



ORANGE COUNTY DEPARTMENT OF EDUCATION
Staff Report Findings of Fact and Recommendations
TLC (Tomorrow's Leadership Collaborative)
March 24, 2026

I. INTRODUCTION

This report analyzes the charter renewal petition and request for material revision submitted by Tomorrow's Leadership Collaborative (TLC). The review was conducted in accordance with applicable provisions of the Education Code governing charter renewals and material revisions and includes proposed findings and recommendations for consideration by the Orange County Board of Education (Board).

II. BACKGROUND

TLC is a TK-8 charter school operating across two campuses within the boundaries of the Orange Unified School District. The Board approved TLC's initial charter petition for a five-year term from July 1, 2018, through June 30, 2023. Due to automatic statutory extensions, the charter term was extended through June 30, 2026.

On January 5, 2026, TLC submitted a renewal charter petition and material revision request to permanently remove grades seven and eight from its charter. On March 4, 2026, the Board held a public hearing on the provision of the petition and to consider the level of support by teachers employed by the school district, other district employees, and parents.

III. LEGAL STANDARD

A chartering authority may grant one or more subsequent renewals to a charter school pursuant to Education Code sections 47607 and 47607.2. Moreover, renewals and material revisions of charters are governed by the standards and criteria described in Education Code section 47605 and must include, but not be limited to, a reasonably comprehensive description of any new legal requirements enacted since the charter was originally granted or last renewed.

In evaluating a renewal petition, the chartering authority shall consider the charter school's performance state and local indicators included on the California School Dashboard, giving greater weight to academic performance measures.

Under Education Code section 47607.2(a)(1), a chartering authority shall not renew a charter if for the two consecutive school years immediately preceding the renewal decision:

- The charter school received the two lowest performance levels schoolwide on all the state indicators for which it received performance levels; or
- For all academic performance measures, the school received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

However, pursuant to Education Code section 47607.2(a)(3), a chartering authority may renew a charter that meets the non-renewal criteria upon making written factual findings, specific to the particular petition, setting forth specific facts to support the finding that the charter school is taking meaningful steps to address the underlying causes of low performance and those steps are reflected, or will be reflected, in a written plan adopted by the school’s governing body. A charter school renewed under this provision may be granted a renewal for a period of two years.

Additionally, the California Department of Education annually publishes a data file that provides the performance categories for all non-DASS charter schools to be used for charter school renewal.

IV. SUMMARY OF FINDINGS

For purposes of this renewal decision, the two consecutive school years immediately preceding the renewal decision are:

- Year 1: 2023-24
- Year 2: 2024-25

Based on the California School Dashboard and available academic performance data, TLC meets the statutory criteria for nonrenewal under Education Code section 47607.2(a)(1)(B) for the two school years immediately preceding this renewal decision.

SCHOOL IMPROVEMENT PLAN – SUMMARY

TLC’s Governing Board adopted a comprehensive written improvement plan on November 18, 2025, and revised it on December 18, 2025. The plan includes a documented root-cause analysis and prescribes targeted academic, attendance, and instructional capacity-building strategies.

TLC’s Improvement Plan (2025–28) centers on three mutually reinforcing strategies: (1) accelerated, standards-aligned instruction in mathematics and literacy; (2) a comprehensive attendance recovery and family engagement strategy; and (3) strengthened instructional capacity via sustained professional development, co-teaching, and MTSS implementation. Key, measurable elements include:

- Curriculum & Instruction: Schoolwide adoption of Go Math for mathematics and implementation of a structured-literacy approach (UFLI; Words Their Way) for early grades; expansion of daily instructional minutes (Math 90 minutes; Literacy 90 minutes).
- Multi-Tiered Supports: Tier 1–3 structure across Math and ELA, progress monitoring with i-Ready 3x/year and bi-weekly checks for intervention students; Tier 3 groups capped at 3 students for intensive support.
- Professional Learning: Sequenced PD across summers and school year totaling multiple 10–40-hour blocks; monthly coaching cycles and bi-monthly classroom observations to ensure fidelity.

- **Family & Attendance:** Daily bilingual outreach for absences, transportation supports (shuttle, gas cards, bus passes), Family Math Nights, and CEI parent leadership structures; explicit chronic absenteeism targets (baseline 26%; goal 22% in 2026, 18% in 2027).
- **Resourcing & Budget:** Specific staffing and budget allocations (intervention staff, special education supports, transportation, PD) with multiple funding streams identified (Title I, LCFF, Community Schools grants).
- **Accountability & External Validation:** Board quarterly reports; Board academic committee monthly deep reviews; annual external evaluator; bi-annual authorizer reporting; evidence portfolios and site visits.

The plan contains measurable interim targets, including reductions in chronic absenteeism (from 26 percent to 22 percent and then 18 percent), i-Ready growth targets, and projected CAASPP proficiency gains.

Based on the documentation provided and staff review, OCDE staff find that TLC has adopted a governing-board approved improvement plan that reflects meaningful steps to address the underlying causes of its low academic performance.

V. MONITORING AND OVERSIGHT DURING THE RENEWAL TERM

If the Board approves a two-year renewal pursuant to Education Code section 47607.2(a)(3), OCDE will implement an enhanced monitoring and oversight framework during the renewal term to ensure that the school’s adopted improvement plan is implemented with fidelity and produces measurable progress. The monitoring framework may be modified, as reasonably necessary, based on ongoing review of performance data and in coordination with the school, to ensure continued alignment with identified needs and support continuous improvement.

OCDE’s oversight will focus on three core areas:

1. Academic Progress Monitoring

OCDE will review:

- i-Ready diagnostic data (fall, winter, spring)
- Bi-weekly intervention progress monitoring for Tier 2 and Tier 3 students
- Disaggregated subgroup performance
- CAASPP results and Distance from Standard
- Evidence of implementation of Go Math and structured literacy practices

TLC will submit quarterly academic progress reports including data analysis, intervention participation, and instructional adjustments based on student outcomes.

2. Attendance and Engagement Monitoring

Given TLC’s chronic absenteeism baseline of 26 percent, OCDE will monitor:

- Monthly attendance trends
- Chronic absenteeism rates disaggregated by subgroup
- Documentation of attendance outreach efforts and transportation supports
- Implementation of tiered attendance interventions

Progress will be reviewed relative to the school’s stated targets.

3. Implementation Fidelity and Capacity

OCDE will monitor:

- Completion of professional development commitments
- Evidence of co-teaching and MTSS implementation
- PLC documentation and data cycles
- Budget expenditures aligned to intervention commitments
- Results of any external evaluation

OCDE staff will conduct two annual site visits to observe instruction and verify implementation.

Reporting Structure

- Quarterly written reports submitted to OCDE
- Bi-annual updates presented to the Board
- Annual comprehensive review of implementation and outcomes

If monitoring indicates insufficient progress, OCDE may issue a Notice of Concern and require the school to submit a corrective action plan outlining adjustments, timelines, and responsible parties.

This oversight structure reflects the Boards statutory responsibility as authorizer to ensure educational quality and fiscal integrity while providing the school a structured opportunity to demonstrate measurable improvement during the renewal term.

VI. MATERIAL REVISION

TLC is requesting to permanently remove grades seven and eight from its charter and operate as a TK–6 program. The school currently does not provide services for grades seven and eight.

Staff find that the proposed revision aligns the charter with current operations and does not adversely impact facilities, staffing or services for enrolled students.

VII. STAFF RECOMMENDATION FOR RENEWAL

OCDE staff recommend that the Board approve TLC’s charter renewal petition for a two-year term from July 1, 2026, to June 30, 2028, pursuant to Education Code section 47607.2(a)(3), based on written findings that the school is taking meaningful steps to address the underlying causes of low academic performance as reflected in its governing-board adopted improvement plan.

If approved, staff recommend execution of the standard Agreement defining the operational relationship between the parties no later than the Board’s regularly scheduled June 2026 meeting.

VIII. STAFF RECOMMENDATION FOR MATERIAL REVISION

OCDE staff recommend that the Board approve TLC’s material revision request to remove grades seven and eight from its charter petition.

* * *