivered in the student's primary language, unless a qualified interpreter is provided.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A team will be assembled to assess the student, including a teacher knowledgeable in the disability. The Administrative Designee will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting.

#### **Development and Implementation of IEP**

Every child who is assessed by the Charter School and qualifying for special education services under the IDEIA will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, TFSCS will collaborate with the Eldorado SELPA to provide those services according to the student's IEP, which will specify the instruction and services the student shall receive. Students at TFSCS who have IEP's will be served in the LRE.

Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team at TFSCS will consist of the following individuals:

- The parent or guardian of the student for whom the IEP was developed
- Administrator/Administrative Designee
- A General Education teacher who is familiar with the curriculum appropriate to that student
- Special education professionals qualified to interpret assessment results
- A school district of residence, as appropriate

Others familiar with the student may be invited as needed. TFSCS views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and

needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent.

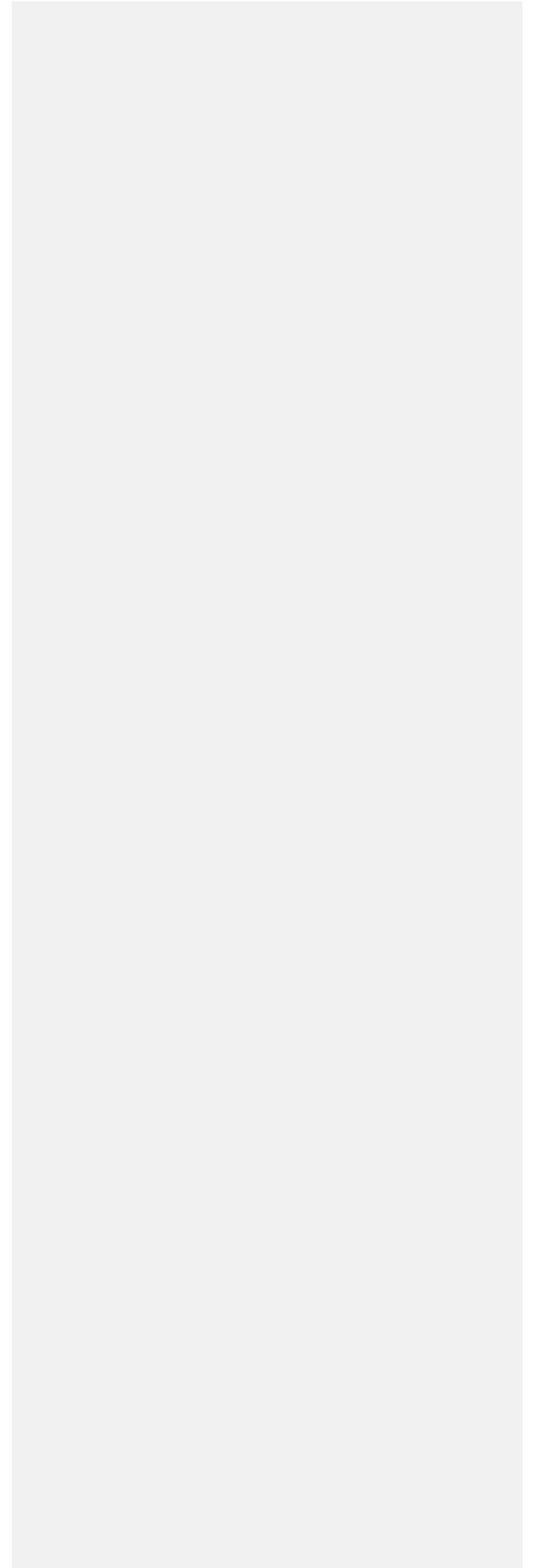
Upon the parent or guardian's written consent, the IEP will be implemented by TFSCS. The IEP will include all required components and be written on the Eldorado SELPA forms. Some of the elements the IEP will consist of:

- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress will be measured and monitored
- Transition goals for work-related skills IEP meetings will be held according to the following schedule:
  - Yearly to review the student's progress and make any necessary changes
  - Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
  - After the student has received a formal assessment or reassessment
  - When a parent or teacher feels that the student has determined significant educational growth or a lack of anticipated progress
  - When an Individual Transition Plan is (ITP) required at the appropriate age
  - When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
  - Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability

#### **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, he/she may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, TFSCS will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.



**ELEMENT B: MEASURABLE PUPIL OUTCOMES**

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

**Student Outcomes Aligned with the Eight State Priorities**

Applicable student groups for all State Priorities-aligned goals: all students (schoolwide, including statistically significant subgroups, socio-economically disadvantaged, Hispanic/Latino, African-American/Black, Students with Disabilities, and English language learners).

**TFSCS LCFF STATE PRIORITIES**

**GOAL 1**

Propose to pursue increased student achievement in English Language Arts.

Related State Priorities:

- |                                       |                                       |                            |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                            |

Local Priorities:

- :
- :

**Specific Annual Actions to Achieve Goal**

1. For teachers, supplemental instructors and administrators, provide ongoing professional development focused on Common Core framework in ELA/ELD.
2. Revise and update as needed grade level pacing guides for CCSS in ELA/ELD.
3. Purchase additional and/or replacement supplemental ELA/ELD resources.
4. Renew and/or purchase licenses for K-8 adaptive assessments for ELA
5. Continue to use adaptive assessments in ELA to identify students in need of additional reading support.
6. Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.

7. Continue to review and revise rubrics used by administrators and teachers in evaluating, monitoring and tracking instruction and classroom management.
8. Teachers and administrators attend webinars, conferences and workshops focused on ELA/ELD CCSS and /or other identified needs.
9. Purchase supplemental materials to support CCSS aligned writing program.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Propose to pursue 28% of students advancing 1 or more performance level(s) as measured by the 2018 – 2019 language initial and end-of-year assessments.

**Metric/Method for Measuring:** NWEA (MAP) ELA Assessments (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	22%	24%	27%	30%	33%	36%

**Outcome #2:** Propose to pursue an increase of students advancing 1 or more performance level(s) as measured by the 2018-2019 language initial and end-of-year assessments.

**Metric/Method for Measuring:** NWEA (MAP) ELA Assessments (Grade 2)

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	28%	30%	33%	36%	39%	42%

**Outcome #3:** Propose to pursue 23% of students advancing 1 or more reading performance levels as measured by the 2018-2019 reading initial and end-of-year assessments.

**Metric/Method for Measuring:** NWEA (MAP) ELA Assessments (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	17%	19%	22%	25%	28%	31%

**Outcome #4:** Propose to pursue an increase of students advancing 1 or more reading performance level(s) as measured by the 2018-2019 reading initial and end-of-year assessments.

**Metric/Method for Measuring:** NWEA (MAP) ELA Assessments (Grades K-2)

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	33%	35%	38%	41%	44%	47%

**Outcome #5:** Propose to pursue 20% of students advancing 1 or more performance level(s) as measured by the 2018-2019 CAASPP results.

**Metric/Method for Measuring:** CAASPP (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	37%	39%	42%	45%	48%	51%

**Outcome #6:** Propose to pursue 41% of students performing at the "Met" or "Exceeds" achievement levels as measured by the 2019 CAASPP results.

**Metric/Method for Measuring:** CAASPP (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	33%	35%	38%	41%	44%	47%

**Outcome #7:** Propose to pursue an increase of students performing at the "High Average" or "High" achievement level as measured by the 2018-2019 language and end-of-year assessment.

**Metric/Method for Measuring:** NWEA (MAP) ELA Assessment (Grade 2)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	40%	42%	45%	48%	51%	54%

**Outcome #8:** Propose to pursue an increase of students performing at the "High Average" or "High" achievement level as measured by the 2018-2019 reading end-of-year assessment.

**Metric/Method for Measuring:** NWEA (MAP) ELA Assessment (Grades K-2)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	31%	33%	36%	39%	42%	45%

**Outcome #9:** Propose to pursue 30% of students performing at the "High Average" or "High" achievement level as measured by the 2019 language end-of-year assessment.

**Metric/Method for Measuring:** NWEA (MAP) ELA Assessment (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	24%	26%	29%	32%	35%	38%

**Outcome #10:** Propose to pursue 28% of students performing at the “High Average” of “High” achievement level as measured by the 2019 reading end-of-year assessment.

**Metric/Method for Measuring:** NWEA (MAP) ELA Assessment (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	22%	24%	27%	30%	33%	36%

**TFSCS LCFF STATE PRIORITIES**

**GOAL 2**

Propose to pursue increased student achievement in mathematics.	<b>Related State Priorities:</b>		
	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
<b>Local Priorities:</b>			
<input type="checkbox"/> :			
<input type="checkbox"/> :			

**Specific Annual Actions to Achieve Goal**

1. For teachers, supplemental instructors and administrators provide ongoing professional development focused on CCSS in mathematics framework.
2. Revise and update as needed CCSS based on grade level pacing guides in mathematics.
3. Purchase additional and/or replacement math manipulatives as needed.
4. Provide professional development for classroom and intervention teachers focused on instructional strategies for students in need of additional support in mathematics.
5. Continue to provide opportunities for teachers and administrators to attend webinars, conferences and workshops focused on mathematics CCSS and/or other identified needs.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Propose to pursue 28% of students advancing 1 or more performance level(s) as measured by the 2018-2019 mathematics initial and end-of-year assessments.

**Metric/Method for Measuring:** NWEA (MAP) Mathematics (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	22%	24%	27%	30%	33%	36%

**Outcome #2:** Propose to pursue an increase of students advancing 1 or more performance level(s) as measured by the 2018-2019 mathematics initial and end-of-year assessments.

**Metric/Method for Measuring:** NWEA (MAP) Mathematics Assessments (Grades K-2)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	32%	34%	37%	40%	43%	45%

**Outcome #3:** Propose to pursue that 15% of students will advance 1 or more performance level(s) as measured by the 2018-2019 CAASPP results.

**Metric/Method for Measuring:** CAASPP (Grades 4-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	29%	31%	34%	37%	40%	43%

**Outcome #4:** Propose to pursue 26% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2019 CAASPP results.

**Metric/Method for Measuring:** CAASPP (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	21%	23%	26%	29%	32%	25%

**Outcome #5:** Propose to pursue a percentage increase of students performing at the "High Average" or "High" achievement levels as measured by the 2019 mathematics end-of-year assessment.

**Metric/Method for Measuring:** NWEA (MAP) Mathematics Assessments (Grades K-2)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	21%	23%	26%	29%	32%	35%

**Outcome #6:** Propose to pursue 22% of students performing at the "High Average" or "High" achievement level as measured by the mathematics end-of-year assessment.

**Metric/Method for Measuring:** NWEA (MAP) Mathematics Assessments (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	16%	18%	21%	24%	27%	30%

**TFSCS LCFF STATE PRIORITIES**

GOAL 3

Propose to pursue English Language Learners' progress towards English proficiency as measured by the English Learner Progress.

Related State Priorities:

- 1     4     7
- 2     5     8
- 3     6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

1. Continue to assign ELL teacher coordinator/specialist for the ELD program to support classroom teachers with instructional strategies focused on English Learners in their classroom.
2. Continue to evaluate the efficacy of CCSS aligned ELD materials.
3. Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.
4. Provide professional development for teachers in effective instructional strategies for ELL's.
5. Use multiple measures including the ELPAC or state issued assessments to monitor and assess ELL students' progress.
6. Continue to inform parents of their children's English Language proficiency.

Expected Annual Measurable Outcomes

**Outcome #1:** Propose to increase the percentage of ELs advancing 1 or more performance level(s).

**Metric/Method for Measuring:** CELDT / ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	26.8%	28.8%	31.8%	34.8%	37.8%	40.8%

**Outcome #2:** Propose to increase the percentage of ELs reclassified as RFEP by 16%.

**Metric/Method for Measuring:** CELDT/ELPAC, CAASPP, SOLOM, Teacher Evaluation

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	10%	12%	15%	18%	21%	24%

**TFSCS LCFF STATE PRIORITIES**

**GOAL 4**

All students are provided with a comprehensive and broad course of study that includes standards aligned content in science, social studies, history, health, physical education, and the arts.

**Related State Priorities:**

- 1     4     7  
 2     5     8  
 3     6

**Local Priorities:**

- :  
 :

**Specific Annual Actions to Achieve Goal**

1. Employ staff to provide specialized instruction in performing arts.
2. Continue to implement physical education and health performance standards and assessments for 5<sup>th</sup> and 7<sup>th</sup> grades as required by the state.
3. Designated credentialed teachers monitor and/or provide instruction of physical education and health.
4. Purchase Social Studies supplemental materials as needed.
5. Continue to update and catalog electronic libraries of plays, musicals and performances.
6. Continue to produce and schedule musical, theatre, dance, and art to exhibit students' talents.
7. Continue to take students on field trips that relate to classroom studies and college bound goals and careers.
8. Continue to provide professional development for teachers, administrators and supplemental staff in Physical Education California standards expected learning outcomes for grades TK-8.
9. Revise and update as needed NGSS based on grade level pacing guides.
10. Purchase core and supplemental materials for NGSS as needed.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Propose that all students will receive science instruction.

**Metric/Method for Measuring:** Science instruction, lesson plans, master schedule

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	All students received science instruction	Plan to continue				

**Outcome #2:** Propose that all students will receive history/social science instruction

**Metric/Method for Measuring:** History-Social Science instruction, lesson plans, master schedule

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	All students received history-social science instruction	Plan to continue				

**Outcome #3:** Propose to increase the percentage of students advancing 1 or more performance level(s) as measured by the CAST

**Metric/Method for Measuring:** California Science Test (CAST)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Not Available	TBD	TBD	TBD	TBD	TBD

**Outcome #4:** Propose to increase the percentage of 5<sup>th</sup> and 7<sup>th</sup> grade students falling within the Healthy Fitness Zone (HFZ).

**Metric/Method for Measuring:** Fitness Gram

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Aerobic 10.65%	12.65%	15.65%	18.65%	21.85%	24.85%
	Abdominal 77.9%	79.9%	82.9%	85.9%	88.9%	91.9%
	Upper Body 82.45%	84.45%	87.45%	90.45%	93.45%	96.45%
	Composition 31.8%	33.8%	36.8%	39.8%	42.8%	45.8%
	Trunk 81.8%	83.8%	86.8%	89.8%	92.8%	95.8%
	Flexibility 83.85%	85.85%	88.85%	91.85%	94.85%	97.85%

**Outcome #5:** Propose that all students receive physical education instruction that equals or exceeds the required minutes (200 minutes per every 10 days).

**Metric/Method for Measuring:** Physical Education Lesson Plans and Master Schedule

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	200 Minutes Per 10 Days	Plan to continue				

**Outcome #6:** Propose that all students integrate 2 or more projects in the performing arts with at least 1 other subject area(s)

**Metric/Method for Measuring:** All students have the opportunity to complete 2 or more projects integrating the performing arts with at least 1 other subject area(s).

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	2 or more projects	Plan to continue				

**Outcome #7:** Propose that all students will have the opportunity to participate in 1 or more rehearsed musical, drama, or dance performance within the classroom, for their grade level, or before the school community.

**Metric/Method for Measuring:** 1 or more rehearsed musical, drama, or dance performance within the classroom, for their grade level, or before the school community.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	1 or more performances	Plan to continue				

**Outcome #8:** Propose that all students will have the opportunity to complete 2 or more projects that integrate content and skills from more than one subject area.

**Metric/Method for Measuring:** 2 or more projects that integrate content and skills from more than 1 subject area.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	2 or more projects	Plan to continue				

**TFSCS LCFF STATE PRIORITIES**

**GOAL 5**

All classrooms are staffed by highly effective and qualified credentialed teachers for subject area and or grade levels.

**Related State Priorities:**

- 1       4       7
- 2       5       8
- 3       6

**Local Priorities:**

- :
- :

**Specific Annual Actions to Achieve Goal**

1. Continue to employ highly effective and qualified classroom and supplemental (coach) teachers for subject area and or grade levels.
2. Attendance committee may consist of intervention attendance staff, teachers and others who all become involved in improving attendance.
3. Employ school psychologist as student needs require.
4. Continue to utilize special education teachers.
5. Continue to employ qualified supplemental teachers.
6. Continue to employ effective administrators.
7. Continue to provide for all teachers, administrators, intervention and supplemental staff professional developments and webinars on the Every Student Succeeds Act (ESSA) as needed.
8. Fee/Salary for behavior specialist or consultant to provide professional development, including observation and coaching in the area of behavior/classroom management.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Propose that 100% of teachers will be fully credentialed.

**Metric/Method for Measuring:** Credentialing

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	98%	99%	100%	100%	100%	100%

**TFSCS LCFF STATE PRIORITIES**

**GOAL 6**

All school facilities are well maintained in a manner that assures that the learning environment is clean, safe, and functional.

**Related State Priorities:**

- 1     4     7  
 2     5     8  
 3     6

**Local Priorities:**

- 

**Specific Annual Actions to Achieve Goal**

1. Routine maintenance and major repairs are scheduled and completed in a timely manner.
2. Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.
3. Continue to employ security staff to monitor facilities as funding permits.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Propose to pursue that results of annual inspection will indicate that all facilities are well maintained.

**Metric/Method for Measuring:** Annual Inspection

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	93%	95%	98%	100%	100%	100%

**Outcome #2:** 90% of parents, students, and teachers report that they agree or strongly agree that facilities are clean, safe, and in good repair

**Metric/Method for Measuring:** Parent, Student, and Teacher Surveys

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	90%	92%	95%	98%	100%	100%

**TFSCS LCFF STATE PRIORITIES**

**GOAL 7**

The school environment, programs and activities encourage the participation of all families in all aspects of the school.

**Related State Priorities:**

- 1     4     7  
 2     5     8  
 3     6

**Local Priorities:**

- 

**Specific Annual Actions to Achieve Goal**

1. Continue to provide the Handbook in English and Spanish.
2. Continue to use the parent/student/school compact.
3. Continue to provide regular meetings and workshops providing information about the school, the curriculum, school achievement, i.e. book fairs, family math night, family literacy night, awards assemblies, and performing arts events.
4. Conduct parent and student conferences at least 3 times yearly.
5. Provide opportunities for parents to voluntarily volunteer and provide support to their children and for the school community.
6. Continue to notify parents of students' progress and benchmark reports on a regular basis.
7. Continue to conduct surveys and evaluations of programs and activities involving parents.
8. Continue to conduct surveys and evaluations of programs and activities involving parents.
9. Continue to provide parent surveys in both Spanish and English as well as workshops to assist in the completion process.

**Expected Annual Measurable Outcomes**

**Outcome #1:**

Propose to pursue an increase or maintain, from the baseline, the percentage of parents who agree or strongly agree that:

- a. The school's climate is welcoming and positive (90%)
- b. The school communicates effectively about student achievement. (90%)
- c. There are varied opportunities for parent participation in school activities (90%)
- d. There are adequate instructional resources for student learning (90%)
- e. There are numerous varied school activities that interest students (73%)

**Metric/Method for Measuring:** Parent Survey

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	90%	92%	95%	98%	100%	100%



**Outcome #7:** Propose to pursue a 100% participation rate of parents who sign-in and receive a Parent/Student Handbook.

**Metric/Method for Measuring:** Parent/Student Family Handbook

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**TFSCS LCFF STATE PRIORITIES**

**GOAL 8**

Students are engaged in rigorous learning in a positive, calm, caring and respectful learning environment.	Related State Priorities:		
	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
	Local Priorities:		
	<input type="checkbox"/>		
	<input type="checkbox"/>		

**Specific Annual Actions to Achieve Goal**

1. Require that parents sign the Tardy/Absence Policy which can be found in the handbook.
2. Provide oral, written, and/or personal conference with the parent(s) if the child is chronically tardy or absent.
3. Require a personal mandatory conference with the Attendance Committee as per the Parent/Student Family Handbook.
4. Continue to provide intervention for students who are chronically tardy or absent.
5. Continue to provide professional development for all staff in behavior/classroom management strategies.
6. Continue to implement a school wide attendance incentive program.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Propose to pursue a 95% Attendance Rate.

**Metric/Method for Measuring:** Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	95%	96%	97%	97.5%	98%	98.5%

<b>Outcome #2:</b> Propose to pursue a 0% Suspension Rate						
<b>Metric/Method for Measuring:</b> Suspension Rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	0 %	0 %	0 %	0 %	0 %	0 %

<b>Outcome #3:</b> Propose to pursue a 0% Expulsion Rate						
<b>Metric/Method for Measuring:</b> Expulsion Rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

<b>Outcome #4:</b> Propose to pursue 5% of students referred to the office for behavior intervention						
<b>Metric/Method for Measuring:</b> Behavioral Referrals						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%

<b>Outcome #5:</b> Propose to pursue that 78% of teachers will strongly agree or agree that problems with behavior, bullying, and other disruptive behaviors are minimal or not a problem.						
<b>Metric/Method for Measuring:</b> Teacher Survey						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	66%	68%	71%	74%	77%	80%

<b>Outcome #6:</b> Propose to pursue the following percentages of parents who will strongly agree or agree to survey items.						
<b>Metric/Method for Measuring:</b> Parent Survey						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	86.6%	88.6%	91.6%	94.6%	97.6%	100%

**Outcome # 7:** Propose to pursue that 90% of teachers will score a 2 or higher on a 3 point rubric classroom management evaluation.

**Metric/Method for Measuring:** TFSCS Teacher Evaluation System

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #8:** Propose to pursue holding 12 awards/ recognition programs, and/or events.

**Metric/Method for Measuring:** Awards/Recognition Programs/Events

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	12	13	14	15	16	17

**Outcome #9:** Propose to pursue a 1% Chronic Absenteeism Rate.

**Metric/Method for Measuring:** Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

**ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARD OUTCOMES**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

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

Student achievement in developing grade level content mastery in specific knowledge and critical thinking skills is assessed using a variety of assessment measures. Such assessments are necessary to map the Charter School's strengths and weaknesses and to hold students, parents, administrators and teachers accountable for student progress. The Charter School has clearly defined what students should know in each subject in each grade level for the CAASPP and CCSS. These assessments are based on a tracking and monitoring system of student progress.

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

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

**ASSESSMENT SCHEDULE**

<b>ASSESSMENT FRAMEWORK</b>	<b>DESCRIPTION OF ASSESSMENT TOOL</b>	<b>DATE</b>
ANNUAL	CAASPP or other REQUIRED CALIFORNIA STATE TESTING	MAY
ANNUAL	PHYSICAL FITNESS TEST (5 <sup>th</sup> & 7 <sup>th</sup> )	APRIL
30 DAYS FOLLOWING ENROLLMENT OR ANNUAL	ENGLISH LANGUAGE PROFICIENCY ASSESSMENT of CALIFORNIA (ELPAC)	30 DAYS AFTER ENROLLMENT/ WINTER
SBAC INTERIM	BENCHMARK ASSESSMENTS	QUARTERLY

BLOCKS	ELA AND MATH	
NWEA – MAP	SKILLS ASSESSMENT IN LANGUAGE, READING AND MATH	FALL WINTER SPRING
ON-GOING	PARENT CONFERENCES	SEPTEMBER-JUNE
ON-GOING	TEACHER MADE ASSESSMENTS IMBEDDED IN PROGRAM, UNIT TESTS ALIGNED WITH COMMON CORE AND STATE STANDARDS	SEPTEMBER TO JUNE
QUARTERLY	PROGRESS REPORTS ARE ALIGNED WITH COMMON CORE OR STATE STANDARDS (MANDATORY PARENT CONFERENCES)	DECEMBER* MARCH* JUNE

A sample progress report format for each grade level is on file and available upon request.

**Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

At the beginning of the year, all students are administered the NorthWest Evaluation Association (NWEA MAP) assessment in ELA and math skills. In addition, reading fluency tests are used to assess how well students are progressing towards grade level and SBAC bands 1 and 2 (standard not met and standard nearly met) to determine the level of support necessary.

The NWEA MAP assessment, given in the fall, winter and spring is a primary tool to monitor students' progress. The MAP report helps teachers focus instruction for the class, individuals, and small groups. The percentile and Rasch UnIT (RIT) score, a type of scale score, have been aligned to the CCSS. TFSCS has determined that students need to score above the 60<sup>th</sup> percentile to be equivalent to meeting or exceeding the standard on SBAC.

Site Administrators are responsible for directing and monitoring the assessment plan. The Site Administrator and Instructional Coaches meet with grade level teams on a weekly basis to review student's work and to evaluate progress on benchmark assessments. The staff continuously monitors student progress through weekly and bi-weekly assessments to determine whether students are making adequate progress towards mastering measurable standards-based objectives. Benchmarks indicate the interim steps students have achieved in mastering standards and goals. As a result, teachers are able to determine if students are making sufficient progress towards attaining annual goals.

Table 64



**NWEA MAP NPR Quintiles**  
by Content Areas and Years



**Data Analysis and Reporting**

A series of questions guide the analysis and the interpretation and understanding of how the data is informing Administrators and staff. Examples are included in the chart below for the assessments most used. NWEA MAP assessments provide multiple reports that are used to examine student’s performance individually, by class, by grade level, and schoolwide. A growth report is provided to each student and shared with parents including objectives.

Questions About MWA MAP	How the Answers Inform Instruction, Curriculum
<ul style="list-style-type: none"> <li>Which groups have met or exceeded growth targets?</li> <li>Which groups did not meet growth targets?</li> <li>What number and percentage of students had negative growth?</li> <li>For these groups, what accounts for the differences in growth in a particular strand?</li> <li>Which students need intervention?</li> <li>Which students need enrichment?</li> <li>What percentage of students in grade 3-8 are performing at or above the 60<sup>th</sup>ile.</li> </ul>	<p>The NWEA MAP reports provide detailed data for the school by grade level and is also disaggregated by groups. In addition, each teacher’s class report and each student’s individual report is examined. Additional questions are also incorporated. The regular use of the NWEA <i>Skills Navigator</i> provides frequent checks on progress including observing the delivery of daily instructions. Questions include but are not limited to:</p> <ul style="list-style-type: none"> <li>To what extent is intervention for individuals and groups being implemented with fidelity—occurring daily, focused on identified goals?</li> <li>To what extent do instructional strategies need to</li> </ul>

	be modified to increase and/or accelerate learning? <ul style="list-style-type: none"> <li>• What support, if any, do teachers to improve instruction, knowledge, skills, and practices?</li> </ul>
<b>Program Benchmarks</b>	<b>How the Answers Inform Instruction, Curriculum</b>
<ul style="list-style-type: none"> <li>• To what extent does student performance on program benchmarks align with performance on NWEA MAP assessments?</li> </ul>	Students' performance on adopted program benchmarks may be predictive of how students will perform on NWEA and SBAC assessments. These assessments along with lesson assessments, homework assignments are used to determine student's grades. More students are receiving grades "approaching" and "at" standard. Teachers are cautioned not to put a lot of weight in assignments that may over inflate student performance.
<b>SBAC Interim and Block Assessments</b>	<b>How the Answers Inform Instruction, Curriculum</b>
<ul style="list-style-type: none"> <li>• What percentage of students at each grade level and by disaggregated subgroups are performing at Levels 1,2, 3, or 4?</li> <li>• How many students were within 10 scale points of the band above the range in which they scored?</li> <li>• On which claims are students performing best (by grade, by level, by subgroups)?</li> <li>• To what extent does NWEA MAP performance predict performance in SBAC?</li> </ul>	These assessments tell us if students are making sufficient progress toward meeting specified goals, The <i>block assessments</i> provide specific information on how students in grades 3-8 are performing on specific skills for a claim or group of related standards.

TFSCS is focused on using data effectively to inform our instructional practices. Teachers are continually supported to plan, organize and deliver instruction focused on each student's needs as identified by assessments. In addition, teachers are sensitive to the need to observe each student closely to gain additional insight into the best approach to adjust instruction. Responsive teaching is extremely critical to the success of our program. A deep understanding of the role of socio-economic conditions on learning allows teaching staff to maintain high expectations for increasing the achievement of all students by using strategies that will positively impact student's achievement. Data is also shared with ELAC, Superintendent, Site Administrators, and Board members.

### Grading, Progress Reporting, and Promotion/Retention

**Grading Policy**

Reporting student progress is a continuous process involving students and their parents/guardians. Formal reporting is conducted three times each year. The reporting system gauges the progress of each student in meeting the standards for each grade, which are based upon the California State standards. Progress is reported using the following four-point metric:

<b>4</b>	Above Standard Test Scores 93%-100%	Consistently does high quality work that meets or exceeds the standard; has a strong knowledge and understanding of the standards. Uses a wide range and variety of books, tools, and materials. Demonstrates originality, initiative, and independence. Use a well-developed vocabulary.
<b>3</b>	At Standard Test Scores of 80%-92%	Regularly meets standards by exhibiting these behaviors; is thorough and accurate in explaining and applying knowledge. Has knowledge and understanding of the subject area standards. Can draw information from a variety of sources. Can utilize problem-solving skills. Has an adequate vocabulary in subject area.
<b>2</b>	Approaching Standard Test Score of 79%-65%	Developing thoroughness and accuracy. Has a developing knowledge of the standard; is developing independence, but requires some teacher guidance. Uses basic vocabulary.
<b>1</b>	Below Standard Test Scores of 64% or less	More time practice and effort is needed to meet subject standard. Frequently requires assistance and support and/or maximum scaffolding.

Parent/Student conferences are held 3 times each year to review progress and to establish goals to be achieved prior to the next reporting period.

**ELEMENT D: GOVERNANCE STRUCTURE**

*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

TFSCS is operated by Today's Fresh Start, a California Non-Profit Public Benefit Corporation that qualifies for exemption from income taxation under section 501 (c)(3) of the Internal Revenue Code in accordance with Education Code section 47604.

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

The authorized number of Directors shall have not less than three (3) Directors or more than five (5) Directors unless changed by amendment of the Bylaws. The terms of the Board members are staggered. TFSCS will strive to have at least one parent on the Board of Directors.

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

Please find the Today's Fresh Start's Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Policy attached to this petition.

**Board Meetings and Duties**

The TFSCS Board of Directors will hold regular meetings twice per calendar year, and special meetings as needed. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, reprimand, and dismissal of the Site Administrator of the Charter School
- Hire, supervise, evaluate, reprimand, and dismissal of the Superintendent of the Charter School
- Approve and monitor the implementation of general policies of the Charter School

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

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

The Charter School shall comply with the Brown Act, and any other requirements for the location of governing board meetings of the Charter School, including Education Code section 47604.1, as added by SB 126 (2019). The Charter School shall also comply with the Political Reform Act and Public Records Act.

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

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

#### **Superintendent**

The Superintendent will be the leader of the Charter School. The Superintendent reports directly to the TFSCS Board of Directors, and s/he is responsible for the daily operations of the Charter School.

The Superintendent shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Identify the staffing needs of the Charter School, including: interviewing prospective employees; hiring, promotion, reprimand, and/or dismissal; ensuring appropriate evaluation techniques for staff
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Establish and maintain a system to handle organizational tasks such as student records and weekly attendance roll sheets
- Promote positive image of the Charter School in the community
- Attend Charter Authorizer administrative meetings (as necessary) by the Authorizer and stay in direct contact with the authorizer
- Ensure the development of the Local Control and Accountability Plan
- Present independent fiscal audit to the Charter School Board of Directors and, after Board of Directors review, submit audit to the District, State Board of Education, County Superintendent of Schools, State Controller and the California Department of Education;
- Participates, as necessary, in the suspension, expulsion and dismissal process
- Participate in IEP meetings, as necessary or appoint administrative designee

#### **Business and Operations Management**

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

#### **Parent / Student Involvement Plan**

One of the primary predictors of student success is parent involvement. Parents are encouraged to participate in the educational process of their child(ren). Parents may participate in school governance, support students' educational development and other school activities. TFSCS has convened a School Site Council which contains parent representatives.

Parents and students at TFSCS are encouraged to sign a non-binding parent/student Pledge outlining the recommended commitments parents/ guardians should make to enhance the academic success of their child, which includes:

- Volunteering at the school campus and/or community activities, although volunteering is not required, but it is welcomed and encouraged;
- Working with the child at home with homework, projects, etc.
- Maintaining positive and effective communication with the teacher and staff to the educational benefit of the child;
- Ensuring that their child attends school daily and on time.
- Enforcing the Charter School's Parent/Student Compact in the Parent Family Handbook signed by parents, which is available upon request with their child (on file)
- Attending at least two parent workshops during the school year including but not limited to participating in the Charter School's Family-Child Mentoring Academy.

Students are expected to sign the conduct compact accepting personal responsibility for their own education and the ongoing enhancement of their academic performance. The student agrees to:

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

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

#### **Meetings at The Individual Classroom Level (Back To School Night And Open House)**

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

- **Individual Parent-Teacher Conferences.** Mandatory conferences will be held three times a year with student's parent/guardian to inform them of the educational progress of their child and family need for participation. Other parent teacher conferences may be held, if necessary.
- **Hands-On Workshops.** "Learning by doing" such as, literacy and math nights will help parents and staff members acquire techniques with a strong educational potential.

- **Cultural Holidays and Celebrations.** Activities where children, their families, and members of the community come together to celebrate different cultures. Sometimes all families of the same grade level may be involved and at other times a particular class or grade level.
- **Community Events.** The Charter School will participate in community events and host events to invite the community at large, such as career day, health fairs, and arts events.

TFSCS may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continued enrollment at TFSCS.

#### **School Site Council**

The goals and purpose of the School Site Council is to provide stakeholders of the school (parents, teachers, students, staff, and community members) an avenue to actively participate in the educational development of the school by:

- Collaborating with the school, families, and community so that parents, teachers, and community members may cooperate in the academic experiences of the students.
- Acting as an advisory body to the Superintendent.
- Providing a liaison between the school, school organizations and the community.
- Assisting the school in providing a learning environment conducive to teaching and learning.
- Ensuring that every student is able to reach their full potential and achieve their academic goals.
- Involving parents in the activities of the school.
- Reviewing and provide input to the school's Local Control Accountability Plan (LCAP).

#### **English Learner Advisory Committee (ELAC)**

State law mandates that each school site with 21 or more students of limited English proficiency (LEP) in attendance, regardless of language, to form a functioning English learner advisory committee (ELAC). If applicable, TFSCS shall maintain an English Learner Advisory Committee. Membership shall consist of lead faculty and parents of the EL students. The ELAC will advise the Superintendent and staff on ways to enhance support for EL's and reach the reclassification goals for EL students as per the LCAP.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

### **Qualifications for all Employees**

All employees must furnish or be able to provide:

- Tuberculosis ("TB") testing.
- A criminal record summary as described in Education Code section 44237.
- Documents establishing legal work status.

TFSCS adheres to the applicable California laws regarding fingerprinting and TB testing of employees. TFSCS adheres to the school policy pertaining to the safety and health of all employees and students. Prior to the first day of work for every employee, TFSCS processes all background checks through LiveScan, administered by the Department of Justice in accordance with Education Code Section 44237.

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

TFSCS considers the following to be key positions at the school: Superintendent, Site Administrator, and Teacher.

### **Qualifications and Duties for Teachers**

Teachers will satisfy credentialing requirements in accordance with Education Code Section 47605(1). Teachers of core subjects (English language arts, math, science, and history/social science) must hold a Commission on Teacher Credential, certificate, permit, or other document equivalent to that they would be required to hold in other public schools. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The Charter School shall be given flexibility with regard to teacher credentialing requirements for noncore, non-college preparatory courses pursuant to Education Code Section 47605(1).

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

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

#### Teacher Duties and Responsibilities

- Participate in in-depth training and in-services of school curriculum
- Provide quality, enriched, and powerful, creative curriculum, which is focused and CCSS-aligned, and based on high achievement to the best of students' capabilities
- Provide and maintain an effective classroom environment that reflects and facilitates the academic program
- Continually evaluate classroom performance to meet the needs of each and every individual student
- Monitor students' academic progress, some of which may include: assessment tools including rubrics, benchmarks, technology resource based assessments, work samples (portfolios), tests, quizzes, computerized assessment programs such as Study Island, and other resources suitable to guide students' progress toward achieving grade level competency
- Maintain running records: such as, assessments, technology based monitoring, checking for understanding which may be daily, weekly, monthly, and/or trimester progress
- Actively strive for continuous, collaborative communication with Administration, other staff, parents and community
- Participate in faculty meetings, school committees, common planning, weekly professional development and beginning of the year professional development and other as may become necessary
- Participate in Individual Education Plan meetings when applicable
- Continue to work on individual knowledge of teaching delivery (e.g. through internet access) to enhance student progress

There are additional fundamental requirements for proficient teaching, some of which are: liberal knowledge of core-relevant subject matter content; ability to research, develop and adapt specific teaching strategies to the students' needs, using skills in effectively teaching students from racially, ethnically, and socioeconomically diverse backgrounds; maintaining the skills and capacity to employ their knowledge wisely in the interest of students learning; knowledge of general and subject-specific methods for teaching and for evaluating student learning; knowledge of students and human development; and remaining committed to students and their learning. They know the subjects they teach and how to teach those subjects to students being responsible

for classroom management and classroom behavior management and monitoring student learning.

#### **Qualifications for Superintendent**

The Superintendent is responsible for the overall fiscal, business and academic decisions for the Charter School. The Superintendent reports directly to the Board of Directors.

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

The Superintendent's tasks may include but are not limited to

- Ensure the Charter School enacts its mission
- Embody, advocate for, and execute on the mission, vision and strategic direction of the Charter School
- Monitor and analyze student performance data and prepare reports
- Supervise day-to-day operations of the school
- Responsible for overall vendor management including, but not limited to payroll, facilities, contractors
- Manage recruitment and selection of staff
- Supervise staff and foster positive, collaborative working relationships
- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners
- Communicate issues, concerns, and needs to the Board of Directors
- Assist with development of annual budget and making recommendations to the Board of Directors
- Work with the Board of Directors to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary
- Ensure the security of the school buildings
- Promote the Charter School in the community

#### **Qualifications for Site Administrator**

The Site Administrator is selected by the Superintendent on an application and interview basis. Selection of the Site Administrator is based on experience in classroom and other educational leadership, demonstrated ability in program implementation and/or development, and commitment to educational reform; must have demonstrated sensitivity to developing a learning environment that supports cultural diversity in a multi-ethnic student population; held directly accountable for student progress and the implementation of the educational program.

Qualifications: The Site Administrator must hold minimally a current Clear California Teaching Credential or a higher degree and have knowledge and a background of experience in curriculum and instruction. The Site Administrator is directly responsible to the Superintendent.

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

- Ensure the Charter School enacts its mission
- Collaborate with the Superintendent as needed in the interview process for employee hiring, promotion, reprimand, and/or dismissal
- Ensure compliance with designated state and federal laws in connection with grants, and help secure local grants
- Communicate with parents and assure families of academic growth
- Take responsible steps to secure daily attendance of the students enrolled in the Charter School
- Complete and submit required documents by the charter and/or Charter School Board of Directors and/or the Authorizer
- Identify the staffing needs of the Charter School in collaboration with the Superintendent
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information and attendance logs
- Hire qualified substitute teachers as needed
- Ensure the security of the school buildings
- Promote the Charter School in the community
- Support teacher professional development
- Attend Authorizer administrative meetings (as necessary)
- Participate in development of the LCAP
- Manage student behavior intervention, and as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

#### **Other Certificated Staff Qualifications**

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

#### **Office Personnel Qualifications and Duties**

Qualifications are based on the ability to perform the prescribed duties; high school education, at least one year of previous office and clerical experience; bilingual in English and Spanish, telephone etiquette, computer skills, and general overall knowledge of handling parents and others with whom they may come into contact.

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

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

#### **Non-Certificated Instructional Personnel**

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

Qualifications: Minimally, TFSCS classroom helpers may possess college credits and/or are required to have at least one year experience working with grades transitional kindergarten through eighth grades. TFSCS will adhere to all requirements for Paraprofessionals as set forth in the federal and state law, as they are applicable to TFSCS. A Paraprofessional/Instructional Aide must minimally hold a high school diploma and may have earned as many as 45 units from a Regionally Accredited Institution or higher.

#### **Recruitment**

A contract agreement, if needed, will be entered into with a staff recruitment company. TFSCS utilizes all means of conventional recruitment available, local newspaper advertisement, media, internet sources such as Ed-Join Staff Recruitment Website, Indeed Staff Recruitment Website and referrals.

**ELEMENT F: HEALTH AND SAFETY PROCEDURES**

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

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

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).*

TFSCS shall adopt and implement a comprehensive set of health, safety, and risk management policies. The policies shall be developed in consultation with the Charter School's insurance carriers and incorporated as appropriate into the Charter School's Parent-Family-Student and staff handbooks. The policies shall be reviewed on an ongoing basis in the Charter School's staff development efforts and governing board policies. A comprehensive set of policies shall be maintained at the school site.

The following is a summary of the health and safety policies of the Charter School:

**Procedures for Background Checks**

Employees and contractors who are in direct contact with students and work at the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Superintendent /Administrator and Human Resource Staff of the Charter School shall monitor compliance with this policy utilizing the online FBI and DOJ fingerprinting background monitoring feedback service. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

### **Tuberculosis Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster and TDAP in accordance with applicable law.

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision and Hearing**

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

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Emergency Preparedness**

Further, pursuant to AB 1747 (2018), TFSCS Inglewood shall develop a school safety plan (may be referred to as Emergency Preparedness Handbook), which shall include the safety topics

listed in subparagraphs (A) through (H) of Education Code section 32282(a)(2), and procedures for conducting tactical responses to criminal incidents. The plan will be reviewed and updated by March 1 of every year by TFSCS Inglewood.

**Blood borne Pathogens**

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

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

**Drug-, Alcohol-, and Smoke-Free Environment**

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

**Facility Safety**

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

**Comprehensive Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, immigrant status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.

**ELEMENT G: RACIAL AND ETHNIC BALANCE**

*Governing Law: The means by which the Charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

TFSCS will make every effort to recruit students of various racial and ethnic groups (regardless of immigration status) so as to achieve a balance that is reflective of the general population of Greater Los Angeles. TFSCS enrollment process is on-going year round. The Charter School's re-enrollment period for returning students begins in March. Recruitment efforts will include, but not necessarily limited to:

- Development of promotional materials (i.e. a school brochure, flyers, website, and advertisements for local media) that is transmittable to the populations, such as various racial and ethnic groups generally populated by the Charter School (and others)
- Outreach meetings in several areas to reach prospective students and parents. Outreach meetings may be held in collaboration with other community meetings during the year and summer months
- Hosting open houses, new parent orientations
- Publicizing the instructional program

#### **ELEMENT H: ADMISSION REQUIREMENTS**

*Governing Law: Admission policies and procedures, consistent with Education Code Section 47605(b) (5) (d). Education Code Section 47605(b) (5) (H).*

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

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

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate or alternative documentation
6. Release of records

Interested parents of prospective students are required to adhere to the application and admission requirements and are strongly encouraged to visit the Charter School and meet with a staff member to learn more about the Charter School's goals and philosophy. A designated staff member will explain the program model to prospective parents, provide a tour of selected classrooms (upon parent request) and deliver an overall orientation of expectations. Once a student has been enrolled in the School, a parent and /or guardian will be encouraged to sign a Parent Compact, which requests that parents:

1. Work with staff to provide an optimal learning environment at home and school
2. Encourage parents to contribute a minimum of 40 hours per school year in a volunteer capacity

The intent of the Parent Compact is to create a strong relationship between families of students and Charter School personnel. Parents of students enrolled in TFSCS will be encouraged to consider the benefits of strong parental support to their children's education. Opportunities to

meet the commitments of the Parent Compact will be to provide for school parent-family cooperation.

**Public Random Drawing**

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

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

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

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via phone or e-mail in a timely manner.

The Charter School will conduct the lottery prior to the opening of school.

**Admission Preference**

1. The charter school grants preference to the siblings of students currently enrolled.
2. Children of the staff will be granted a preference, but not to exceed 10% of available spaces.

**ELEMENT I: INDEPENDENT FINANCIAL AUDIT**

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b) (5) (I).*

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

TFSCS will select an independent auditor. The audit firm will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

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

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

**ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES**

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

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

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

*(I) provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

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

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes unenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b) (5) (J).*

TFSCS has developed comprehensive policies that assure a safe and study- oriented learning environment. The Charter School policies frame a set of Student Expectations, Parental/Guardian Obligations and General School Rules. These Student expectation policies are the duty of each student, parent/guardian and school personnel.

TFSCS personalizes student school expectations with consistent, predictable, fair and productive structure and imposes suspensions only when other means of correction fail to bring about school appropriate student expectations. Our goal is to maintain zero suspension and expulsion rate. Students who do not adhere to their responsibilities and who violate school rules may expect consequences for their inappropriate school actions (e.g. meeting with the Intervention Team and or parent conference).

### **Suspension and Expulsion Procedures**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe school appropriate expectations. Corporal punishment shall not be used as a measure of correction against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all policies and procedures related to appropriate school protocols. The notice shall state that this Policy is available on request at the Superintendent's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws pertaining to any student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### **A. Grounds for Suspension and Expulsion of Students**

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

#### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school behavioral proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in

excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to behavior intervention pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess

the item from a certificated school employee, with the Superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school behavioral proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

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

- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to behavior intervention pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the behavioral action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition,

the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **D. Authority to Expel**

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three neutral members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. An Administrative Panel may not consist of individuals who have already been involved in the prior behavior intervention steps for the particular conduct being considered for expulsion. The Superintendent may modify or change the panel appointees at any time to ensure the Administrative Panel consists of neutral officials. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **E. Expulsion Procedures**

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

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

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

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

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable behavioral rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good

cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

can be made.

#### **H. Presentation of Evidence**

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### **I. Written Notice to Expel**

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

**J. Behavioral Records**

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

**K. No Right to Appeal**

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

**L. Expelled Pupils/Alternative Education**

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

**M. Rehabilitation Plans**

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

**N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

**O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

1. Notification of SELPA

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

## 2. Services During Suspension

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

## 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

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

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

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

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

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

**P. Involuntary Removal**

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the appeal procedures specified above before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified above, the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated.

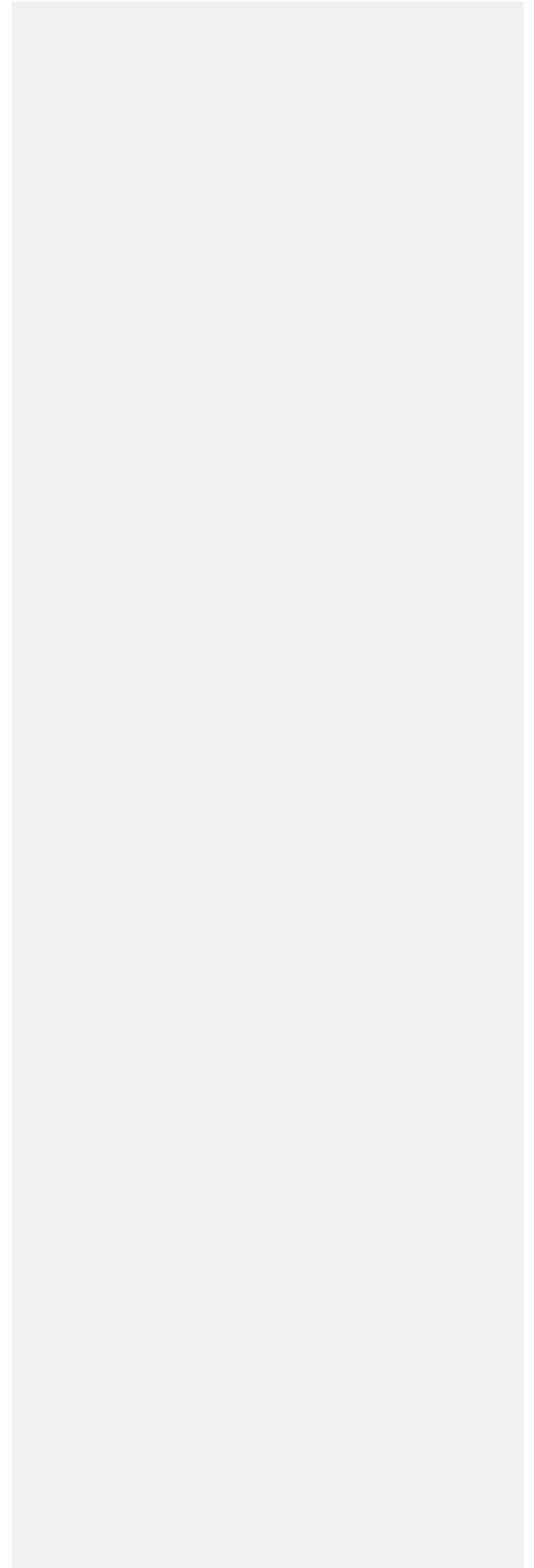
**Intervention Team**

Today's Fresh Start Charter School has an intervention team, which consists of Resource Specialists, Special Education Staff, Counseling staff, psychological staff and behavior staff. The purpose of the intervention team is to track and monitor student progress by visiting the classrooms unobtrusively while students are observed. There are several considerations made which may be contributors to a student not achieving his/her personal best. Those considerations may be behavior, diet, lack of sleep, attendance issues or other situations which may be domestically related. Teachers learn through professional development or through their own strategies what strategies to use which best encourage each child toward his/her personal best. Every child is observed by an intervention team member and /or site administrator so that we know how each child will learn and what context; whether it is verbally, visually, auditory or whatever method will work for that child. The Intervention Team provides students the opportunity to practice a moment of reflection as a behavioral strategy to develop their conflict/resolution skills. In addition, parents are encouraged to participate in their child's behavioral development. Collectively, TFSCS staff and parents work diligently to promote student success!

**ELEMENT K: RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

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

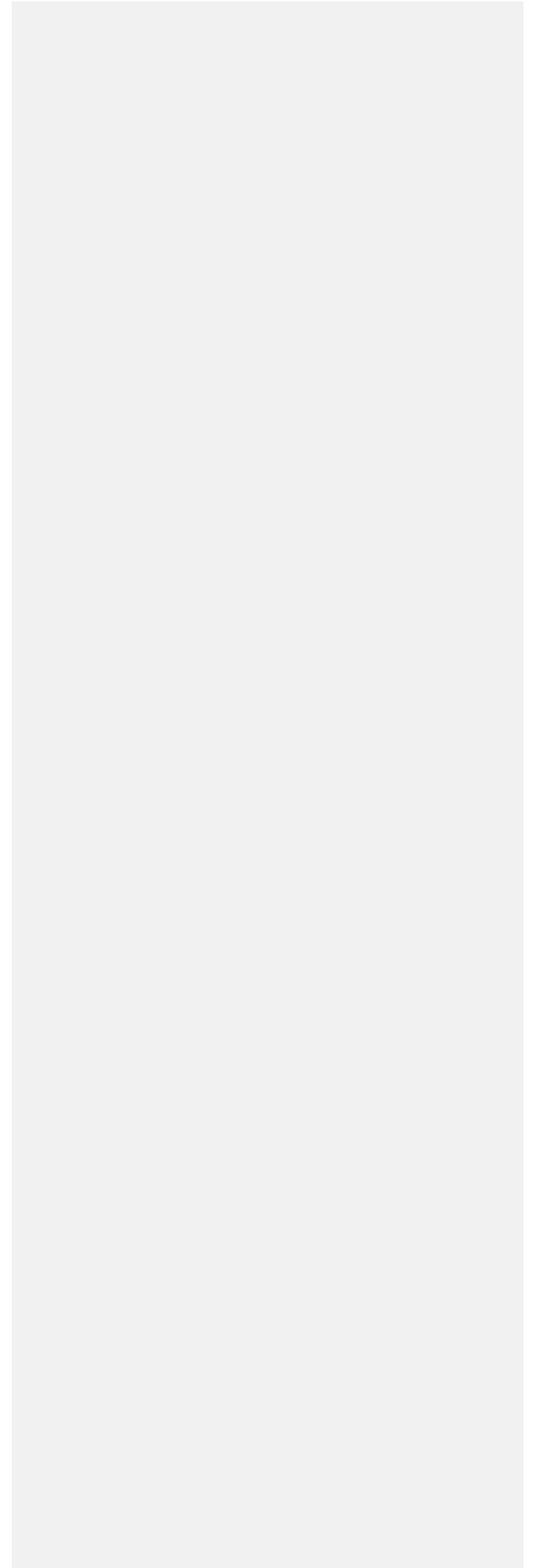


**ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

TFSCS is a school of choice. No student may be required to attend the Charter School. Students who reside within the District who choose not to attend TSFCS-INGLEWOOD may attend a school within the District according to District policy and based on their residency, or they may pursue another school district or school within the District through the District's intra- and inter-district policies.

TFSCS shall inform parents on admissions forms that a pupil has no right to admission in a particular school of any Local Educational Agency (or program of any Local Educational Agency) as a consequence of enrollment in TFSCS, except to the extent that such a right is extended by the local educational agency.



**ELEMENT M: EMPLOYEE RETURN RIGHTS**

*Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.



To Superintendent/State Administrator      Inglewood Unified School District  
401 S Inglewood Avenue  
Inglewood, CA 90301

(2) A ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule an in-person conference to discuss and resolve the controversy, claim, or dispute, at issue ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered may be tendered by personal delivery, by facsimile or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

The charter granted pursuant to this Petition may be revoked by Inglewood Unified School District (IUSD) if found that TFSCS did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in this Petition.
- Failed to pursue any of the student outcomes identified in this Petition.
- Failed to meet generally-accepted accounting principles, or engaged in fiscal mismanagement.
- Knowingly and willfully violated any provision of law.

Prior to revocation, IUSD will notify TFSCS of any violations (as set forth above) in writing noting the specific reasons for which the charter may be revoked, and give the school a reasonable opportunity to cure the violation.

TFSCS and the District agree to resolve any claim, controversy or dispute arising out of or relating to the charter pursuant to the terms of this section.

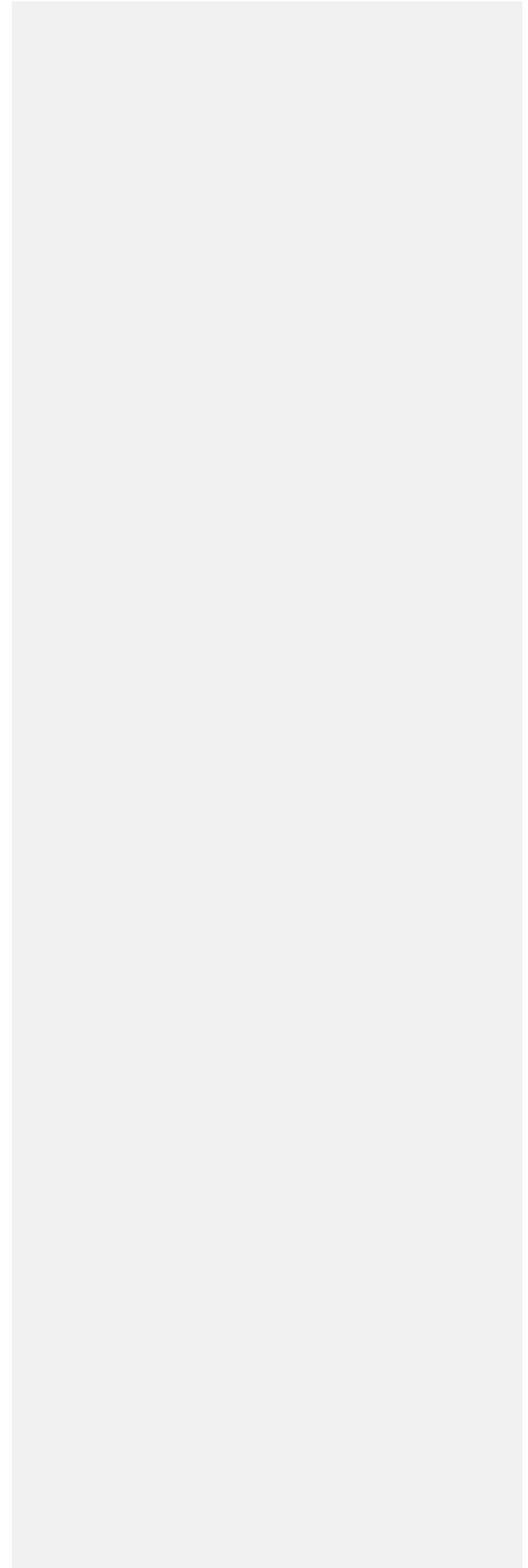
The Charter School and the District are encouraged to attempt to resolve any disputes with each other amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, arising out of or relating to the charter, the parties agree to first frame the issue in written format ("dispute statement") and to refer the issue to the IUSD State Administrator or designee as applicable and Superintendent of the Charter School. The dispute statement must identify the nature of the dispute and any supporting facts.

The Superintendents shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the

event that this informal in-person meeting fails to resolve the dispute, both parties shall identify two board members from their respective Boards who shall jointly meet in-person with the State Administrator or the State Administrator's appointee and the Superintendent of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this in-person meeting fails to resolve the dispute, the Superintendents shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendents. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.



**ELEMENT O : CLOSURE PROCEDURES**

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b) (5)(O).*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the Los Angeles County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the Authorizer promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

## MISCELLANEOUS PROVISIONS

### Budget and Financial Reporting

*Governing Law:* The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix 9, please find the following documents: TFSCS Inglewood five-year budget and cash flow with budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

**Commented [RRE1]:** To Today's Fresh Start: Based on the description in the Table of Contents, we indicated TFS would provide 5 years of financial information. Please work with back office provider to obtain this information.

### **Administrative Services**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

### **Facilities**

*Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

TFSCS is located at:

3405 West Imperial Highway, Inglewood, California 90303

TFSCS Inglewood will ensure that facilities will meet all applicable building codes, comply with the Americans with Disabilities Act, and all other applicable fire, health, building and structural safety requirements. All facilities will hold Certificate of Occupancy as determined by the local Department of Building and Safety and/or the Department of the State Architect as applicable.

### **Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### **Insurance**

At minimum, coverage will include:

- Workers' Compensation as required by the Labor Code of the State of California and Employers' Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$2,000,000 per single occurrence. The District will be named as "other named insurers." The policy will also provide specifically that any insurance carried by the District, which may be applicable to any claims or loss, shall be deemed excess, and the Charter School's insurance primary, despite any conflicting provisions in the Charter school's policy. Coverage shall be maintained with no self-insured retention.
- Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$15,000 per occurrence, with no self-insured retention

TFSCS may also purchase coverage for the following:

- Directors and Officers (D & O) for wrongful acts (including coverage for employment practices) of at least \$2,000,000 each claim with an extended reporting period of not less than one year following termination of the charter.
- Professional Liability (E & O) for defense and damages for errors and omissions with a limit of \$1,000,000 each incident if health care services such as medical, nursing and/or counseling are provided to students. The policy shall have an extended reporting period of not less than one year following termination of the charter endorsed into the policy.
- Business Automobile Liability covering owned, non-owned and hired vehicles with a combined single limit of at least \$1,000,000 if vehicles are used in the performance of TFSCS transactions.
- Commercial All Risk Property for buildings and contents for full replacement cost.
- Student Accident Insurance with a limit of not less than \$10,000 per accident.

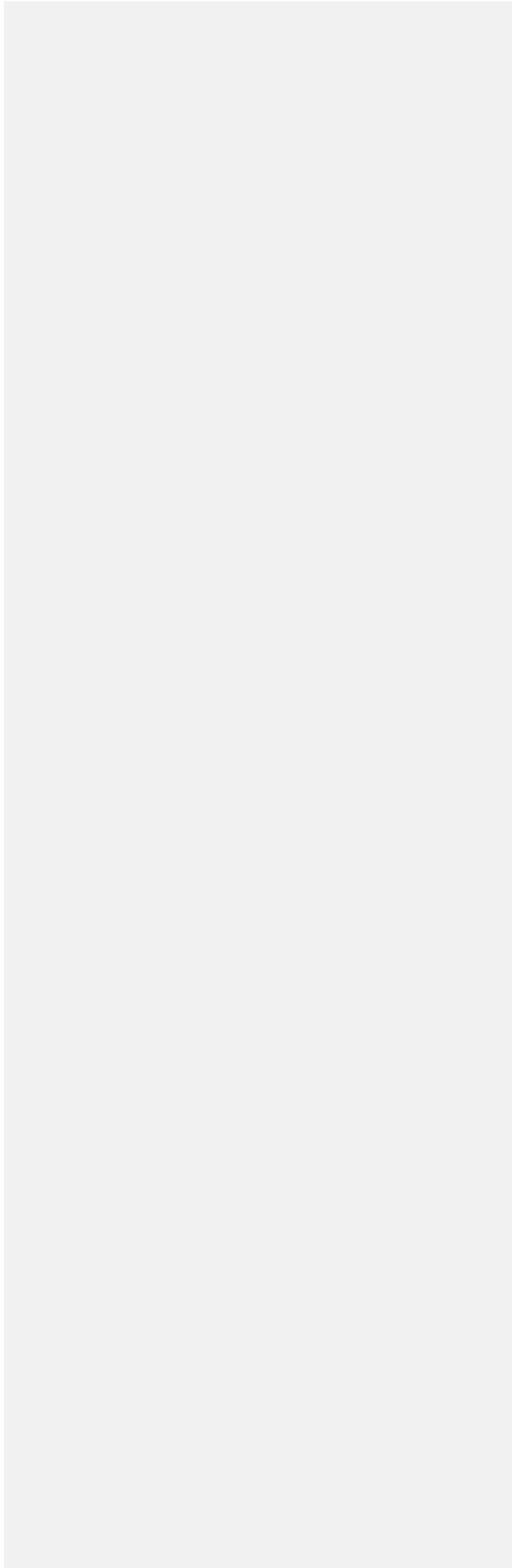
**Indemnification**

TFSCS Inglewood does hereby agree, at its own expense, to indemnify, defend, and hold the District, its officers, employees, and agents harmless from and against any and all claims, liabilities, legal proceedings, settlements, or judgments brought by any person or entity whatsoever, arising from, or relating to the charter petition and/or operation of the Charter School. TFSCS Inglewood further agrees to indemnify, defend, and hold the District, its officers, employees, and agents harmless from and against claims, liabilities, legal proceedings, settlements or judgments brought by any person or entity if such claims, liabilities, legal proceedings, settlements, or judgments arising from or relating to acts or omission of acts committed by TFSCS Inglewood, its officers, employees, whether employed directly or indirectly, agents, or students.

TFSCS Inglewood at its own expense shall be responsible for defending any claims, liabilities, or legal proceedings brought against the Charter School. In addition, TFSCS Inglewood shall be solely responsible for satisfying any resulting settlements or judgments rendered as the result of such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the conduct of TFSCS Inglewood, its Board of Directors, or its officers and employees.

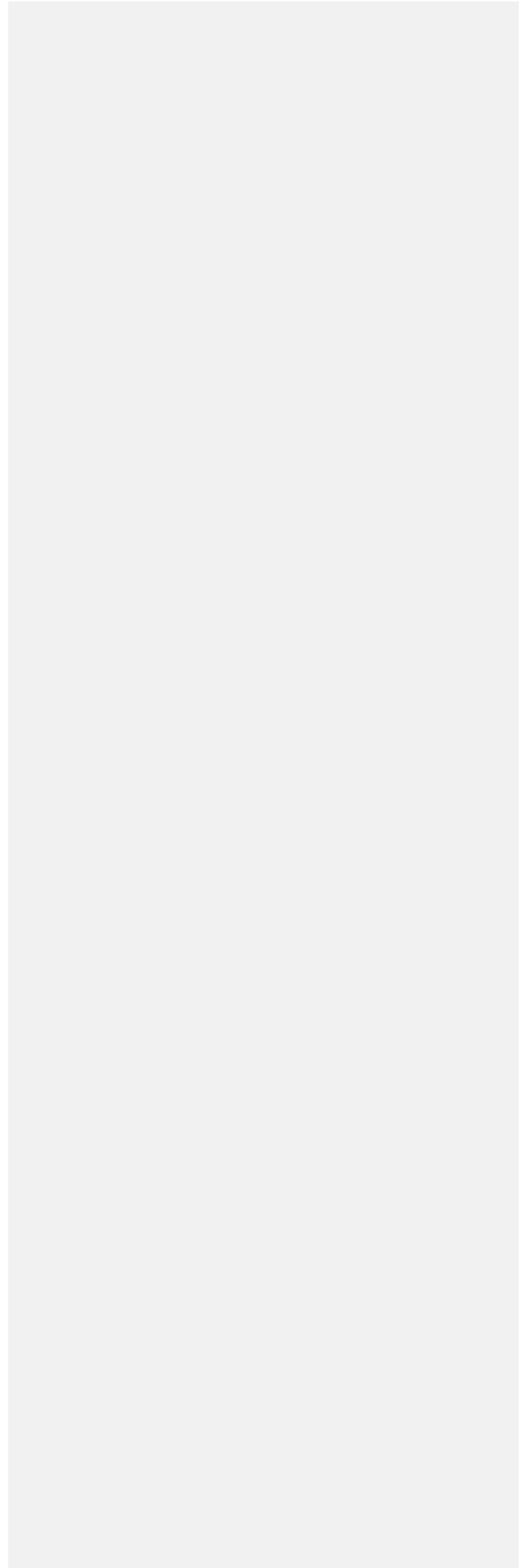
**Transportation**

Transportation is the parental responsibility for families who choose to attend, except in instances of compliance with an IEP or as otherwise required by law. For extracurricular activities, such as field trips, transportation will be contracted with a licensed contractor or a state permitted or licensed school bus.



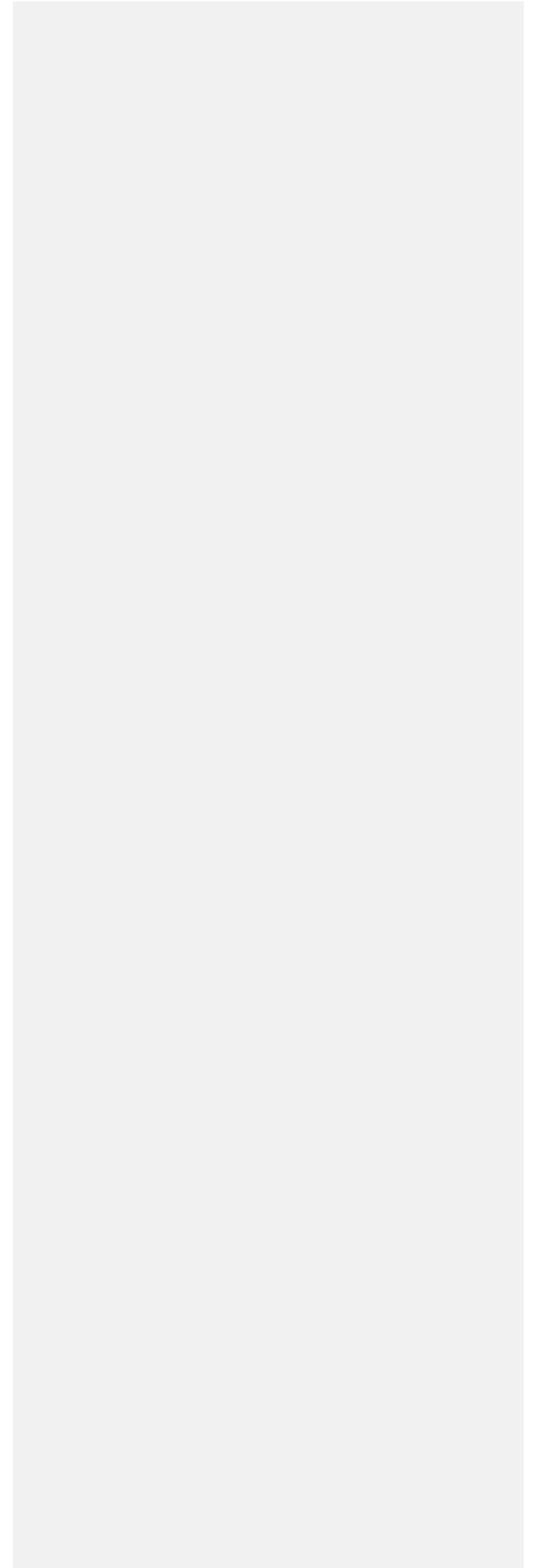
Appendix A

Articles of Incorporation, Bylaws, Conflict of Interest Policy



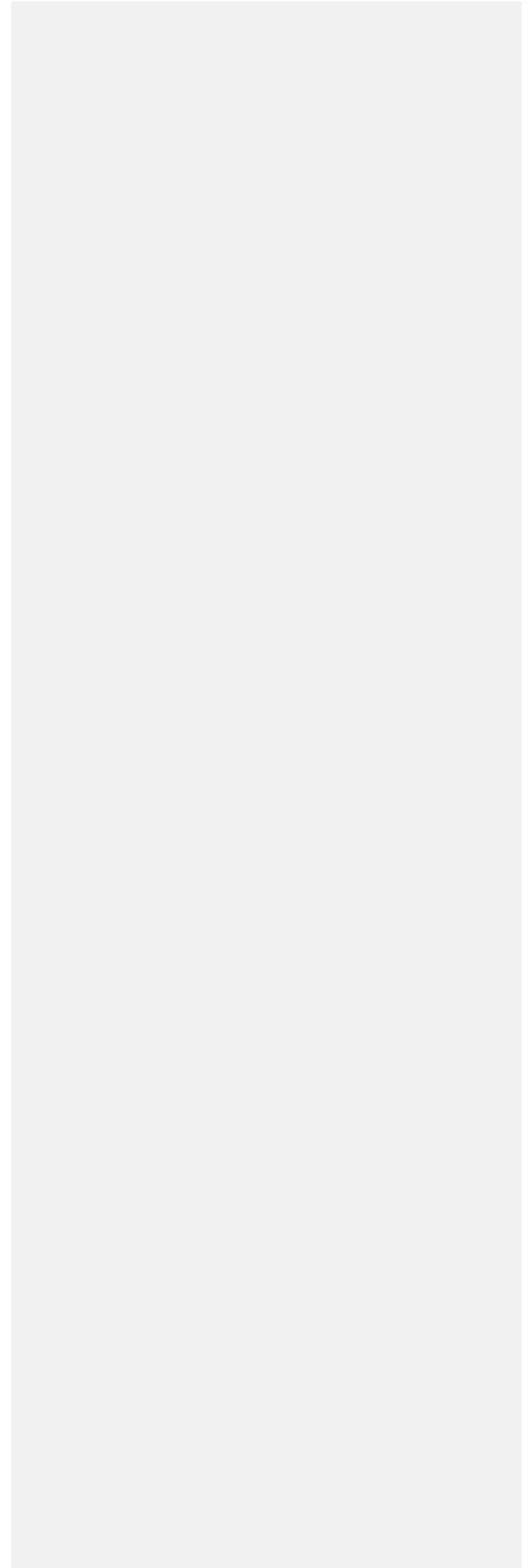
Appendix B

Accreditation by the Western Association of Schools and Colleges (WASC)



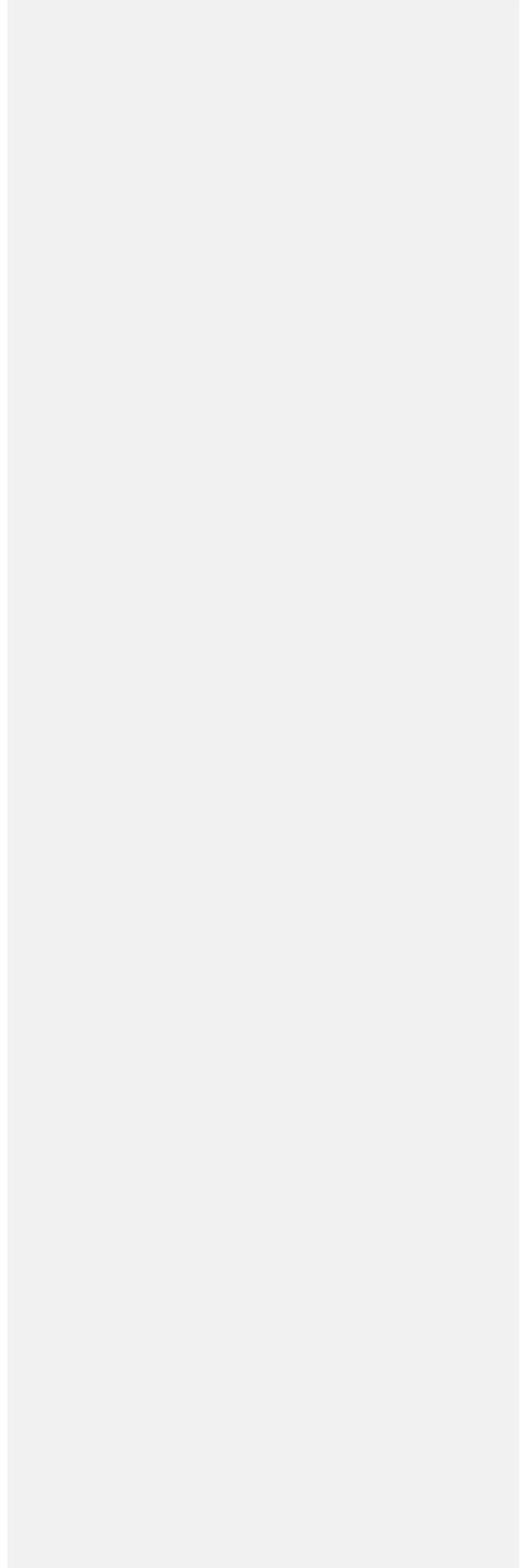
Appendix C

National Association of Special Education Teachers (NASSET) Award



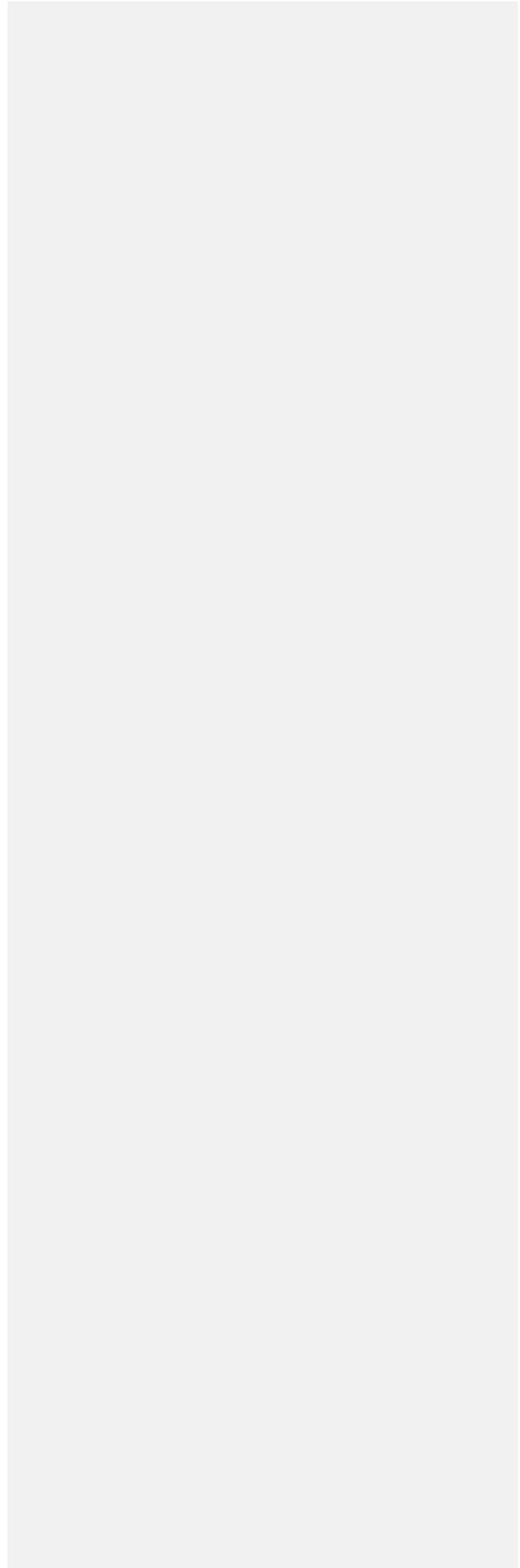
Appendix D

Top Public School Award



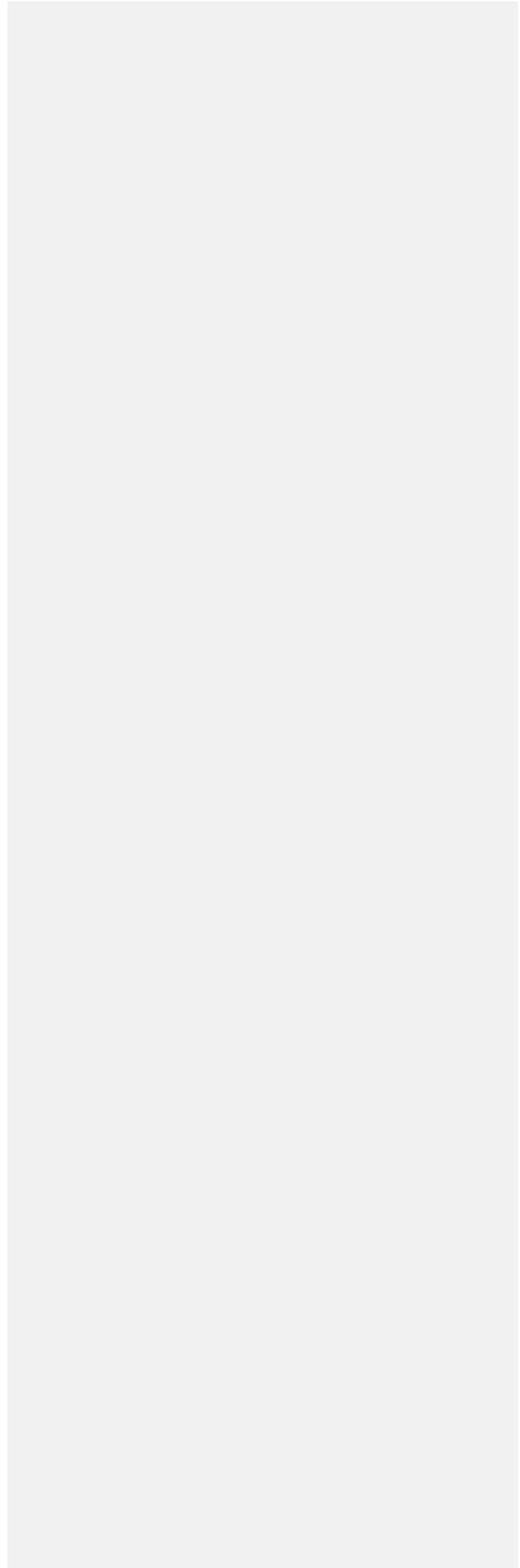
Appendix E

Great Public Schools Now Award



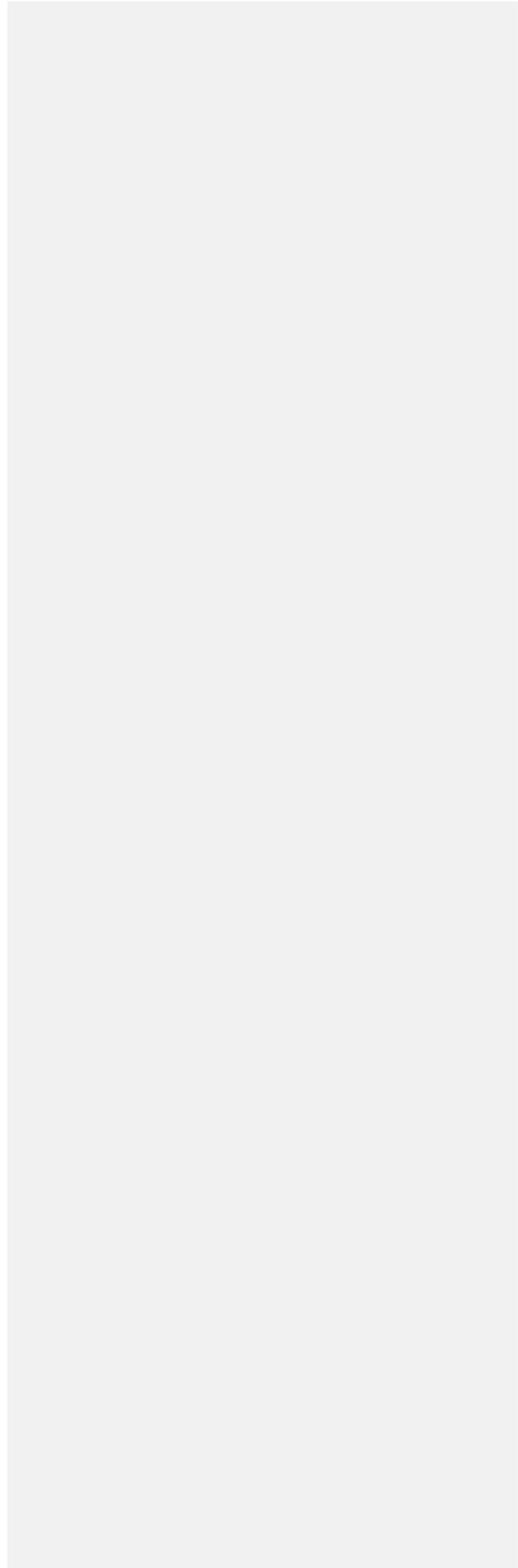
Appendix F

National Junior Honor Society Award



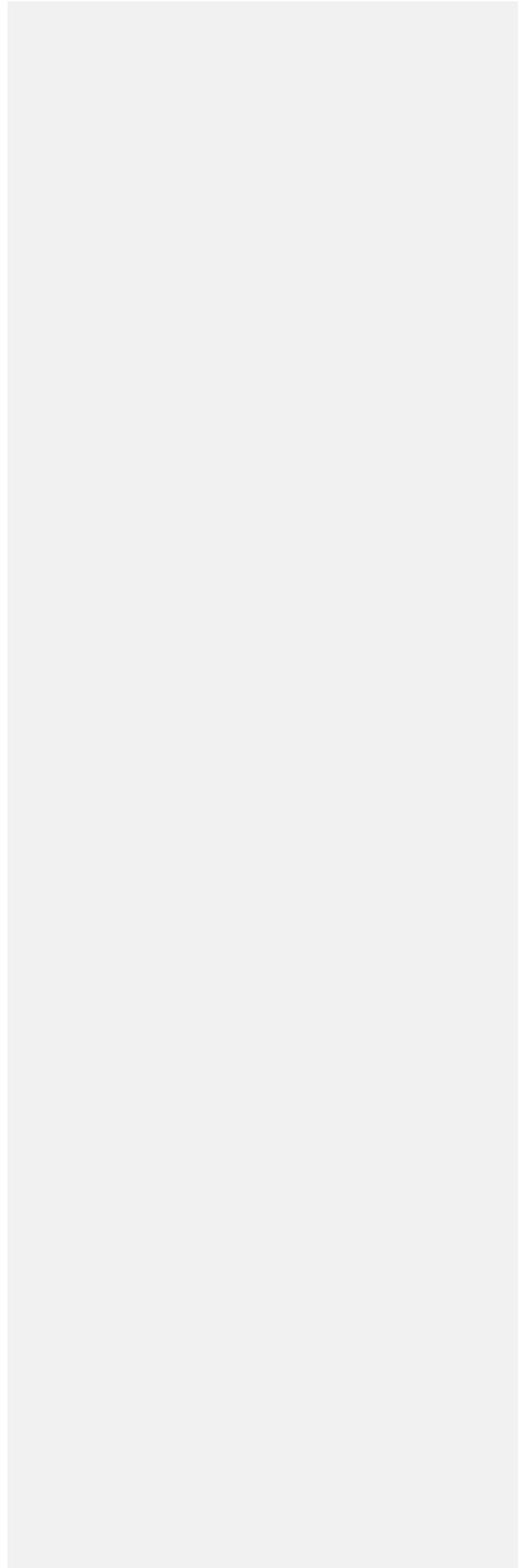
Appendix G

National Elementary Honor Society Award



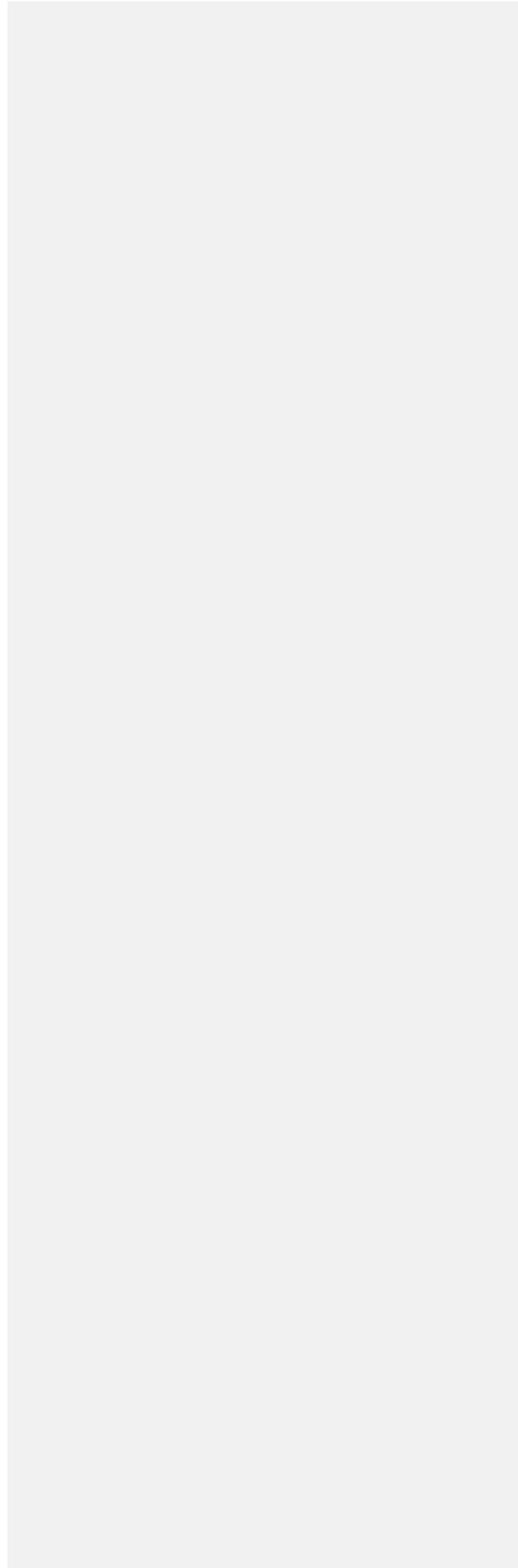
Appendix H

Bell Schedule



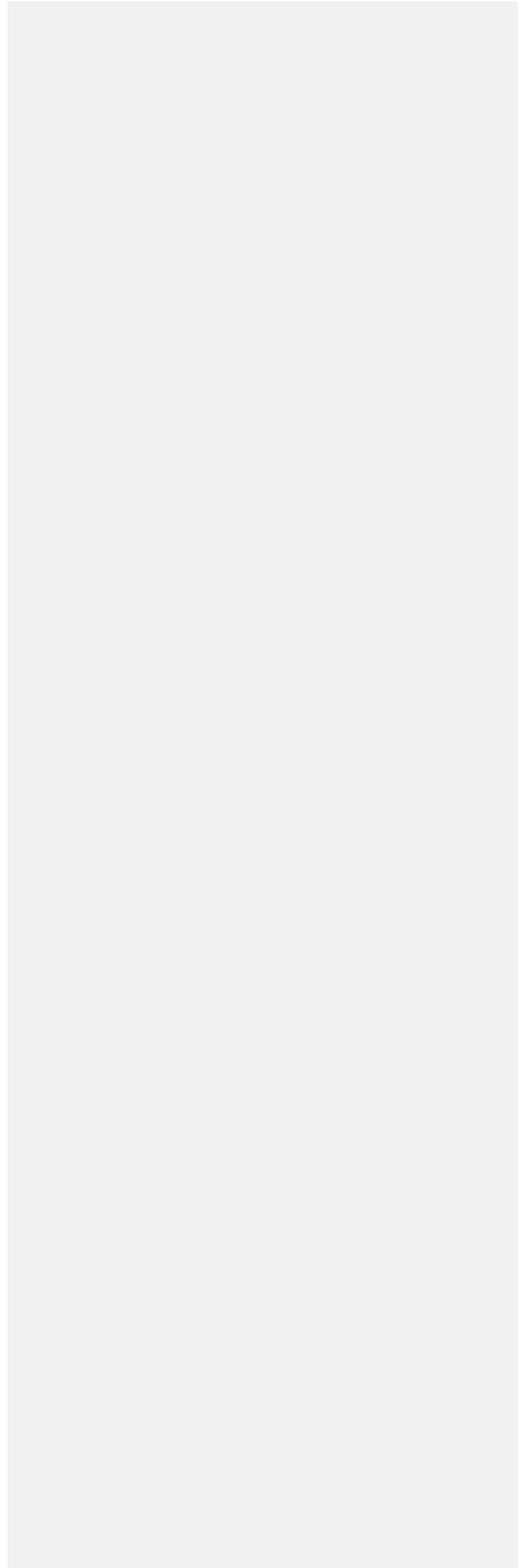
Appendix I

Instructional Minutes Schedule by Subject



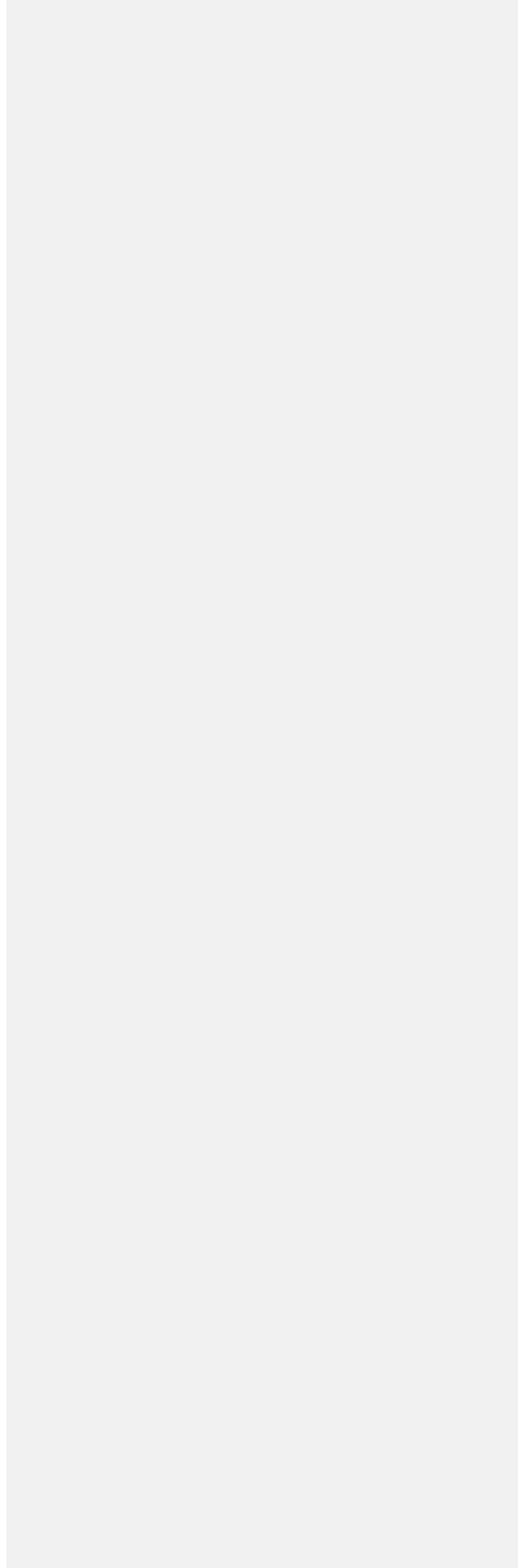
Appendix J

Calendar



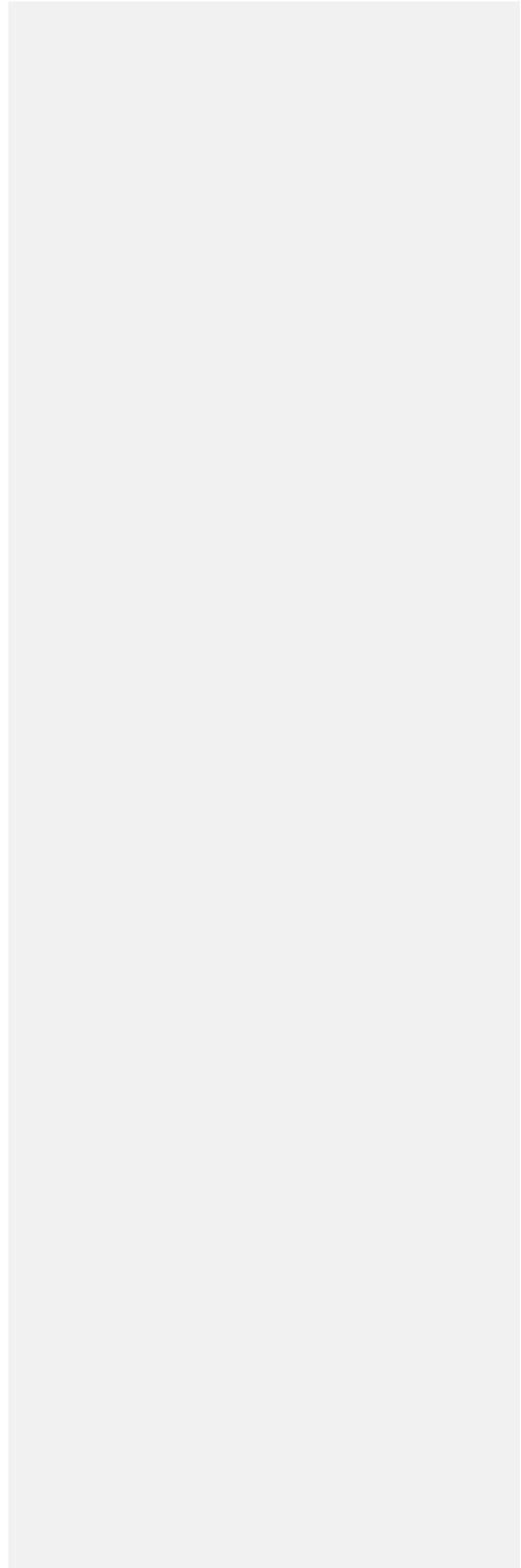
Appendix K

Budget 5 year and Financial Projections



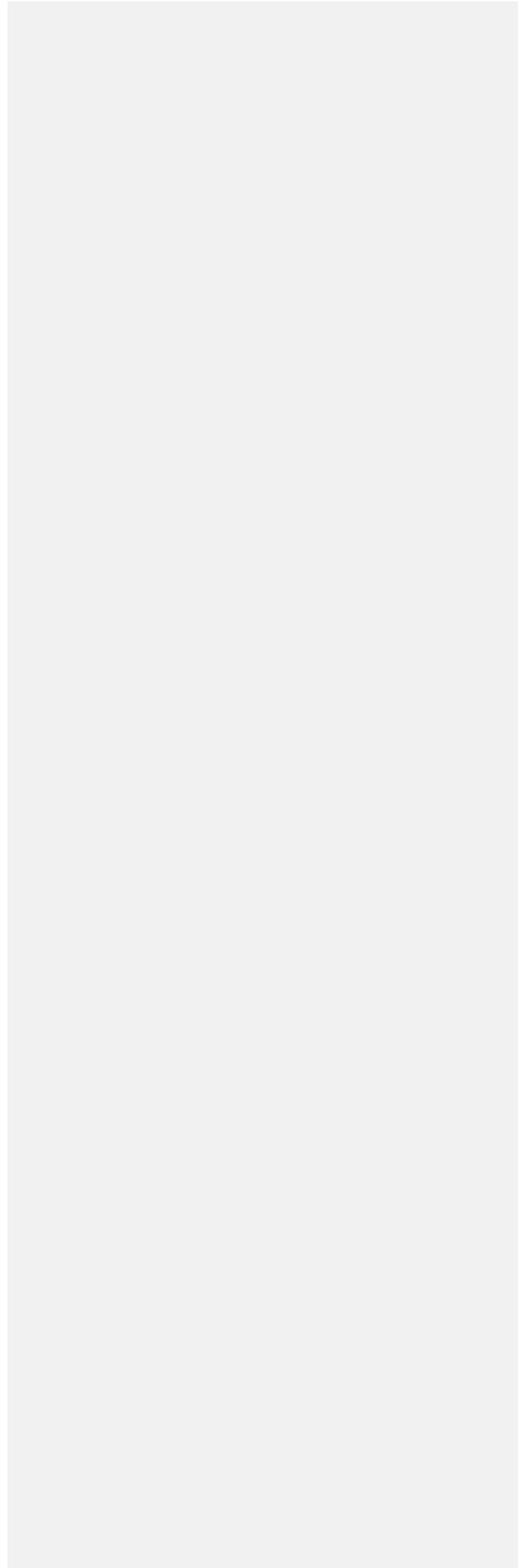
Appendix L

Most Recent Independent Financial Audit



Appendix M

Organizational Chart



Appendix N

Local Control Accountability Plan (LCAP)

