

ORANGE UNIFIED SCHOOL DISTRICT

Board of Education – Regular Meeting

1401 N. Handy Street – Orange, CA 92867

Monday, January 8, 2018

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

AGENDA

1. CALL MEETING TO ORDER

2. ESTABLISH QUORUM

3. PUBLIC COMMENT ON CLOSED SESSION AGENDA ITEMS

4. ADJOURN TO CLOSED SESSION

A. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Initiation of litigation pursuant to Government Code Section 54956.9(d)(4)

B. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to paragraphs (d)(2) and (e)(1) of Government Code Section 54956.9

C. PUBLIC EMPLOYMENT

Government code Section 54957

Title: Superintendent of Schools

5. CALL TO ORDER – REGULAR SESSION

6. PLEDGE OF ALLEGIANCE

7. REPORT OF CLOSED SESSION DECISIONS

8. ADOPTION OF AGENDA

9. ANNOUNCEMENTS AND ACKNOWLEDGEMENTS

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C. Board Recognition of Students, Staff and Community..... 1

10. APPROVAL OF MINUTES

None to approve

11. PUBLIC COMMENT – Non-Agenda Items

Members of the audience may address the Board of Education on agenda items during consideration of that item and non-agenda items that are within the Board’s subject matter jurisdiction. Speaking time is limited to three minutes per speaker with a maximum of twenty minutes per topic. Persons wishing to speak should submit a Public Comment card prior to the meeting. Non-agenda items may neither be acted upon nor discussed by the Board, but will be responded to either by telephone, mail, or at a subsequent meeting as an agenda item.

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B. Consideration and Action on Request for Approval of Charter for Tomorrow’s
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15. PUBLIC COMMENT – Non-Agenda Items

(Please see No. 11 – Public Comment.)

16. OTHER BUSINESS (Board/Staff Conference and Comments)

17. ADJOURNMENT

ANNOUNCEMENTS
AND
ACKNOWLEDGMENTS

TOPIC: **ANNOUNCEMENTS & ACKNOWLEDGMENTS**

DESCRIPTION: **9.A. Superintendent's Report**
9.B. Board President's Report
9.C. Board Member Recognition of Students, Staff and Community

**ACTION
ITEMS**

TOPIC: **EARLY RETIREMENT DECLARATION INCENTIVE FOR CERTIFICATED EMPLOYEES**


DESCRIPTION: In order to effectively plan for staffing, there is a need to determine annual staff member attrition as early as possible. The District typically receives notice of teacher and other certificated employee retirements between late May and June of each school year, which makes planning difficult. In order to provide for a prudent and efficient planning process, and to limit any unnecessary reduction in force activity, it is recommended that the District offer an incentive for employees to give early notice of their retirement. This is not a "Golden Handshake" or in any way an inducement to retire.

This item recommends that the Board of Education authorize the offering of an Early Retirement Declaration Incentive stipend, on an as needed basis, to permanent certificated employees of the District who irrevocably declare their retirement from District employment in writing by March 1st of any school year the incentive is offered. The stipend offered would not exceed three percent of step one, column one of the District Teacher/Nurse Salary Matrix.

With this item, permanent certificated employees who irrevocably declare their retirement in writing by March 1st of a year in which the Early Retirement Declaration Incentive is offered, and whose last date of paid service is not later than June 30th of the same year, would receive a one-time incentive stipend upon retirement from the District. In order to be eligible to participate in this Early Retirement Declaration Incentive stipend, an employee must:

1. Be a permanent certificated employee of the District
2. Be at least fifty-five (55) years of age on the last date of paid service
3. During a window period identified by the District, provide written notice to the District of their retirement (with a last date of paid service no later than June 30) along with a request to participate in the Early Retirement Declaration Incentive program

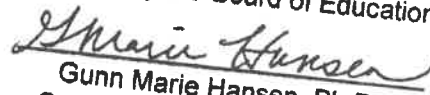
This is to certify that this item was approved by the Board of Education.


Gunn Marie Hansen, Ph.D.
Superintendent and Secretary
Orange Unified School District

FISCAL IMPACT: In years when the Early Retirement Declaration Incentive is offered, each participating employee would receive a one-time lump sum stipend payment not to exceed three percent of step one, column one of the District Teacher/Nurse Salary Matrix for participation in this program.

RECOMMENDATION: It is recommended that the Board of Education authorize the offering of an Early Retirement Declaration Incentive as described in this transmittal to permanent certificated employees of the District for the current and future years, on an as needed basis, and when offered, to authorize the extension of such program under the same terms and conditions to permanent classified employees at the request of the exclusive bargaining representative.

This is to certify that this item was approved by the Board of Education.



Gunn Marie Hansen, Ph.D.
Superintendent and Secretary
Orange Unified School District

TOPIC: **CONSIDERATION AND ACTION ON REQUEST FOR APPROVAL OF CHARTER FOR TOMORROW'S LEADERSHIP COLLABORATIVE CHARTER SCHOOL, AND ADOPT RESOLUTION NO. 16-17-18**

DESCRIPTION: Pursuant to the Charter Schools Act of 1992 (Ed. Code Sections 47600 *et seq.*) a charter school petition proposing to operate a single charter school that will operate within the geographic boundaries of the Orange Unified School District may be submitted to the District's Board of Education after meeting specified signature requirements. The Board of Education is required to hold a public hearing and either grant or deny the charter petition within specified timelines from receipt by the Board of Education of the charter petition.

Pursuant to Education Code Section 47605(b), the Board of Education may not deny a charter school petition unless it is not satisfied that granting the charter is consistent with sound educational practice. Further, the Board of Education shall not deny a charter petition unless it makes written factual findings specific to the particular charter to support one or more of the following findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the charter.
3. The petition does not contain the required number of signatures.
4. The petition does not include affirmations of specified conditions.
5. The petition does not contain reasonably comprehensive descriptions of all of the 15 required elements of a charter.
6. The petition does not contain a declaration of whether the charter school will be deemed the exclusive public employer of employees of the charter school for purposes of the Educational Employment Relations Act.

At its meeting of November 9, 2017, the Board of Education received a Petition for the establishment of the Tomorrow's Leadership Collaborative (TLC) Charter School, thereby commencing the timelines for Board action on the request for a charter. A copy of the Petition has been maintained for public review at the District Education Center since that date. As

required by Education Code Section 47605(b), the Board of Education held a public hearing on the provisions of the TLC Charter Petition on November 9, 2017, at which time the Board considered the level of support for the Petition by teachers employed by the District, other employees of the District, and parents.

District administration and legal counsel from the law firm of Atkinson, Andelson, Loya, Ruud and Romo conducted a review of the Petition and have worked with the TLC Petitioner and with legal counsel for TLC to address several items in the Charter Petition. As a result of these interactions, on January 4, 2018, legal counsel for TLC provided the District with a revised and updated Charter Petition for the Tomorrow's Leadership Collaborative Charter School, which has been maintained for public review and the District Education Center since that date. It is this revised and updated version of the TLC Charter Petition (attached) that the District Board is acting on at this time.

Based on its review of the revised and updated TLC Charter Petition, District staff and legal counsel are prepared to provide the Board of Education with a recommendation regarding the TLC Charter School Petition. Education Code Section 47605 provides that the Board of Education shall either grant or deny the charter following a public hearing and review of the Petition. As provided in the Charter Schools Act, this item is now before the Board for consideration and action.

FISCAL IMPACT: Fiscal impact is dependent upon the action of the Board of Education.

RECOMMENDATION: It is recommended that the Board of Education take action pursuant to Education Code Section 47605 to consider and adopt a resolution to approve or deny the Charter Petition for the proposed Tomorrow's Leadership Collaborative Charter School.

EXHIBIT: TLC Charter Petition

NOTE: The Board of Education took action to deny the Charter School Petition for Tomorrow's Leadership Collaborative Charter School.

Resolution No. 16-17-18

**Resolution Denying
the Charter School Petition for
Tomorrow's Leadership Collaborative Charter School
by the Board of Education of the
Orange Unified School District**

WHEREAS, pursuant to Education Code Section 47605 *et seq.*, the Board of Education of the Orange Unified School District ("District") is required to review charter petitions and authorize the creation of charter schools; and

WHEREAS, in accordance with the Charter Schools Act of 1992, a Charter Petition ("Charter") for the proposed Tomorrow's Leadership Collaborative Charter School ("TLC") was brought to the District Board of Education meeting of November 9, 2017, at which time it was received by the District Board of Education, thereby commencing the timelines for District Board of Education action thereon; and

WHEREAS, a public hearing on the provisions of the Charter was conducted on November 9, 2017, pursuant to Education Code Section 47605, at which time the District Board considered the level of support for the TLC Charter by teachers employed by the District, other employees of the District, and parents; and

WHEREAS, charter schools are subject to the requirements of federal law, including, but not limited to, the Individuals with Disabilities Education Improvement Act, 20 U.S.C. §1400, *et seq.* ("IDEIA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the Americans with Disabilities Act ("ADA"); and

WHEREAS, in reviewing the TLC Charter, the Board of Education has been cognizant of the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged; and

WHEREAS, in reviewing and analyzing the Charter, the District noted some issues and concerns and determined that certain changes and revisions to the Charter were necessary in order to support the request for Charter approval. The District administration and representatives worked collaboratively with TLC and its representatives on resolution of these issues and implementation of the necessary changes, additions, and revisions and TLC has incorporated many of those changes, additions, and revisions into the Charter, but that TLC did not remediate all of the District's noted concerns and issues; and

WHEREAS, TLC is now seeking approval of its Charter as revised and it is that revised version of the TLC Charter that the District Board of Education is considering and acting upon through adoption of this Resolution No. 16-17-18. The revised Charter is attached to the January 8, 2018 Board Agenda on pages 6-219, and incorporated herein by reference, and

WHEREAS, District staff has reviewed and analyzed all of the information received with respect to the revised Charter, and has recommended that the District Board of Education deny the TLC Charter; and

WHEREAS, the Board of Education has fully considered the revised TLC Charter and the recommendation provided by District staff;

WHEREAS, the Board of Education specifically notes that this Resolution No. 16-17-18 does not include findings relative to every defect in the Charter, but is limited to some of the most significant issues. Not only are the findings set forth herein legally sufficient to support the Board of Education's denial of the Charter, but also it is imperative, should these petitioners ever decide to propose another charter, either to the District or elsewhere, that such petition establish that the petitioners themselves have the knowledge, understanding, and expertise necessary both to write an educationally, fiscally, and practically sound charter petition and to open and operate a sound charter school, not just respond directly to findings of this Board;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the District Board of Education finds the above-listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the District Board of Education, having fully considered and evaluated the Charter for the establishment of the Tomorrow's Leadership Collaborative Charter School, hereby finds granting the Charter not to be consistent with sound educational practice, based upon numerous grounds and factual findings including, but not limited to, the following, and hereby denies the Charter pursuant to Education Code Section 47605:

- A. The petitioners are demonstrably unlikely to successfully implement the program set forth in the Charter. [Education Code Section 47605(b)(2)]
- B. The Charter School presents an unsound educational program for the pupils to be enrolled in the Charter School. [Education Code Section 47605(b)(1)]
- C. The Charter does not contain reasonably comprehensive descriptions of all of the required elements. [Education Code Section 47605(b)(5)]

BE IT FURTHER RESOLVED AND ORDERED that the District Board of Education hereby determines the foregoing findings are supported by the following specific facts:

- I. **THE PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THE CHARTER.** [Education Code Section 47605(b)(2)]

The budget is inadequate and understates expenses. TLC does not have an adequate source of funding for uncertainties and the budget does not include a set aside for economic uncertainties related to program operations or in case TLC's projections are incorrect. Some of the specific concerns relative to TLC's budget and finances include:

- A. Overall, it appears that TLC's financial projections are premised on a best case/least expensive scenario concept, with the Charter describing the program

the petitioners desire to provide, and the budget assumptions presuming that TLC will “get lucky” with the least expensive outcomes in most areas. For example, TLC appears to assume that the enrollment lottery will not result in enrollment of more expensive special needs students (including those who need 1:1 aides in addition to the full inclusion model) and TLC will not enroll any students who require a non-public school placement. TLC’s budget is also premised on the belief that TLC will be able to secure a school facility that has previously been approved for school use and will not require any costly improvements, including those necessary to make the facility compliant with the Americans with Disabilities Act and/or any CEQA requirements, despite the fact that TLC has not identified an available school site that fits these requirements, or even thoroughly determined its facility needs. Further, TLC does not have an adequate source of funds for uncertainties and the budget does not include a set aside for economic uncertainties related to program operations. TLC’s first year budget, after accounting for the 4% reserve TLC agreed to maintain, leaves only approximately \$5,500 to cover any and all contingencies, which is inadequate to cover most potential needs or costs should TLC’s “best case scenario” projections prove to be incorrect in even relatively minor respects. Given that TLC is proposed as a new school, it is unreasonable and fiscally unsound to presume that all of its projections will be accurate and that there is little need to plan for economic uncertainties.

- B. Based on the District’s information and experience, TLC has under-projected a variety of costs. The most notable example is the cost of itinerant services for special education students. TLC indicated that it could not accurately estimate the amount of additional services, but in school budgets this is the most costly non-personnel cost of a special needs program. As a result, the District thoughtfully reviewed the proposed program and associated costs in order to project an appropriate budget amount of \$128,500 for itinerant services, taking into account the range of potential services and costs that will need to be provided and the limited in-house staff proposed by TLC. TLC, however, projected an annual cost of itinerant services of only \$25,000. The District’s projection was based on an itemization of a probable mix of services and lower frequency rates, including a projection of one student who requires a wheel chair plus a normal mix of student services identified by the District’s Special Education Division. These associated costs were supported with the lowest possible rates paid by the District for such services. The District also included a contingency in this itinerant services budget to cover the cost of one non-public school (“NPS”) placement as the NPS generation rate is random. This contingency was also intended to cover the use of lower frequency rates and lower cost of services estimates used in the District’s analysis. The District recognizes that some of the expenses related to one NPS placement may be subsidized by the SELPA, but financial exposure should be recognized, and SELPAs determine locally annual distributions.

Legally, each special education student must receive a tri-annual full psychological review and assessment, which, if procured from an outside itinerant service provider (and TLC does not propose or budget for a psychologist on staff), the costs could range from \$8,000 - \$10,000 per assessment. Approximately one-third (tri-annual) of the students with an IEP would have a full psycho-educational

assessment by a licensed school psychologist each year – even using an exceptionally low cost of an assessment of \$4,000, multiplied by six students, the annual costs would be \$24,000. There would be only \$1,000 left from TLC’s proposed \$25,000 itinerant services budget to provide itinerant services for the whole student pool for the entire year, as may be directed in their IEPs (e.g. nursing, counseling, adaptive P.E., occupational therapy, speech language, transportation, etc.).

- C. Additionally, there are concerns about TLC’s system of accounting and failure to follow Generally Accepted Accounting Principles (“GAAP”). While TLC indicated an appropriate estimate for the cost of an audit, GAAP requires that expenses be accounted for on an accrual, not cash basis, so the full \$9,000 expenditure for the 2018-19 audit must be included in the 2018-19 budget, but TLC included only half of that amount. The District specifically pointed out this concern to TLC, but TLC did not respond or remediate this budgeting mistake. If TLC accounted for the entire \$9,000 cost of the 2018-19 audit, that cost would reduce the ending cash balance of TLC’s reserves (based on original expense estimates provided in the TLC documents) to only \$843 in excess of the 4% reserve, which provides virtually no allowance for unforeseen expenses, or unrealistically low estimates, at startup.

I. THE CHARTER SCHOOL PRESENTS AN UNSOUND EDUCATIONAL PROGRAM FOR THE PUPILS TO BE ENROLLED IN THE CHARTER SCHOOL. [Education Code Section 47605(b)(1)]

- A. The above-described concerns regarding the inadequacy and flaws in TLC’s budget and financial planning are hereby incorporated herein by this reference. TLC’s aspirational budgeting premised on best case scenarios rather than conservative expense projections, including the failure to provide for adequate funding to address unexpected expenses creates an unacceptable risk that TLC will be unable to implement the educational program described in the Charter, including compliance with the IDEIA, Section 504, and the ADA.
- B. TLC’s Charter does not require any of the educational administrators – the Executive Director, Principal, and/or Assistant Principal – to hold even a teaching credential, much less an administrative credential. These are the positions responsible for oversight, planning, and implementation of the complex educational program proposed by TLC, including the full-inclusion and co-teaching models, as well as training, guiding, and coaching teachers and other staff to ensure academic achievement by the proposed school’s students, including its student subgroups and target populations. However, the lists of required qualifications for each of these positions is quite minimal, and do not include a mandate that any or all of these positions hold credentials. The District repeatedly requested that TLC mandate that each of these positions require a teaching credential, and encouraged TLC also to mandate an administrative credential, but TLC declined these requests. The Board of Education finds that, in order to protect the educational integrity of the proposed program, it is necessary that the senior administrative staff charged with oversight, planning, and implementation of the educational program be required to hold teaching

credentials. This finding is not an assessment of the qualifications of the particular individual currently proposed to serve as TLC's initial Executive Director/Principal, but is based on the Charter's specification of the minimum required qualifications for anyone to serve in these positions.

III. THE CHARTER DOES NOT CONTAIN REASONABLY COMPREHENSIVE DESCRIPTIONS OF ALL OF THE REQUIRED ELEMENTS. [Education Code Section 47605(b)(5)]

A. DESCRIPTION OF THE EDUCATIONAL PROGRAM [Ed. Code §47605(b)(5)(A)]

All of the above-described concerns regarding the unsoundness of the educational program and the inadequacy of the Charter's budget and finances to implement the program set forth in the Charter are hereby incorporated herein by this reference.

B. QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER SCHOOL [Ed. Code §47605(b)(5)(E)]

All of the above-described concerns regarding the inadequacy of the employment qualifications for the positions of Executive Director, Principal, and Assistant Principal are hereby incorporated herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the terms of this Resolution are severable. Should it be determined that one or more of the findings and/or the factual determinations supporting the findings is invalid, the remaining findings and/or factual determinations and the denial of the Charter shall remain in full force and effect. In this regard, the District Board of Education specifically finds that each factual determination, in and of itself, is a sufficient basis for the finding it supports, and each such finding, in and of itself, is a sufficient basis for denial.

The foregoing resolution was considered, passed, and adopted by this Board at its meeting of January 8, 2018.

[Signatures to Follow on Next Page]

AYES IN FAVOR OF SAID RESOLUTION:

Rick Ledesma

Andrea Yamasaki

Kathryn Moffat

John Ortega

Timothy Surridge

NOES AGAINST SAID RESOLUTION:


Alexia Deligianni-Brydges

Brenda Lebsack


ABSTAINED:

N/A

Dated: 1/8/2018

By: 
Alexia Deligianni-Brydges
President, Board of Education
Orange Unified School District

Dated: 1/8/2018

By: 
Timothy Surridge
Clerk, Board of Education
Orange Unified School District

**Tomorrow's Leadership Collaborative Charter School:
A California Public Charter School**

**Charter Petition for a Five-Year Term
(July 1, 2018 - June 30, 2023)**

Submitted to the Orange Unified School District
October 27, 2017

Jessica Tunney, Ph.D., Founding Executive Director/Principal
TLC Charter School
122 Trafalgar Lane
San Clemente, CA 92672
646-483-9808

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Appendix A: Founding Team Resumes

Appendix B: Governance Documents

Appendix C: TLC Budget Narrative, Budget and [Draft] Fiscal Policies & Procedures

Appendix D: Teacher Signatures, Resumes and Credentials

Appendix E: Letters of Support

Appendix F: [Draft] TLC Handbooks

Appendix G: Lottery and Enrollment Forms

Appendix H: Sample Curriculum Scope and Sequence

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Jessica Tunney, hereby certify that the information submitted in this petition for a California public charter school to be named Tomorrow's Leadership Collaborative Charter School ("TLC" or "Charter School"), and to be located within the boundaries of the Orange Unified School District ("OUSD" or "District") is 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 awarded a charter, 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 Sections 60605 and 60851, 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 declares that it shall be deemed the exclusive public school employer of the employees of Tomorrow's Leadership Collaborative Charter School for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(b)(6)]
- 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; 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). [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, 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 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 noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- 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 report cards or a transcript of grades, 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)(2)]
- 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 the 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) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Political Reform Act of 1974.
- The Charter School shall comply with Government Code Section 1090 *et seq.* in the same manner as a California non-charter public school district.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Jessica Tunney, Ph.D.
Founding Executive Director/Principal
TLC Charter School

Date

INTERPRETATION OF TERMS

As specified in this Charter the Tomorrow's Leadership Collaborative Charter School nonprofit public benefit corporation and school are one and the same entity. Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to the Tomorrow's Leadership Collaborative Charter School and/or Tomorrow's Leadership Collaborative and/or TLC and/or TLCCS and/or the Charter School and/or the School, by any name or designation, shall apply with full force and effect to the school itself and the nonprofit corporation, and for all purposes related to this Charter or the operations of the Charter School, both the school and the corporate entity shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices thereto, without regard to what entity or name is referenced or specifically listed or identified therein and whether the school and corporation are at any time or for any reason deemed or treated as separate entities.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any time that TLC indicates that it will follow the requirements of a particular Section of the Education Code or other law that does not explicitly apply to charter schools, it means that TLC will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.

Executive Summary

Tomorrow's Leadership Collaborative Charter School ("TLC" or "Charter School") will be a TK/K-8th grade school that models best practices for inclusion education, university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles – and WISH Charter Schools in LAUSD, also modeled after CHIME -- TLC will be an inclusive learning community where *all* students – including those with disabilities and learning differences -- their families, and the school's staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

TLC plans to locate near our partner, Chapman University ("Chapman"), within the Orange Unified School District ("OUSD" or "District"), in order to serve a highly diverse student body, which is core to our mission and model.

MISSION AND VISION

The mission of TLC is to educate diverse students through a rigorous, standards-based, college-preparatory program to become conscientious, caring, and responsible 21st Century citizens. TLC is grounded in an inclusive vision of teaching and learning in which the diverse experiences and spectrum of abilities students bring to the school are honored. Through a rich educational program based upon constructivist and project-based approaches to learning, students at TLC will be guided to develop 21st Century knowledge and skills such as problem-solving, critical thinking, creativity, communication and cooperation and collaboration with diverse peers.

Our vision is that TLC will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education. Collaboration with Chapman University Attallah College of Educational Studies will enable TLC's educators to learn about and model current research-based practices and approaches, and to develop and advance knowledge of the practices and strategies for inclusive teaching and learning. (A Letter of Support from Chapman University is attached to this petition in Appendix E.) We believe strongly that this collaboration and commitment to learning about diversity and inclusion will not only directly benefit students and families at TLC, but holds potential to contribute to the broader community of educators, advocates, policy makers and researchers in the field as well. TLC and Chapman anticipate their relationship being modeled as a "professional development school" university-school partnership. TLC will offer research and classroom-based learning opportunities to pre-service teacher candidates, graduate students, and faculty from Chapman. Chapman faculty and researchers will offer professional development to teachers at TLC, and will partner with TLC leadership to make sure TLC implements best and most current practices in teaching so that TLC can support all students at the school. This partnership does not constitute a commitment by TLC to hire Chapman graduates as TLC teachers. Rather, when hiring for TLC, the school's primary commitment will be bringing on the best teachers for students attending the school. While some of the teachers TLC hires may be Chapman graduates, TLC also expects to hire graduates from other institutions.

FOUNDING TEAM

TLC is being founded by an accomplished team of educators, community and business leaders, and university partners along with financial and organizational support from the Orange County-based, Thompson Family Foundation. Key members of the founding team include:

Dr. Jessica Tunney, Founding Executive Director/Principal

Dr. Tunney is an accomplished educator with more than 20 years of varied experience in the field of education as a general education teacher, special education teacher, professional development leader and coach, university teacher educator, and educational researcher. With funding support from the Thompson Family Foundation, Dr. Tunney is spending the 2016-17 school year as a Principal Fellow at CHIME SCS, working collaboratively with the school's leadership team in all aspects of operations and the educational program as she also works to develop and build TLC. Dr. Tunney will serve as TLC's Founding Executive Director/Principal (in a dual role) for the first two years of operations; in Year 3, a dedicated Principal will be hired and Dr. Tunney will retain the responsibilities of Executive Director. Throughout the first two years of TLC's operation, Dr. Erin Studer, CHIME SCS's Executive Director, will continue to mentor and coach Dr. Tunney as she develops expertise in administrative oversight, school finance and accounting, governance, daily school operations, and the instructional plan of the school.

After earning a Master's degree in Special Education from Bank Street College of Education in New York City in 1999, Dr. Tunney began her career in education as a classroom teacher and early literacy specialist at P.S. 321 in Brooklyn, New York. Starting in 2006, Dr. Tunney taught for three years at CHIME SCS in Los Angeles as a 4th grade general education teacher in an inclusive classroom. Throughout her time in the classroom and in the years that have followed, Dr. Tunney has designed professional development curricula and worked as a professional development leader and coach, supervising and coaching teachers at several public and private schools on topics including differentiated instruction and universal design for learning, neurodevelopment and neurodiversity in heterogeneous classrooms, and professional learning community inquiry work for ongoing improvements in teaching. After earning a Ph.D. in Education at the University of California, Irvine (UCI) in 2016, Dr. Tunney took on work as an instructor in the Master of Arts in Teaching (MAT) program at UCI where she taught courses for elementary and secondary candidates on topics including advanced learning theory, teacher inquiry, and teaching special populations in general education classrooms.

BOARD OF DIRECTORS

TLC will be operated as Tomorrow's Leadership Collaborative Charter School (TLCCS), a California non-profit public benefit corporation (IRS determination pending charter approval). TLCCS is overseen by a diverse and highly experienced Board of Directors:

Board Members	Occupation	Accounting/ Finance/ Budget Management	Education	Special Education	Fundraising/ Grants	Legal/ Governance	PR/ Marketing	Construction/ Real Estate	Local Community
Dr. Megan Cosier	Associate Professor, Attallah College of Educational Studies, Chapman University	X	X	X	X	X			X
Dr. Jody Guarino	Mathematics Coordinator, Orange County Department of Education	X	X		X				X
Dr. Amy Hanreddy	Assistant Professor in the Department of Special Education at California State University, Northridge (CSUN)	X	X	X	X	X	X		
Gina Plate	Senior Vice President for Regional Advocacy at the California Charter Schools Association (CCSA)	X	X	X	X	X	X		
Don Thompson	Executive Director, Thompson Family Foundation	X			X	X	X	X	X
Dr. Susan Toma-Berge	Coordinator, Multiple Subject MAT Credential Program, University of California, Irvine (UCI)	X	X		X	X	X		

Dr. Meghan Cosier, Board Chair, Associate Professor and Coordinator, Master of Arts in Teaching Program, Attallah College of Educational Studies, Chapman University

Dr. Cosier teaches courses in special education and education research methods, with a focus on preparing future teachers to be change agents in their schools and communities. She began her career teaching in public schools as both a general and special educator. Since 2008, she has been on the faculty and has supervised student teachers at Syracuse University, Trinity Washington University and Chapman. Her research has focused on inclusive education and the preparation of teachers to work with students and families experiencing homelessness. Her scholarly work has been published in journals including *Remedial and Special Education* and *Review of Disability Studies*. In addition to serving on numerous university committees and, she served on the Board of Virginia TASH (The Association for Persons with Severe Handicaps) and was Co-President of the Board in 2016-17. Dr. Cosier has also served on two public charter school Boards. Dr. Cosier earned a Bachelor's in Elementary and Special Education from the University of New Mexico, a Master's in Curriculum and Instruction from San Diego State University, and her Ph.D. in Special Education from Syracuse University, where she was awarded the All-University Doctoral Prize for Outstanding Dissertation Research. She also has earned a Multiple Subject General Education Teaching Credential [K-8] (California) and Level II-Education Specialist Teaching Credential-Mild/Moderate (California)

Dr. Jody Guarino, Board Chief Financial Officer, Mathematics Coordinator, Orange County Department of Education

As Mathematics Coordinator for the Orange County Department of Education, Dr. Guarino develops, implements and assesses resources, curricula, and professional development for Common Core State Standards in the area of Mathematics. She provides technical, advisory, and consultative services to school districts in Orange County and serves as liaison with the California Department of Education and other agencies. Dr. Guarino also teaches undergraduate and graduate level courses at the University of California, Irvine School of Education and has been awarded and helped administer numerous major grants, and published and presented extensively.

Dr. Guarino has spent more than twenty years in education, working with early childhood through graduate students. She has been a classroom teacher, district mentor, teacher on special assignment, and administrator. Working at district, state, and national levels, Dr. Guarino has developed and implemented research-based professional learning with pre-service and in-service teachers across the country. She also works with national organizations including Student Achievement Partners, Illustrative Mathematics, Smarter Balanced Assessment Consortium, and New Leaders in developing and reviewing curriculum. She collaborates with teacher educators across a variety of settings to understand and support the specialized content knowledge (SCK) needed for teaching. Dr. Guarino is a National Board-Certified Teacher with an Early Childhood Generalist Certificate. She holds a Doctorate in Educational Leadership from Azusa Pacific University, a Master of Science Degree in Education from California State University at Fullerton, and a Bachelor of Arts Degree in Communications and Sociology from the University of Southern California.

Dr. Amy Hanreddy, Assistant Professor of Special Education, Moderate/Severe Disabilities Department of Special Education, California State University, Northridge (CSUN)

Dr. Hanreddy teaches courses related to inclusive and collaborative educational practices that benefit all students, as well as classes specifically designed for candidates in the moderate to severe Special Education Credential program at CSUN. Dr. Hanreddy is particularly interested in strategies that allow students with significant disabilities access to meaningful instruction in academic (core) content in the context of typical (general education) settings. Dr. Hanreddy has been a (National Board Certified) special education teacher in a traditional school district and at CHIME SCS, where she also served as the Director of Curriculum and Instruction for three years and as the Interim Executive Director from 2010-2011. In her administrative roles, Dr. Hanreddy maintained responsibility for hiring and negotiation of contracts with teachers and related service providers, for selection and procurement of curriculum, for oversight of the quality of the instructional program of the school, and for the evaluation of staff. In her role as the Interim Executive Director at CHIME SCS, she was also responsible for forecasting and maintaining the school's annual budget, collaborating with and supporting the work of the Board of Directors, and making adjustments to school staffing and programs to maintain a balanced budget.

Dr. Hanreddy has presented at state, national, and international conferences on topics related to inclusive education and meeting the needs of students with moderate to severe disabilities,

special education in charter schools, and collaborative service delivery. She is also the former co-president of Cal-TASH, a statewide disability advocacy organization. She has served as the Project Coordinator for two million-dollar grants and also has worked as a grant evaluator. Dr. Hanreddy earned her Ph.D. in Education with an emphasis in Disability Studies from Chapman University, where she was awarded James L. Doti Outstanding Graduate Student in 2013.

Gina Plate, Senior Vice President for Regional Advocacy, California Charter Schools Association (CCSA)

Ms. Plate oversees the regional advocacy work between districts and charter organizations for the California Charter School Association, which serves over 1,000 charter schools throughout the State of California. Prior to this role, Ms. Plate led the Special Education work for CCSA for eight years as the Sr. Advisor for Special Education, providing guidance and technical assistance to charter schools throughout the State. Ms. Plate also currently serves as Education Policy Advocate for the California Alliance of Child and Family Services, where she advocates on behalf of foster youth statewide and provides technical assistance to membership in the area of special education. Ms. Plate has more than 25 years of experience in the field of special education, with both a multi-subject teaching credential and an Education Specialist Credential. For 15 years, Ms. Plate worked at Seneca Center for Children and Families, first as a Special Education teacher, then Assistant Principal, then Principal, and finally as Director of Education. In the latter role, she oversaw all education services within agency, including curriculum development, IEP review, funding model assessment and more, and supervised principals of non-public and public based programs.

Ms. Plate is the Chair of the California Advisory Commission on Special Education September (appointed by Governor Brown), and a member of the California Statewide Special Education Task Force. She serves on the Board of the Seneca Family of Agencies and has charter school governance experience as a Board member of MultiCultural Learning Center Charter School in Los Angeles. Ms. Plate earned her Bachelor's and Master's in Special Education at the University of San Diego.

Don Thompson, Executive Director, The Thompson Family Foundation (Foundation)

Mr. Thompson oversees the work of the The Thompson Family Foundation, which supports organizations that provide effective, impactful programs that serve as best practices to the local community and beyond. The Foundation is especially focused on supporting non-profits that make a positive, meaningful difference in the in the lives of the underserved and disadvantaged children, youth and families. The Foundation has played a key role in founding autism centers in Missouri and in Orange County, California. Both Centers have achieved national prominence in the field of autism as they treat thousands of patients on an annual basis.

Prior to co-founding The Thompson Family Foundation, Mr. Thompson spent over 30 years in the commercial real estate business with Trammell Crow Company / CBRE where he supervised a staff of professionals and led the delivery of all real estate services in the Kansas City area.

Dr. Susan Toma-Berge, Board Secretary, Coordinator, Multiple Subject MAT Credential Program, University of California, Irvine (UCI)

Dr. Toma-Berge is responsible for supporting student teachers at UCI, including interviewing potential candidates and placing them in student teaching settings and monitoring students' fieldwork and coursework. For 10 years she also has been a lecturer in the School of Education, focused on teaching practice. As the program coordinator at UCI, she works directly with UCI faculty to support program alignment to the CA Teacher Performance Expectations and CTC Program Standards. She participates in the hiring of program faculty and recruitment efforts for potential students. Dr. Toma-Berge has built partnerships with local school administrators to

provide her candidates with opportunities to develop their teaching. She previously worked for the CalStateTEACH program as a lecturer and supervisor of student teachers for seven years. Her career began in the Los Angeles Unified School District (LAUSD) as a bilingual elementary school teacher for students acquiring English. Dr. Toma-Berge has charter school governance experience through her service on the Board of Director of the Journey Charter School in Capistrano Unified School District (CUSD). As the Board secretary and later, Vice President, she advised the school director on decisions related to budget, staffing, curriculum and operations.

Resumes for the Founding Team are included in Appendix A.

ADDITIONAL PARTNERS/SUPPORTERS

TLC is being designed and founded in close collaboration with several experts, including the following key partners and supporters (Letters of Support are attached in the Appendix E):

Attallah College of Educational Studies, Chapman University

The Donna Ford Attallah College of Educational Studies houses teacher education programs -- the only course of study consistently offered throughout Chapman University's 156 year history. The Attallah College of Educational Studies is guided by the following Mission Statement: *Through teaching excellence, engaged scholarship, and transformative educational practices, we collaborate with individuals, families, communities, schools, and organizations toward an inclusive, equitable, and just world.* With 11,500 alumni around the world working as teachers, school counselors, psychologists, community and education leaders, scholars and researchers, Chapman is a longtime Southern California fixture for students aiming to pursue their careers in education.

Through its established foundational partnership with Chapman University, TLC will be able to access crucial resources and expertise of faculty and researchers from Chapman's renowned Attallah College of Educational Studies. Chapman faculty will provide invaluable guidance and feedback to TLC's school leaders and teachers regarding best practices for teaching, socially-just approaches to curriculum design and classroom management, and inclusive education. The partnership between the Attallah College of Educational Studies and TLC will provide opportunities for teachers, professors, and researchers to continuously study and improve the instructional model at TLC, grounded in innovation and best practices. Partnership activities will include:

- Dr. Meghan Collier is the Founding Board Chairperson of TLCCS and will provide significant input into the design and initial implementation of TLC.
- The Attallah College will provide knowledge and training for best practices and teacher learning through workshops and other professional learning opportunities for TLC's teachers.
- TLC will serve as a "lab"/demonstration site on inclusive education structures, approaches, and models of education. Attallah faculty and graduate students will be able to conduct research on best practices in inclusive education. TLC and the Attallah College will collaborate in a mutually beneficial relationship to serve both pre-service

educators in the Attallah College credential and degree programs, and teachers and other instructional staff at TLC.

- Mutually beneficial research opportunities will be developed between the partners to ensure that all children are educated to their greatest potential and that the success of the model is disseminated to other educators.

CHIME Institute

The CHIME Institute will lend technical support and assistance to TLC in establishing an inclusive model school in the CHIME and WISH tradition. As detailed above, the CHIME Institute in Los Angeles is a national leader in the development and implementation of a unique model of inclusive education. Inclusive education at CHIME Institute means that children who reflect the demographics of the surrounding region—including children who develop typically, children with special needs and children who are gifted—learn side by side. CHIME’s model allows for the individual needs of each child to be addressed in a manner that enhances each child’s strengths while also addressing learning needs.

CHIME Institute's LAUSD-authorized charter school, CHIME Schwarzenegger Community School (CHIME SCS), is a nationally renowned model for inclusive education that already has been successfully replicated at WISH Charter Schools in Los Angeles. CHIME SCS operates in partnership with California State University, Northridge (CSUN). CSUN faculty collaborate with CHIME SCS school leaders and faculty, researching best practices in inclusive education and using CHIME SCS as a lab school/demonstration site. CSUN student teachers are placed in CHIME SCS classrooms, and complete their student teaching while simultaneously learning best practice approaches for inclusion-oriented classrooms. In addition, CHIME provides CSUN university students field work environments for them to complete field work hours in preparation for entering credential programs. Also, CHIME acts as a hub for university professor researching best practices in education for all learners.

In partnership with TLC, CHIME SCS is hosting TLC’s Founding Executive Director/Principal, Dr. Tunney (a former CHIME SCS teacher), throughout the 2017-18 school year in a Principal Fellowship. She is spending extensive time with CHIME SCS’s Principals (TK-5, Jennifer Hill and grades 6-8, Kathy Jamison)) and Executive Director, Dr. Erin Studer. Dr. Studer has spent more than 20 years working with students K-12 and at the college level and has provided training for hundreds of teachers in the areas of neurodevelopment and cooperative learning strategies. He has also consulted with several local schools and districts on the design and implementation of professional development programs and inclusion oriented models of educational service delivery. During her fellowship year, Dr. Tunney is receiving immersive experiences in school finance, school facilities and operation, human resources, and special education law and practice that will serve to even further develop her extensive wealth of experience in these areas. CHIME SCS will continue to support Dr. Tunney and the staff and Board of TLC throughout the start-up phase, providing, at minimum, an additional two years of technical assistance and support for curricular, administrative, and inclusion model practices for administration and teaching staff at TLC.

The Thompson Family Foundation

The Thompson Foundation is an Orange County philanthropic organization with national reach. Started by Bill Thompson in partnership with his brother Don Thompson, the Foundation has a special interest in supporting causes that focus on underserved children with disabilities who live in Orange County. More specifically in the area of disabilities, The Foundation has funded The Thompson Center for Autism and Neurodevelopmental Disorders at the University of Missouri, The Center for Autism in Orange County, and The Thompson Policy Institute on Disability and Autism at Chapman University. Through its dedication and focused efforts, The Thompson Family Foundation has positively impacted the lives of countless children and their families. The Thompson Family Foundation is providing financial support for the Fellowship year for Dr. Tunney, to support the technical support and assistance from CHIME SCS, and general operating costs to launch the non-profit and other operational expenses for TLC before it opens in 2018. The Foundation also has extended a generous line of credit for TLC to use for cash flow purposes in the start-up years of operation.

California Charter Schools Association (CCSA)

The California Charter School Association is California's largest charter focused member organization in the state. CCSA provides state and local advocacy, leadership on accountability, and a variety of operational and support services to its members. The Association also provides extensive resources, support, training, and technical assistance to those starting and operating charter schools in California. TLC has joined CCSA as a Developer Member; our lead staff and Board will participate in trainings with CCSA, including attendance at their annual conference in March.

ExEd

ExED, a nonprofit back-office services provider, strives to dramatically improve public education in California by providing business and support services to high-achieving, community-based charter schools. TLC has contracted with ExEd to provide start-up support in budgeting, training out staff and Board, and, following charter approval, setting up the new school's accounts and registration with various District, County and State systems. ExEd (or another comparable back-office services provider) will provide TLC with CFO services including budgeting, forecasting, cash flow management, accounting, bookkeeping, payroll and benefits, and compliance and data reporting, in close collaboration with TLC's staff and Board.

Young, Minney and Corr (YMC)

Young, Minney and Corr is one of California's most experienced, knowledgeable, and respected firms working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YMC represents more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation. TLC has contracted with YMC to help establish the Tomorrow's Leadership Collaborative Charter School corporation and for advice and counsel on legal and compliance issues; YMC (or a comparable firm) will continue to advise the TLC staff and Board on pertinent legal issues.

TLC's entire Founding Team looks forward to collaborating with the Orange Unified School District in establishing this exciting new charter school for the community.

ELEMENT A - THE EDUCATIONAL PROGRAM

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

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

Leadership. Equity. Everyone.

Tomorrow’s Leadership Collaborative Charter School (“TLC” or “Charter School”) will be a TK/K-8th grade school that models best practices for inclusion education, university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles – and WISH Charter Schools in Los Angeles, also modeled after CHIME -- TLC will be an inclusive learning community where *all* students – including those with disabilities and learning differences -- their families, and the school’s staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning. TLC’s core values are:

- *Leadership* in education.
- *Equity* for learners.
- *Everyone* is welcome at TLC.

TLC plans to locate near our partner, Chapman University (“Chapman”), within the Orange Unified School District (“OUSD” or “District”), in order to serve a highly diverse student body, which is core to our mission and model.

EVIDENCE OF THE MODEL’S SUCCESS

HISTORY OF CHIME SCS

The then-named CHIME Charter School originally was authorized by the Los Angeles Unified School District (LAUSD) and opened in August 2001. In 2010, at the request of former First Lady Maria Shriver in honor of former Governor Arnold Schwarzenegger, the school was renamed CHIME Institute’s Schwarzenegger Community School (“CHIME SCS”). Today, CHIME SCS serves 727 students in grades TK-8. Approximately 15-20% of the students in each class are identified with disabilities. CHIME SCS’s students reflect the demographics of the surrounding region with a goal of a natural representation of the population in race/ethnicity, socioeconomics and ability. The CHIME SCS model allows for the individual needs of each

child to be addressed in a manner that that enhances each child's strengths while also addressing learning needs. The education program is based on constructivist approaches, and designed to engage students in problem solving activities at levels appropriate to individual needs.

CHIME SCS is operated by the CHIME Institute, originally founded in 1990, a national leader in the development and delivery of quality inclusive education. CHIME Institute has a dual mission to develop and implement model programs that support all children to achieve their maximum potential, and to provide dynamic research and training environments to disseminate best educational practices. The CHIME Institute today operates several programs in addition to CHIME SCS, including:

- A center for educator development, in partnership with the California State University at Northridge (CSUN) and LAUSD, in which CHIME facilitates university student involvement on a variety of levels, and has a designated liaison between the charter school and the university that also provides an avenue for CHIME SCS's teachers to tap into the resources of the university;
- a research center, whereby CHIME Institute's schools and programs serve as a laboratory in which faculty and students investigate how children learn, and as a resource on inclusive education for educators and parents;
- CHIME Institute's Preschool Inclusion Program, serving children from 3 to 6 years of age;
- CHIME Institute Infant and Toddler Program, serving children from birth through age 3 and their families.

CHIME SCS has been a tremendous success:

- Diverse enrollment, including 23% Hispanic/Latino, 4% Black, 5% Asian, 59% White, 14% FRPL, 9% English Learner (with another 35% Reclassified Fluent-English Proficient) and 18% Special Education; approximately 45% of the students with special needs have moderate-severe disabilities including autism, mental retardation, severe physical disabilities and students identified with serious social-emotional needs.
- On the 2017 California Assessment of Student Performance and Progress exams (CAASPP), 52% of CHIME SCS's students in grades 3-8 Met or Exceeded grade level standards in EL (compared to 46% statewide) and 42% Met/Exceeded standards in Math (compared to 38% statewide).
- On the 2016 CST in Science, 62% of CHIME SCS's 5th and 8th graders were Proficient or Advanced, compared to 57% in the same grades statewide.
- For high academic performance, CHIME SCS received the "Grazer Outstanding Achievement in Education (GOAL)" Award in 2013.
- Hailed by the U.S. Department of Education as "a model for full inclusion and ... a blueprint locally and around the country."
- *Daily News* Reader's Choice Award seven years in a row.
- CHIME SCS has led teacher professional development for more than 130 teachers and administrators at 40 schools in Los Angeles, San Diego, and New York to help those schools adopt practices that would provide more inclusive opportunities for their students.

- CHIME SCS is the only charter school in California to *twice* be awarded the California Charter School Association’s Hart Vision Award: Charter School of the Year (2005 and 2016).

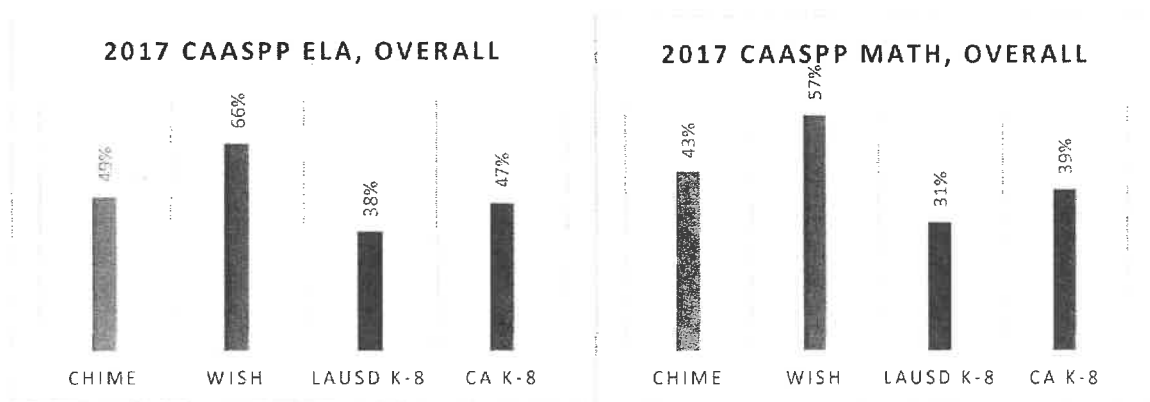
REPLICATION OF CHIME SCS: WISH CHARTER SCHOOLS

In 2010, WISH Charter Elementary School opened in LAUSD, replicating the CHIME model of inclusive education. Today, WISH has expanded to a TK-8 school serving 650 students, and a newly opened high school that ultimately will serve 500 students. WISH’s TK-8 school serves a population that is: 21% Hispanic/Latino, 26%Black, 10% Asian/Filipino/Pacific Islander and 43% White. Currently 16% are students with disabilities, including several with moderate-severe disabilities including autism, mental retardation, severe physical disabilities and students identified with serious social-emotional needs. (WISH’s High School includes 27% students with disabilities, with 36% Hispanic/Latino, 38% Black, 8% Asian and 16% White.) Like CHIME SCS, WISH has a university partner, the Loyola Marymount University School of Education (LMU), with WISH serving as LMU’s demonstration site for research and placement of student teachers, and LMU providing extensive teacher professional development and coaching.

Like CHIME SCS, WISH has been one of the top performing schools in the State:

- On the 2017 California Assessment of Student Performance and Progress exams (CAASPP), 66% of WISH’s students in grades 3-8 Met or Exceeded grade level standards in ELA (compared to 47% statewide); 57% of students in grades 3-8 Met/Exceeded standards in Math (compared to 39% statewide).
- On the 2016 CST in Science, 85% of WISH’s 5th graders and 60% of the 8th graders were Proficient or Advanced, compared to 57% in the same grades statewide.

Both CHIME SCS and WISH’s K-8 schools outperformed district and state averages on the 2017 CAASP in ELA and Math:



(Source: <https://caaspp.cde.ca.gov/sb2017/Search?lstTestYear=2017>.)

TLC'S FOUNDING TEAM

As detailed in the Executive Summary, TLC is being established by an accomplished and experienced group of educators, community leaders, experienced charter school board members, and professionals, with partnership and expertise provided by the Chapman University Atallah School of Education, CHIME SCS, The Thompson Family Foundation and more.

TLC SERVES THE INTENT OF THE CHARTER SCHOOLS ACT AND DISTRICT POLICY

TLC serves the intent of the Charter Schools Act, OUSD's mission and vision and strategic goals that serves a full spectrum of diverse learners in an inclusive learning community. The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. A well-established body of research that is supported by federal and state law indicates that inclusion of children with disabilities benefits both students with and without disabilities alike:

Several studies have explored the impact of inclusion on students without disabilities, and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class.¹ Sailor has noted that implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far behind.² Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes.³ Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings.⁴

Peer supports can support the development of positive social relationships while reducing reliance on adults. This strategy involves an arrangement in which typical peers provide social

¹ Gandhi, A. G. (2007). Context Matters: Exploring relations between inclusion and reading achievement of students without disabilities. *International Journal of Disability, Development and Education*, 54(1), 91–112. <http://doi.org/10.1080/10349120601149797>; Cole, C.M., Waldron, N., & Majd, M. (2004). Academic progress of students across inclusive and traditional settings. *Mental Retardation*, 42, 136-144.

² Sailor, W. (2008). Access to the general education: Systems change or tinker some more? *Research and Practice for Persons with Severe Disabilities*, 33(4), 249-257

³ Wilson, G. L., Kim, S. A., & Michaels, C. A. (2011). Factors associated with where secondary students with disabilities are educated and how they are doing. *Journal of Special Education*, 20(10), 1-14; Vaughn S., Moody S. W., Schumm J. S. (1998). Broken promises: Reading instruction in the resource room. *Exceptional Children*, 64, 211–225; Rea, P.J., McLaughlin, V.L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. *Exceptional Children*, 68, 203- 222; Cosier, M., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial and Special Education*, 34(6), 323-332.

⁴ Boyd, B. A., Conroy, M. A., Asmus, J. M., McKenney, E. L. W., & Mancil, G. R. (2008). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. *Education and Training in Developmental Disabilities*, 43(2), 186-197; Carter, E. W., Siseo, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation*, 113, 479-494.

and academic support to a classmate with significant disabilities, while receiving guidance from adults, such as the general and special educators as well as paraprofessionals.⁵ Although these arrangements often begin with some adult facilitation (although all students must willingly participate), students with and without disabilities generally become comfortable with one another over time, and often develop friendships as a result.⁶ Finally, in a recent meta-analysis conducted by Waldron, Cole, and Majd of students with disabilities and their typically developing peers in inclusive settings, both cohorts of children, those with disabilities and those without, made academic gains in inclusive settings. For students with disabilities these gains were superior to those of similar students with disabilities in segregated settings. Typically developing students gained academically in the same way as peers in non-integrated classrooms but did make gains in other ethical and social dimensions of learning.⁷

However, in spite of the extensive supporting evidence from the educational research community, state and federal legal mandates, and curricular best practices, the availability of inclusive educational options is very limited. Many parents of children with disabilities often report difficulty in locating schools that are responsive to their children's special learning requirements and many teachers feel unprepared to meet the complex challenges such students present. There is a need for schools that employ effective models for inclusion that are implemented on a school-wide basis. TLC will improve scholarship and social awareness in the community at-large.

Created to support and provide the benefits of an inclusive learning community, TLC will develop and support classrooms that accommodate a wide range of abilities and emphasize students' strengths, interests, and cultural "funds of knowledge" they bring to the classroom,⁸ noting that students' households "contain rich cultural and cognitive resources ("funds of knowledge") and that these resources can and should be used in the classroom in order to provide culturally responsive and meaningful lessons that tap students' prior knowledge. Staffing at TLC will emphasize a collaborative approach in which students, parents, faculty, staff, and community partners (including Chapman) will work together to identify each individual student's needs and craft a personalized learning plan that meets his/her needs and goals. Each student who is eligible for special education services will have an Individual Education Program (IEP) that conforms to all State and Federal requirements. Instruction in our model also will be individualized for students who are not eligible for special education services – students' strengths and challenges will be taken into account and planned for during the grade level planning meetings. All students will have designed into their instruction appropriate differentiation based on their specific needs (e.g. Gifted, English Learner, At-risk, etc.) in this way all students receive individualized attention throughout their time at TLC to meet their educational needs.

⁵ Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Baltimore, MD: Paul H. Brookes

⁶ Carter E. W., Bottema-Beutel K., Brock M. E. (2014). Social interactions and friendships. In Agran M., Brown F., Hughes C., Quirk C., Ryndak D. (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future*. Baltimore, MD: Paul H. Brookes.

⁷ Waldron, N., Cole, C., & Majd, M. (2001). *The academic progress of students across inclusive and traditional settings: A two year Indiana inclusion study*. Bloomington, IN: Indiana Institute on Disability & Community.

⁸ Lopez, J., *Funds of Knowledge*, <http://www.learnnc.org/lp/pages/939>

As CHIME SCS and WISH Charter Schools have demonstrated, students with disabilities, along with students who are gifted and typically developing, can achieve and thrive in an inclusive learning environment. The inclusive model benefits far more than the students with special needs as all of the students thrive in a personalized, differentiated approach to learning that is authentically child-centered.

STUDENT POPULATION TO BE SERVED

SURROUNDING COMMUNITY AND EXISTING PUBLIC SCHOOLS

TLC plans to locate in the area immediately surrounding the Chapman University campus in the Old Town Orange area, including portions of zip codes 92866, 92867 and 92868, so that we have close proximity to our partners at the University.

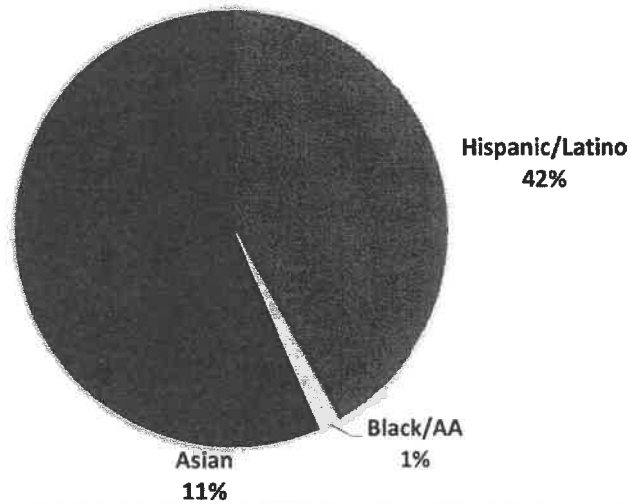


(Source: googlemaps.com)

While we have not yet secured a facility (and will not sign a lease until our charter is approved), we have identified three potential temporary facilities options within 3.5 miles of Chapman. Two of the three have previously been school facilities and are appropriately permitted, while the third would require a Conditional Use Permit. Each is large enough to accommodate our planned enrollment for at least two years. As we pursue these options, we will continue to pursue additional potential facilities options in the community. In future years, TLC reserves the right to apply for a Proposition 39 facility from the District, though we hope to secure our own long-term home in a private facility. (See additional information about facilities in the *Additional Provisions* section of the charter.)

As detailed by 2010 U.S. Census data, this community is racially/ethnically diverse, with 46% White residents, 42% Hispanic/Latino, 11% Asian and 1% Black residents.⁹

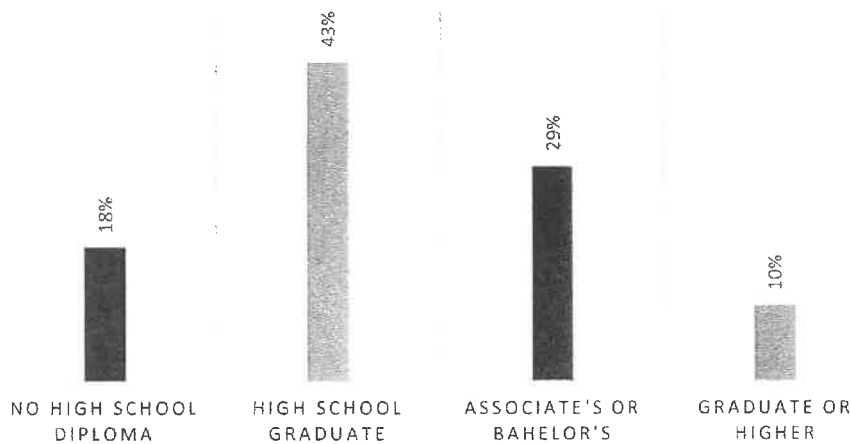
**DEMOGRAPHICS FOR ZIP CODES
92866, 92867, 92868, 92869**



(Source: 2010 Census. factfinder.census.gov.)

While the community is home to Chapman, which serves 8,000 students, only 39% of the area's residents over 25 have a two or four-year college degree and 18% did not complete high school.

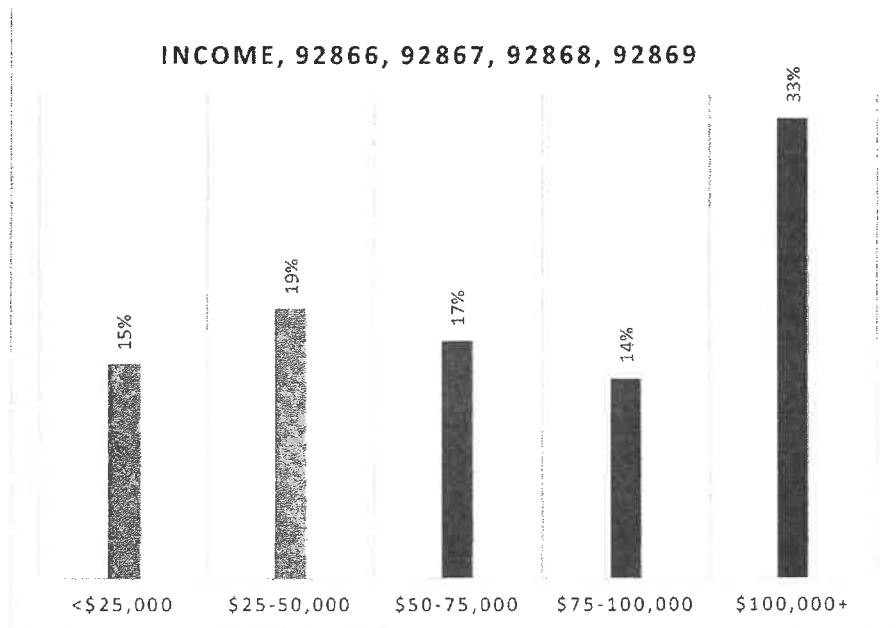
**EDUCATIONAL ATTAINMENT FOR THE POPULATION
OVER 25 YEARS OLD, ZIP CODES 92866, 92867,
92868, 92869**



(Source: 2011-15 American Community Survey. factfinder.census.gov.)

⁹ www.factfinder2.census.gov (2010 Census).

Given the high percentage of adults who did not complete high school, with another 47% who have a high school diploma but no college, it is not surprising that this area is predominantly low-income – **16% of families with children under 18 in these zip codes lived below the federal poverty line; in 2017, the federal poverty line for a family of four is \$24,900.**¹⁰ Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in California with two working adults needs to earn \$73,174 annually to be self-sustaining (not needing public assistance).¹¹ This equates to \$17.59/hour per adult; the federal poverty line rate equates to just \$5.00/hour. In other words, *as many as 51% of families in this zip code are living in poverty based on the economic realities of the area.*

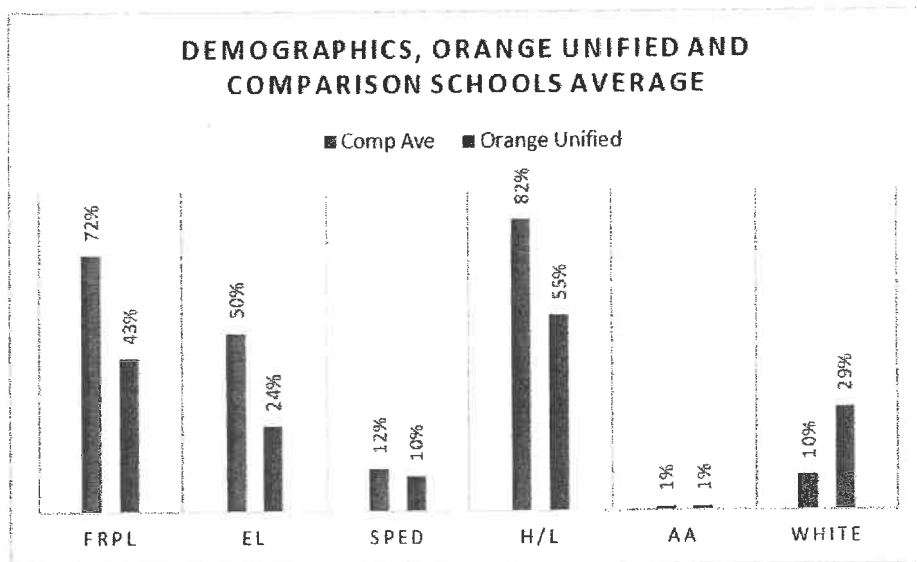


(Source: 2011-15 American Community Survey. *factfinder.census.gov.*)

The existing public schools in this area – none of which offer an inclusive model of education – include 12 traditional elementary schools serving students in grades K-6 (Cambridge, California, Espanade, Fairhaven, Fletcher, Handy, La Veta, Palmyra, Prospect, Sycamore, Taft, West Orange), two traditional middle schools (Portola and Yorba), plus one K-8 magnet, McPherson Magnet. Collectively, these comparable schools that TLC students would otherwise attend (“Comps”) are serving a population that has a lower income, higher rate of English Learners, and more non-White students than OUSD as a whole:

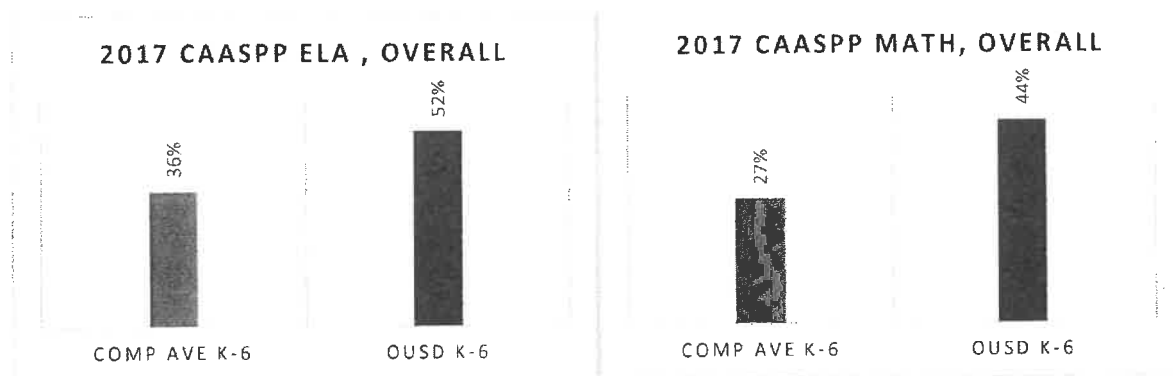
¹⁰ <https://aspe.hhs.gov/poverty-guidelines>

¹¹ <http://livingwage.mit.edu/counties/>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.).



(Source: <http://dq.cde.ca.gov/dataquest>)

On average, these Comp schools are performing below district averages:



(Source: <https://caaspp.cde.ca.gov/sb2017/Search?lstTestYear=2017>.)

Based on these surrounding schools, we anticipate serving a student population that is predominantly socioeconomically disadvantaged (with the attendant challenges that may impose in their lives outside of school and impact on their schooling, as discussed throughout this petition), roughly 72% FRPL; 82% Hispanic/Latino, 10% White, 4% Asian and 1% African American; 50% of students English Learners (ELs). While the local schools average 12% SpEd, we anticipate, due to our model, that there will be a higher percentage of students with special needs at TLC, including children with moderate/severe disabilities.

While data from the existing schools is not yet publicly available, we also expect to serve a small number of homeless youth (and likely a significant number of those who experience “housing instability”), and foster youth. As detailed in the community data above, many of our students will be the first in their families to attend college or even complete high school. We know that our students will bring to the school a wide variety of needs and challenges and require a host of

individualized supports, including referrals to community agencies. TLC will provide a comprehensive, personalized program designed to meet the individual needs of each student.

We recognize that the English Learner population in particular will have significant needs as they develop English proficiency, and that the data on FRPL eligibility will not include a full picture of severe poverty experienced by many of our students (notably, many of our EL and FRPL students will also be students with disabilities). As detailed fully in the section below on Students with Special Needs, our staff will receive intensive professional development and training on meeting these students’ needs, including being aware of signs of hunger or other significant crises in students’ lives outside of school walls.

ENROLLMENT PLAN

TLC will open with approximately 120 students in grades TK/K-4, and expand to serve approximately 772 students in grades TK-8 when the school reaches full grade span/capacity. Our “slow growth” grade level model is designed to launch strong with a full contingent of lower grade students who will establish a solid foundation for our innovative model, and reach full TK-8 capacity during the five-year charter term. (See *Element G* for detailed outreach and recruitment plans.) As noted in the section above, TLC seeks to establish a highly diverse student body, with a broad range of learning ability (from gifted to those with significant learning disabilities), race/ethnicity, socioeconomic status, EL status and more.

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter:

Enrollment Plan					
	2018-19	2019-20	2020-21	2021-22	2022-23
TK	12	18	24	24	24
K	36	54	72	72	72
1	24	48	72	96	96
2	24	48	72	96	96
3	12	24	48	72	96
4	12	24	48	72	96
5		24	48	72	96
6			56	56	84
7				56	56
8					56
TOTAL	120	240	440	616	772

In Years 1-2, TK/K will be in a combined classroom; in Year 1, grades 3/4 also will be in a combined classroom.

GOALS AND PHILOSOPHY

MISSION AND VISION

The mission of TLC is to educate diverse students through a rigorous, standards-based, college-preparatory program to become conscientious, caring, and responsible 21st Century citizens. TLC is grounded in an inclusive vision of teaching and learning in which the diverse experiences and spectrum of abilities students bring to the school are honored. Through a rich educational program based upon constructivist and project-based approaches to learning, students at TLC will be guided to develop 21st Century knowledge and skills such as problem-solving, critical thinking, creativity, communication and cooperation and collaboration with diverse peers.

Our vision is that TLC will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education. Collaboration with Chapman University, Attallah College of Educational Studies will enable TLC faculty to learn about and model current research-based practices and approaches, and to develop and advance knowledge of the practices and strategies for inclusive teaching and learning. We believe strongly that this collaboration and commitment to learning about diversity and inclusion will not only directly benefit students and families at TLC, but holds potential to contribute to the broader community of educators, advocates, policy makers and researchers in the field as well.

AN “EDUCATED PERSON” IN THE 21ST CENTURY

“The sky is not falling today, but it might be in fifteen or twenty years if we don’t change our ways, and all signs are that we are not changing, especially in our public schools.”

--Thomas L. Friedman, The World is Flat (2005)

As the world becomes increasingly connected and interdependent through rapid advances in technology, transportation, manufacturing, and communication, it is clear that today’s students will enter a workforce that places heavy demands on collaboration, creativity, negotiation, responsive planning, and organization. Problems faced in the future are certain to be complex, dynamic, and global, and unforeseen challenges affecting local communities will need to be addressed by drawing out and building upon knowledge and expertise distributed among individuals. An educated person in the 21st century must be able to think independently and creatively, and must be prepared take on complex problem-solving through meaningful collaboration and communication with members of diverse groups.

In recent years, researchers, policymakers, and educators have come to agree that to prepare students for this future, school-based instruction needs to move beyond the traditional focus on content knowledge and acquisition of discrete predetermined skills. Newer classroom standards issued in California (e.g., California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS) and broadly across the country now emphasize thinking and learning competencies across all grade levels and subject areas. These standards outline essential practices of critical and analytic thinking, creative problem-solving, collaboration, and communication to accompany content-area instruction, and call for students to be provided with

ongoing opportunities to apply deep thinking skills and to connect school-based learning to their own lives and current issues facing the world.¹²

While these aptitudes of course necessarily depend on a foundational knowledge base that is detailed in state content standards, we believe the strongest value in education is learning *how* to learn. To thrive in this new world of interconnectivity, our children also need to learn critical social and collaboration skills, technology proficiency, and a love of learning. Specifically aligned with the Partnership for 21st Century skills' findings (p21.org), an educated person in the 21st century is one who possess

- Respect and appreciation for diversity.
- A solid foundation in the core academic skills, as outlined in the state curricular standards.
- The ability to think critically and creatively, be curious, and use a variety of strategies to solve problems with persistence.
- The ability to work both independently and cooperatively and adapt to new situations.
- The ability to navigate media and technology to obtain, synthesize, and analyze a variety of information with a critical eye.
- The ability to communicate confidently, both orally and in writing, with people of all ages and backgrounds.
- Personal integrity, morality, self-motivation and self-esteem, and the skills and willingness to engage in the responsibilities of citizenship.

We know that all students, including students who learn differently or have identified learning challenges, can successfully learn at high levels. We believe all students have a right to high expectations and quality instruction that prepare them to enter and succeed in college. We agree with Friedman (2005) that preparing today's students for 21st Century life will be best accomplished through instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking that will serve them well in the "real world."

HOW LEARNING BEST OCCURS

"The key to [education] transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."

K. Robinson, *The Element* (2009).

In 2001, Darling-Hammond, Austin, Orcutt, and Rosso at Stanford's School of Education wrote:

Contemporary learning theory recognizes the role that both experience and reflection play in the development of ideas and skills. Researchers and practitioners appreciate that reinforcement and practice play a role in the development of skills, and so do cognitive intent, effort, and reasoning. They

¹² Larmer, J., & Mergendoller, J.R. (2015, April 21) [Web log post]. Gold standard PBL: Essential project design elements. Retrieved from http://bie.org/blog/gold_standard_pbl_essential_project_design_elements

acknowledge the importance of developmental stages; they also recognize that development can also be encouraged through social interaction and the structuring of experiences within the learners' zone of proximal development or readiness sphere. Modern learning theories incorporate the role of culture and other influences on experience in views of how people construct their understandings and develop their abilities. Contemporary theories also recognize that the content matters – the nature of the disciplines has much to do with how they are learned and best taught . . . There is greater appreciation of the fact that different strategies are useful for different kinds of learning. It is most productive to think of these issues in terms of what kind of learning is sought in what contexts and then deliberate about what strategies may be most appropriate for those goals.¹³

Schools across California and the nation have developed and implemented these learning theories and strategies (constructivism, PBL, ZPD, culturally-responsive pedagogy, differentiation) to best meet the needs of diverse learners as they prepare for 21st century careers. State content standards similarly have evolved to meet 21st Century needs (e.g., the California Common Core State Standards and Next Generation Science Standards).

To that end, at TLC, we believe in the foundational promise of inclusive education: that *all* students learn best when they learn together in settings that honor the spectrum of knowledge, experiences, abilities, understandings, and perspectives represented within and across communities.¹⁴ We believe that learning best occurs through social interaction among diverse groups of individuals, active participation in learning activities, and strong connections to communities to honor the lived experiences of all.¹⁵ At TLC we approach the diverse learning styles, languages, sources of cultural knowledge and practice, social and emotional understandings, and abilities students bring to the classroom setting as *assets* for promoting deep and meaningful learning for all members of the class.¹⁶ This belief that learning best occurs through an inclusive, individualized approach is at the core of classroom teaching at TLC, and therefore underlies our approach to curriculum and instruction and our model of co-teaching and structures for support staff at the school as well.

We believe that students learn best when situated within the context of an educational program that understands students as complex, unique, and individual, and views learning as an ongoing process that is active, dynamic, and developed and expressed through a variety of means and

¹³ Darling-Hammond et al, *How People Learn: Introduction to Learning Theories*, The Learning Classroom: Theory into Practice A Telecourse for Teacher Education and Professional Development, Stanford University School of Education, Dec. 2001 (p. 9).

¹⁴ Ferguson, D.L., Desjarlais, A., Meyer, G. (2000, June). Improving Education; The Promise of Inclusive Schooling.

¹⁵ Herrenkhol, L.R., & Mertl, V. 2010. *How Students come to be, know, and do: a case for a broad view of learning*. New York, Cambridge University Press; Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behavior. *Soviet Psychology*, 17, 3-3

¹⁶ Brown, A. L., & Campione, J.C. (1994). Guided discovery in a community of learners. In K. McGilly (Ed.), *Contributions of instructional innovation to understanding learning* (pp. 289 – 325). Hillsdale, NJ: Erlbaum; Vygotsky, L. (1993). *The collected works of L.S. Vygotsky. Vol.2: The fundamentals of defectology (abnormal psychology and learning disabilities)* (R.W. Rieber & A.S. Carton, Eds.). NY: Plenum Press.

pathways.¹⁷ We believe strongly that when learning is socially constructed and students are actively engaged in “doing” while they learn, they access and create knowledge about their world in the most powerful, effective, and important ways.

We believe that hands-on, constructivist learning and project-based learning are interactive, engaging and meaningful ways for teachers to facilitate deepen learning experiences for each student. “[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.”¹⁸ As Paulo Freire stated in *Pedagogy of the Oppressed*, “In the banking concept of education [(a model that treats students as receptacles which simply receive knowledge), knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers.”¹⁹ A 2005 report highlights that project-based learning is beneficial because it engages students in problem-solving and teamwork.²⁰ Satchwell & Loepp indicate that students learn best when they are involved in constructing their own knowledge of the world around them.²¹ We plan to integrate project-based instructional approaches across the curriculum. We believe that learning how to think and learning subject matter content are not separate processes, but rather are best developed within an authentic context. In a thinking curriculum, skills are best acquired in the context of meaningful learning experiences that build on a child’s interests.

We believe in ensuring that each student is able to access meaningful, respectful content that targets their zones of proximal development.²² At TLC, general education and special education teachers will partner to create lessons that accommodate different learning needs and styles through the guiding principles and practices Universal Design for Learning (UDL) and Differentiated Instruction (DI). These research-based approaches for planning and instruction allow teachers to maintain rigor and high expectations for learning with heterogeneous groups of students through close monitoring and attention to individual student strengths and challenges, embedded choices for means of representation and engagement with content, and an explicit focus on developing personal responsibility for learning and higher-order thinking skills focused on deep understanding.²³

¹⁷ Moran, S. 2009. “Purpose: Giftedness in Intrapersonal Intelligence.” *High Ability Studies* 20 (2): 143–159; Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan*, 84, 401–406.

¹⁸ Piaget, To Understand is to Invent, 1973.

¹⁹ <http://sfr-21.org/pedagogy/pedagogy.html>.

²⁰ Fortus, D., Krajcik, J., Dersheimer, R. C., Marx, R. W., & Mamlok-Naamand, R. (2005). Design-based science and real-world problem solving. *International Journal of Science Education*, 855–879

²¹ Satchwell, R., and Loepp, F. L. (2002-Spring). *Designing and Implementing an Integrated Mathematics, Science, and Technology Curriculum for the Middle School*.

²² McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory Into Practice*. 44(3), 234–244; Tomlinson, C. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16.

²³ Kapusnick, R. & Hauslein, C.M. 2001. “The ‘silver cup’ of differentiated instruction. *Kappa Delta Pi Record*, 37(4); Tomlinson, S. (2007). Ruthless Assessment in a Post-Welfare U.K. Society. In Sleeter, C. E. (Ed), *Facing Accountability in Education – Democracy and Equity at Risk* (pp. 172-187). New York, New York: Teachers

We believe that learning potential is not predetermined or fixed, and instead align our beliefs with the concept of “growth mindset,”²⁴ which views all students and individuals as capable of learning and progress. To this end, all students at TLC will be guided to learn about themselves, and will work explicitly on developing essential skills and dispositions of lifelong learners. Across grades and classrooms, teachers will guide students to intentionally cultivate and apply meta-cognitive skills that will allow them to understand for themselves how they learn best, and students also will learn how to set personal goals for growth and achievement and how to identify and take on strategies that will help them maximize their own potential for learning and success.

We believe that student learning best occurs in classrooms with teachers who approach their own work as lifelong learners with a growth mindset; we know that ongoing professional learning opportunities are vital to this vision.²⁵ We also believe learning occurs best when teachers are highly qualified, prepared, and collaborate with one another regularly, including co-teaching classes. Research supports the importance of effective teachers with a recent Rand study concluding “teachers matter more to student achievement than any other aspect of schooling.”²⁶ Another study identifies teachers’ “social capital” as the key ingredient to success, defining social capital as “relationships among teachers” or their level of collaboration with one another.²⁷ In a study of New York City elementary school students, higher math gains were achieved when students had teachers who “reported frequent conversations that centered on math, and when there was a feeling of trust or closeness among teachers.”²⁸ Linda Darling Hammond and Gary Sykes of Stanford University also concluded from their research that “teacher conversations and collaborations” are “key to increasing student achievement.” At TLC, our partnership with Chapman University and professional learning community (PLC) structures will ensure teachers receive support to attend to their own growth as adult learners through sustained professional development and collaboration. Teachers and staff will work collaboratively to analyze artifacts of student learning, inquire into instructional practice, learn about and from the students and families served, and develop topics for thematic curricular units and lessons that are standards-based, universally designed, differentiated for heterogeneous groups of students, and responsive the cultural norms and assets of the community.

We believe that culture and experience shape thinking, and therefore play a role in learning and behavior at school.²⁹ In other words, we believe that learning best occurs when the entire school community -- students, teachers, parents and administrators -- respect and esteem the particular

College Press; Wiggins G., McTighe, J. 2008. *Understanding by Design*. Alexandria, Va., Association for Supervision and Curriculum Development.

²⁴ Dweck, C. S. (2006) "Mindset: The new psychology of success." New York: Random House.

²⁵ Borko H., Jacobs J., Koellner K. (2010). Contemporary approaches to teacher professional development. In Peterson P., Baker E., McGaw B. (Eds.), *International encyclopedia of education* (Vol. 7, pp. 548-556). Oxford, England: Elsevier; Desimone, L. M. (2011). A primer on effective professional development. *The Phi Delta Kappan*, 92(6), 68-71. doi:10.1177/003172171109200616

²⁶ www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html

²⁷ www.ssireview.org/articles/entry/the_missing_link_in_school_reform/

²⁸ Ibid.

²⁹ Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press; Ladson-Billings, G. (1994). The tree of knowledge and culturally relevant teaching. In *The dreamkeepers: Successful teachers of African American children* (pp. 78-126). San Francisco: Jossey-Bass Publishers

attributes that accompany diversity and make visible the unique and important contributions of all.³⁰ Through understanding the spectrum of human experiences and perspectives, knowledge, and skills individual members of a community bring to a learning setting, everyone is enriched.³¹ Taking up the defining characteristics of culturally responsive teaching, at TLC our teachers will: maintain positive perspectives on parents and families, communicate high expectations to students, learn about and through cultural practices and norms, and center instruction on student interests and needs. With a critical goal of building upon the funds of knowledge and community assets represented in classrooms,³² teachers at TLC will design thematic curricula that connect to students' cultural knowledge and experiences to ensure that all students are offered opportunities to connect their own lives with standard-based learning at school.

We believe that strong home-school and community connections bring about positive outcomes for students.³³ There is overwhelmingly evidence that “demonstrates that parent involvement in children's learning is positively related to achievement.”³⁴ Notably, “*A New Wave of Evidence*, a report from Southwest Educational Development Laboratory (2002)... found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education.”³⁵

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT LIFE-LONG LEARNERS

“If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and be more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.”

H. Gardner (2006)

TLC's inclusive educational philosophy and culturally responsive constructivist approach will prepare students to become and remain self-motivated and competent life-long learners. As students engage in project-based learning within thematic units of study, they will be able to make the deep and personal connections to school content essential for developing intrinsic motivation, resilience, and independence.³⁶ As described above, a main goal of our thematic learning approach is to enable students to understand the importance and relevance of their

³⁰ Freire, P. *Pedagogy of the Oppressed*. 30th anniversary ed. New York: Continuum, 2000

³¹ Ladson-Billings, 1994.

³² Gruenewald, D. A. (2003). Foundations of Place: A Multidisciplinary Framework for Place-Conscious Education. *American Educational Research Journal*, 40(3), 619-654.

³³ Epstein, J. L., & Sanders, M. G. (2000). Connecting home, school, and community: New directions for social research. In M. T. Hallinan (Ed.), *Handbook of the sociology of education* (pp. 285-306). New York, NY: Kluwer Academic/Plenum Publishers; Martin, E. J., & Hagan-Burke S. (2002). Establishing a home-school connection: Strengthening the partnership between families and schools. *Preventing School Failure*, 46, 62-65

³⁴ <http://www.nwrel.org/scpd/sirs/3/cu6.html>

³⁵ <http://www.nea.org/tools/17360.htm>

³⁶ Brooks, R. & Goldstein, S. (2003). *Nurturing resilience in our children*. Answers to the most important parenting questions. New York: Contemporary Books; Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

learning in the “real world” as they make connections across disciplines and to their daily lives, including civic engagement and contributions to the community. Research shows that these kinds of experiences positively impact students’ mindsets, self-efficacy, and motivation.³⁷

All students at TLC will be encouraged to bring their unique skills and knowledge to classroom discussions and activities with peers, and will be given multiple and varied opportunities to develop mastery and expertise, inspiring confidence in their own abilities.³⁸ Just as teachers at TLC reflect on student achievement data to inform their own teaching practice, through activities such as constructing their Individualized Instructional Plans (IIP) with their teachers, even our youngest students will be taught how to reflect on their own learning and achievement through developmentally appropriate tasks and activities in order to make sure that all of our students can understand how they best learn, what supports may be useful, and how to advocate and ask for support when they need it. This helps to motivate students to seek additional knowledge, persist in their education, and strive towards ambitious goals as they come to understand their own learning processes, set goals and advocate for themselves. Students will be continuously asked to reflect on their own learning, including their “failures,” helping them gain understanding of the way they learn best. Students who can effectively express *how* they learn best, and those are willing to take risks, fail and persist, are more likely to become enthusiastic life-long learners. Beyond mastering specific skills and facts, students will continuously be learning *how* to learn.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(b)(5)(A)(ii)

TLC will pursue several school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments and California Alternative Assessment (CAA) for student with disabilities, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school takes to achieve each of the identified annual goals. We note that as required under the California Education Code, TLC’s stakeholders will engage in a collaborative process each year to prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of

³⁷ Brooks, J.G., & Brooks, M.G. (1999). "In search of understanding: The case for constructivist classrooms." Alexandria, VA: Association for Supervision and Curriculum Development; Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), *Self-perception* (pp. 239-266). London: Ablex Publishing; Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

³⁸ Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), *Self-perception* (pp. 239-266). London: Ablex Publishing; Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

funds and shall comply with the requirements for annually reviewing and preparing the LCAP as set forth in Education Code Section 47606.5. The following is intended to be illustrative of the goals and actions TLC anticipates for the charter term at this point in time.

It is important to note that at TLC, in each core academic area, students are expected to achieve outcomes appropriate to their development, age and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are generally expected of older students. Thus, although outcomes are described here as required, these are adjusted according to students' individual abilities and developmental levels.

LCFF STATE PRIORITIES	
GOAL #1	
<p>TLC will ensure optimal conditions for learning with highly-qualified and appropriately credentialed teachers, full implementation of state standards and a safe, clean and welcoming school facilities.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 1 (Basic Services) <i>Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</i></p> <ul style="list-style-type: none"> - TLC will hire, supervise, evaluate and retain qualified teaching staff, including appropriate SpEd and EL authorizations. - TLC will ensure verification of proper credentials and DoJ clearance prior to start of employment. - TLC will actively recruit diverse teachers and staff that reflect student demographics. <p><i>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</i></p> <ul style="list-style-type: none"> - TLC will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials, including, as needed, adaptive materials for students with disabilities. - TLC will review alignment of instructional materials to standards. - TLC will maintain an annual inventory of instructional materials and respective purchase of materials. - TLC budget will be reviewed every year to ensure adequate budget for instructional materials is in place, including materials for students with special needs (EL, SpEd, GATE). <p><i>Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).</i></p> <ul style="list-style-type: none"> - TLC facilities will be maintained and cleaned by custodial staff - TLC will do annual and monthly facility inspections to screen for safety hazards. 	

- TLC will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English Learners.

- TLC will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.
- TLC will provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all students, including ELs.
- TLC will provide PD to teachers in collecting and examining CAASPP, CAA, CAST, NWEA MAP, and other state and internal assessment scores via the Illuminate data system and regularly review progress to implement data-driven decision making.

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- TLC will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
- TLC will provide 2:1 technology (tablets/Chromebooks) for students in grades K-8, to ensure access to web resources and curriculum tools.

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: % of teachers at TLC appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 1 Outcome 2: All TLC students (including all statistically significant subgroups) will have access to standards-aligned materials and technology, including adaptive materials (as needed) for students with disabilities.

Metric/Method for Measuring: % of TLC students who will have sufficient access to standards-aligned instructional materials.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 1 Outcome 3: TLC facilities will be maintained and cleaned by custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Priority 2 Outcome 1: TLC will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

Metric/Method for Measuring: Purchased curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 7 Outcome 1: All TLC students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.

Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
<p>TLC will provide a personalized education to each student and support student mastery of grade level content standards and the school's learning objectives.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 4 (Pupil Achievement)</p> <p><i>Priority 4 Outcome 1 – Performance on standardized tests (including the CAA) and schoolwide assessments</i></p> <ul style="list-style-type: none"> - TLC will provide highly qualified instructional personnel to implement high-quality instruction with continuous monitoring by the Executive Director/Principal. - TLC will provide highly qualified educational support personnel as required by students' individual needs and IEPs under IDEA, such as: Assistive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. TLC will provide comprehensive professional development to support student achievement. - TLC will analyze CAASPP, CAST, CAA, NWEA MAPs, and other state and internal assessment scores at each trimester to review progress towards annual targets. <p><i>Priority 4 Outcome 2 – Share of English Learners that become English proficient</i></p> <ul style="list-style-type: none"> - See above; plus: TLC will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs - TLC will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation. - TLC will provide professional development related to EL support, including ELPAC training and re-designation criteria. - TLC will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. <p><i>Priority 4 Outcome 3- English learner reclassification rate</i></p> <ul style="list-style-type: none"> - Same as Priority 4 Outcome 2 above, plus: - TLC budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place. - TLC will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs <p>Priority 8 (Other Pupil Outcomes)</p>	

Priority 8 Outcome 1 - TLC will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based experiences with technology and arts integration.

- TLC will provide professional development to teachers on integrating hands-on/project-based learning across the curriculum.
- TLC will provide resources, time and materials for all students to engage in meaningful, hands-on/project-based/maker-centered learning.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: TLC students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.
Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP/CAA assessment system based on prior year data.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	<i>N/A</i>	<i>Establish baseline with first CAASPP/CAA testing.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP/CAA in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP/CAA in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP/CAA in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP/CAA in ELA and Math.</i>

Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year.
Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of District averages as demonstrated on ELPAC assessments

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)						
English Learners	<i>N/A</i>	<i>Establish Baseline</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>

						District rate.	
Priority 4 Outcome 4: TLC will ensure EL reclassification rate will meet or exceed the District's reclassification rate. Metric/Method for Measuring: EL reclassification rates							
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23	
All Students (Schoolwide)							
English Learners	N/A	Establish Baseline	Percentage of students reclassified each year will meet or exceed District rate.	Percentage of students reclassified each year will meet or exceed District rate.	Percentage of students reclassified each year will meet or exceed District rate.	Percentage of students reclassified each year will meet or exceed District rate.	
Priority 8 Outcome 1: TLC will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based learning experiences with technology and arts integration. Metric/Method for Measuring: % of students with access to hands-on/PBL; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations							
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23	
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%	

LCFF STATE PRIORITIES	
GOAL # 3	
TLC will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.	Related State Priorities: <input type="checkbox"/> 1 <input 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	
Priority 3 (Parental Involvement) Priority 3 Outcome 1 – Efforts to seek parent engagement and input in decision making. <ul style="list-style-type: none"> - TLC will engage parents in a series of relevant and interesting workshops related to their child's success - TLC will maintain school website as a communication tool for the community. - TLC will communicate the most important website items via a monthly newsletter (translated into Spanish and other languages as necessary) that is sent home via a hardcopy. 	
Priority 5 (Pupil Engagement) Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism	

- TLC parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.
- TLC's Office Manager, Executive Director/Principal and Classroom Teachers will help improve attendance and decrease habitual truants through home calls, meetings with students and families, and positive reinforcement incentives.

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- TLC will provide training and support for Way of Council and restorative justice practices.
- TLC will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 2 – pupil expulsion rates

- TLC will provide training and support for Way of Council and restorative justice practices
- TLC will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- TLC will implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: TLC will encourage parents to attend at least 2 events each year (specific goal to be set annually in LCAP).

Metric/Method for Measuring: # of parents attending 2+ events annually

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	Establish baseline	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)

Priority 3 Outcome 2: TLC will establish a Parent Advisory Council that will be promoted, and supported to be fully operational and self-sustaining, and an ELAC (if more than 21 EL students are enrolled) to advise on the EL program

Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 5 Outcome 1: TLC will maintain a high attendance rate and low rate of students who are chronically absent

Metric/Method for Measuring: Attendance and chronic absenteeism rates

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23

All Students (Schoolwide)	NA	Establish baseline	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
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Priority 6 Outcome 1: TLC will maintain a low suspension rate that is $\leq 1\%$.

Metric/Method for Measuring: % of student suspensions

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	NA	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$

Priority 6 Outcome 2: TLC will maintain a low expulsion rate that is $\leq 0.5\%$.

Metric/Method for Measuring: % of student expulsions

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	NA	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$

Priority 6 Outcome 3: TLC will have high parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of parents, and staff.

Metric/Method for Measuring: % of participation in school climate survey and survey results

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	NA	Establish baseline	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-

			3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)
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INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATION PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

At TLC, our education program will be anchored by the California content and performance standards, including the California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS), and content area frameworks for instructional design, such as the California History-Social Science Framework released in 2016. With the driving goal of ensuring that all students are able to master content and standards through strategic use of effective research-based methodologies for teaching and learning in diverse educational settings, our three-strand framework for the education program design is as follows:

- Inclusive Learning Community: Co-Teaching, Positive Classroom Mindsets and Parent and Community Involvement
- Student-Centered Instruction: Universal Design for Learning (UDL) and Differentiated Instruction (DI)
- Constructivist/Project-Based Learning and Culturally Responsive Teaching

Inclusive Learning Community: Co-Teaching, Positive Classroom Mindsets and Parent and Community Involvement

Inclusive education is rooted in the fundamental belief that all children belong, all children learn in different ways, and it is every child’s right to be included.³⁹ In an Inclusive Learning

³⁹ Booth, T. and Ainscow, M. (2002). Index for Inclusion: developing learning and participation in schools, Bristol, CSIE. Lipsky, D.K., & Gartner, A. (1997). *Inclusion and School reform: Transforming America’s classrooms*. Baltimore, MD: Brooks.

Community, all stakeholders are committed to ensuring that all students get what they need to learn and are able to take the risks necessary to meet their own challenges and goals. Based on exemplary practices already in place at CHIME SCS and WISH Charter Schools in Los Angeles, TLC will create this Inclusive Learning Community through our co-teaching model of instruction (to ensure all students' academic learning needs are met), and through attention to creating classroom learning environments that encourage positive mindsets, empathy, support, and care (to ensure positive socio-emotional development and growth are encouraged for all).

Co-Teaching

Co-teaching is at the heart of our instructional approach at TLC. All classrooms will be led by pairs of general education and special education teachers who share full responsibility and accountability for student learning and work together to plan, teach, and assess student progress and growth for the whole class. Rather than dividing the class into subgroups or assigning particular students to general education and special education teachers within combined classroom settings, co-teachers approach their work with the understanding that they are *equally responsible* for creating inclusive classroom environments that offer heterogeneous, diverse groups of learners options for means of accessing and engaging with standard-based grade level content.⁴⁰ Research shows that in addition to ensuring students with Individualized Education Plans (IEPs) are offered access to the standard curriculum, co-teaching models of instruction offer unique benefits for *all* students in the classroom, such as more specialized instruction for individual students, stronger and more creative lessons through teacher collaboration and planning, increased independence for students with disabilities as they work with typically developing peers, and more one-on-one interactions between teachers and students that cultivate stronger relationships. Moreover, there is additional strong evidence demonstrating improved outcomes for a wide range of students through inclusive education.⁴¹

While TLC will not have any “quotas” for enrollment, we will strive to replicate the CHIME SCS model, in which each class of approximately 24 students (TK-5) will include approximately 2 to 3 children with identified mild to moderate disabilities, 1 to 2 children with more severe disabilities that require more intensive support, and the remainder children without identified disabilities. In the 6th-8th grade classrooms, each class of 28 students will include approximately 2 to 4 students with identified mild to moderate disabilities, 1 to 2 students with more severe disabilities that require more intensive support, and the remainder students without identified disabilities. Both CHIME SCS and WISH Charter Schools have successfully maintained these approximate ratios by engaging in targeted outreach with partner organizations serving students with disabilities, in addition to broad community outreach (see *Element G* for further details about TLC’s planned outreach/recruitment of students). As needed, staffing adjustments will be made to ensure each classroom has the support it needs, such as adding Paraprofessionals or

⁴⁰ Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for Creating Effective Practices. Focus on Exceptional Children, 26, 3. Ferguson, D., Desjarlais, A., & Meyer, G. (2000). *Improving Education: The Promise of Inclusive Schooling* [Brochure]. Newton, MA: National Institute for Urban School Improvement. Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C.T. (2010). Coteaching: An illustration of complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20, 9-27.

⁴¹ Solis, M., Vaughn, S., Swanson, E., & McCulley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Psychology in the Schools*, 49(5), 498-510. DOI: 10.1002/pits.21606

allocating more special education teacher time to a class that has a higher ratio of students with disabilities.⁴²

Based on the CHIME SCS/WISH model, at TLC our special education teachers will have a much lower student load than at typical schools, with each special education teacher supporting two to three classrooms. Each special education teacher will be responsible for students with a wide range of abilities who are included in up to four general education classrooms. The special education teacher will ensure that all supports specified in student IEPs are implemented and monitored, and will lead the process of IEP annual and three-year reviews. Special educators are also responsible for instruction in the general classroom environment, using a co-teaching model with general education teachers (our co-teaching model is explained in detail below). Additional support staff is needed due to the diverse special needs of the population of students and IEP specifications. Designated Instructional Support (DIS) teams at TLC will include, as needed: Speech and Language pathologist, Occupational Therapist, Adapted Physical Education teacher, and Physical Therapist. These specialists will deliver direct, consultative and collaborative services in the classrooms in line with the inclusive model approach to instruction. In addition to providing supports to students according to their needs and IEP specifications, specialists will demonstrate strategies through direct in-class service, which will include all classroom staff (e.g. general education teachers, special education teachers, paraprofessional educators) to learn how to implement interventions and supports through embedding them within the general instructional program. As the school grows in enrollment, full-time art and music teachers will be added to develop an enriching and stimulating curriculum for all students as well, which will further enrich the learning opportunities and modalities offered to students at school.

At TLC, co-teachers will intentionally design lessons to include multiple points of entry and alternative pathways to learning, and they will share responsibility for providing required IEP modifications and accommodations and for designing enrichments and additional supports as needed for students in the class. Co-taught lessons will be delivered jointly through strategic implementation of the foundational models of co-teaching instructional delivery introduced by Lynne Cook and Marilyn Friend.⁴³ Within each of these models, a co-teaching approach considers both teachers essential and active members of an instructional team; although the designated roles each co-teacher takes on may be distinct, the responsibility for instruction that meets the needs of all students in the class is shared.

The six models of instructional delivery in a co-teaching format are as follows:

⁴² We note that for purposes of conservative fiscal planning, the budget attached to this charter petition only includes “confirmed” revenues, and excluded revenues that are anticipated but not yet confirmed, such as the competitive Public Charter Schools Grant Program (PCSGP) start-up grant administered by the California Department of Education (CDE), which in recent years has been \$575,000. If TLC is successful in securing this and other grants, funds will be prioritized for increased staffing beyond that already detailed in the budget, including additional Paraprofessional support and enrichment teachers. As currently planned, in Year 1, our five classrooms will share five part-time Paraprofessionals; by Year 5, the 31 classrooms will share 28 full-time Paraprofessionals.

⁴³ Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals*. (5th ed.). Boston: Pearson Education Inc.

1. One Teach/One Observe: Teachers take turns teaching and gathering data through a detailed observation of their students. While one teaches, the other is actively observing the students so that they can analyze the data together later on.
2. Station Teaching: Content and students are divided, with each teacher responsible for delivering specific content to one group, then repeating the content with the other group. Variations of this model, including the creation of a third independent group, are also encouraged.
3. Parallel Teaching: Similar to station teaching, students are divided between teachers, but both teachers are responsible for delivering the same content to their assigned group, giving students more opportunities to respond. This format can also be used to vary learning experiences, for example, by having groups read about the same topic but at different levels of difficulty.
4. Alternative Teaching: One teacher is responsible for a larger class group, while the other works with a smaller group. This approach is helpful when used for remediation, pre-teaching, helping students catch up on assignments, etc.
5. Teaming (Team Teaching): Both teachers instruct the class together and “play off” each other while sharing the instructional role.
6. One Teach/ One Assist: One teacher leads instruction, while the other provides support to students who need additional help or enrichment or provides classroom management support.⁴⁴

Because co-teaching requires ongoing close collaboration and communication between teachers, co-teachers at TLC will be provided with shared preparation and professional learning time before and after the school day to allow for consistent co-planning and joint review of assessments and artifacts of student learning. In regular professional learning community (PLC) meetings, teachers at TLC will collaborate to analyze student work and classroom data, discuss the specific needs for individual students in the class, (with or without disabilities), and draw upon their collective expertise to ensure that each student receives the attention and support needed to engage with the content and reach high expectations for learning and achievement.

Positive Classroom Mindsets

We know that the mindsets teachers and students bring to the classroom setting deeply impact the learning environment by influencing expectations for learning, the quality of relationships between teachers and students in the class, and students’ development of resilience and motivation.⁴⁵ At TLC, we view positive classroom mindsets as crucial for an Inclusive Learning Community to encourage the competence, self-esteem, and the motivation students need to persist through challenging tasks and activities. Deci and Ryan’s research on motivation highlights the importance of making sure students’ basic psychological needs are met through ensuring that all students have opportunities to: *belong and feel connected, feel competent, and*

⁴⁴ <http://www.vateacher.com/portfolio/innovations-in-the-classroom-six-models-of-co-teaching/>

⁴⁵ Brooks, R., Brooks, S., Goldstein, S. *The Power of Mindsets: Nurturing Student Engagement, Motivation, and Resilience in Students*. George Mason University and the University of Utah School of Medicine. New York: Springer.

*exercise autonomy and self-determination.*⁴⁶ Dr. Robert Brooks and colleagues build upon Deci and Ryan’s research to describe features of “positive classroom mindsets” that meet these basic psychological needs and best support teaching and learning at school, including: regarding mistakes as expected and necessary features of the learning process, recognizing the power of resilience and encouraging persistence, and viewing bullying and teasing as forces that work *against* a positive learning climate.⁴⁷

We recognize that many of our students will have significant challenges outside of school. Consistent supportive and positive interactions with caring adults may empower students “to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities.”⁴⁸ Teachers will lead students in reflecting on their own learning and developing their unique Learning Profiles of strengths, challenges, and interests⁴⁹. These Learning Profiles will help students understand how they each learn best, and will help them, as they grow, to identify the particular supports and enrichments of most benefit. Teachers will guide students to understand and communicate their needs and interests based upon their Learning Profiles, and thus will help them develop resilience, motivation, and positive mindsets for growth.⁵⁰

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).⁵¹

Parent and Community Partners

To further support our students’ myriad needs, we will seek to establish a true home-school partnership with the families we serve. Our faculty and community partners will present a series of parent education workshops to benefit our families, including session on how to support student learning at home, understanding child development and adolescent behavior, understanding college options and planning (including financial aid) and more. These sessions will be tailored to the specific needs and interests of our families.

As detailed in Element D, parents will serve on the Board of Directors and will be invited to participate in the TLC Parent Advisory Council, which will meet monthly to advise the Principal on school policies, resource allocations and other matters, assist in the development of the

⁴⁶ Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

⁴⁷ Brooks, R., Brooks, S., Goldstein, S., 2012.

⁴⁸ Kuh et.al., What matters most to student success: A review of the literature. 2006

⁴⁹ Levine, M. (2003). *The Myth of Laziness*. Simon and Schuster.

⁵⁰ Schunk, D.H., & Rice, J. M. (1993). Strategy fading and progress feedback: Effects on self-efficacy and comprehension among students receiving remedial reading services. *Journal of Special Education*, 27, 257-276.

⁵¹ Vega, V., 2012 <http://www.edutopia.org/sel-research-learning-outcomes#definition>

School Safety Plan, develop, and review and adopt the Single Plan for Student Achievement, and lead parent engagement in developing the LCAP each year.⁵² The Council is advisory in nature, with decision-making authority retained by the Principal and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.

Student-Centered Instruction: Universal Design for Learning (UDL) and Differentiated Instruction (DI)

Students are at the center of curricular and instructional design decision-making at TLC, and aligned with our inclusive educational philosophy we are committed to providing *all* students the adaptations, modifications, and interest-based choices they need to learn. Student-Centered Instruction demands careful thought, expertise, and a deep knowledge of teaching to ensure that individuals and groups can flourish in the learning setting. Therefore, through ongoing professional development at the school and through our partnership with Chapman University, TLC teachers will be trained in a variety of innovative practices to ensure that instruction is individualized and lessons are accessible to diverse learners in our heterogeneous classrooms. Teachers will learn methods for understanding and managing differences in learning without subjecting students to labels, excessive testing, or special classes, and instead will learn about and implement interventions for the regular classroom and comprehensive observation instruments designed for teachers, parents, and children.

Individual Instruction Plans

Our co-teaching model of instruction affords individualized attention to all students in our Inclusive Learning Community, including those students who do not have IEPs. To ensure that all students receive attention to their unique learning needs and interests, students without IEPs will co-construct Individual Instruction Plan (IIPs) with teachers, to be reviewed and updated each trimester. Students will set goals for the trimester, the year and the longer-term future, and they will revisit these goals throughout the school year to understand their own growth, learning, and development as students. Thus, all students' unique needs will be included in the practice of identifying and implementing the supports and enrichments that best support their learning. Day to day, teachers will highlight instances of growth and incremental progress as crucial to the process of learning, and will celebrate students' curiosity, risk-taking in learning, and pursuit of interests as key features of a growth mindset at school.

Universal Design for Learning (UDL)

UDL is an approach to curricular and instructional design that aims to remove barriers to learning embedded within the curriculum, tools for teaching, and the learning environment itself.⁵³ In other words, UDL focuses on the ways teachers can modify and adapt the curriculum so that learning activities “fit” the learning needs of students, rather than looking for ways to

⁵² As noted earlier, in the first two years of operations, the role of Principal will be assumed by Dr. Tunney, the Founding Executive Director, until a dedicated Principal is hired in Year 3.

⁵³ Hitchcock, C. G., Meyer, A., Rose, D. & Jackson, R. (2002). *Access, participation, and progress in the general curriculum: A universal design for learning*. Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

“fit” students to learning activities and lessons. Drawing on findings from neuroscientific research, the UDL principles and framework guide teachers to design curricular materials and assessments that offer access to the broadest range of students through:

- multiple means of representation - e.g. use of visual supports to accompany verbal instruction
- multiple means of action and expression - e.g. classroom skits that combine written and physical expression, and
- multiple means of engagement - e.g. helping students find personal connections to academic content

Teachers at TLC will look to UDL guidelines as they co-plan to ensure that opportunities for all students to learn are embedded throughout the thematic, project-based curriculum. Anchored by the California content standards and competencies, teachers will design learning activities and units of study that maintain the integrity of the content to be learned *and* offer meaningful access to diverse learners.

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of
Representation
Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build venues with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

(Source: <http://www.cast.org/our-work/about-udl.html#>. We-tSxNSwdU)

Differentiated Instruction

In simplest terms, Differentiated Instruction (DI) involves creating multiple paths to learning for diverse learners.⁵⁴ This responsive instructional approach allows teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.⁵⁵ With a perspective of Student-Centered Instruction in mind, teachers at TLC will assume that lessons will require modification and adaptation based upon the unique interests and learning profiles of students; the DI framework offers the practical means through which this occurs. DI guides teachers to design and offer adaptations for students made according to the following classroom dimensions:

- Content –the “what” students engage with in the lesson (facts, concepts, skills, generalizations), e.g. material to be read or visual representations presented to the class
- Process – the “how” students engage in the lesson (activities and tasks), e.g. making a diagram, writing a letter, debating a topic
- Product – the way students “show what they know” (demonstrations of learning), e.g. a portfolio of work, solution to a real-world problem, an essay or formal assessment
- Affect/Learning Environment – the “climate” of the classroom (norms and routines), e.g. partner work, asking questions, embracing mistakes as tools for learning.⁵⁶

In addition, DI offers a set of overarching guiding principles intended to help teachers maintain a student-centered and positive mindset as they determine the dimensions to modify and the particular instructional modifications they will offer students within lessons. These principles reflect and reinforce the importance of centering students in instructional decision-making, and emphasize honoring and respecting diverse learners through:

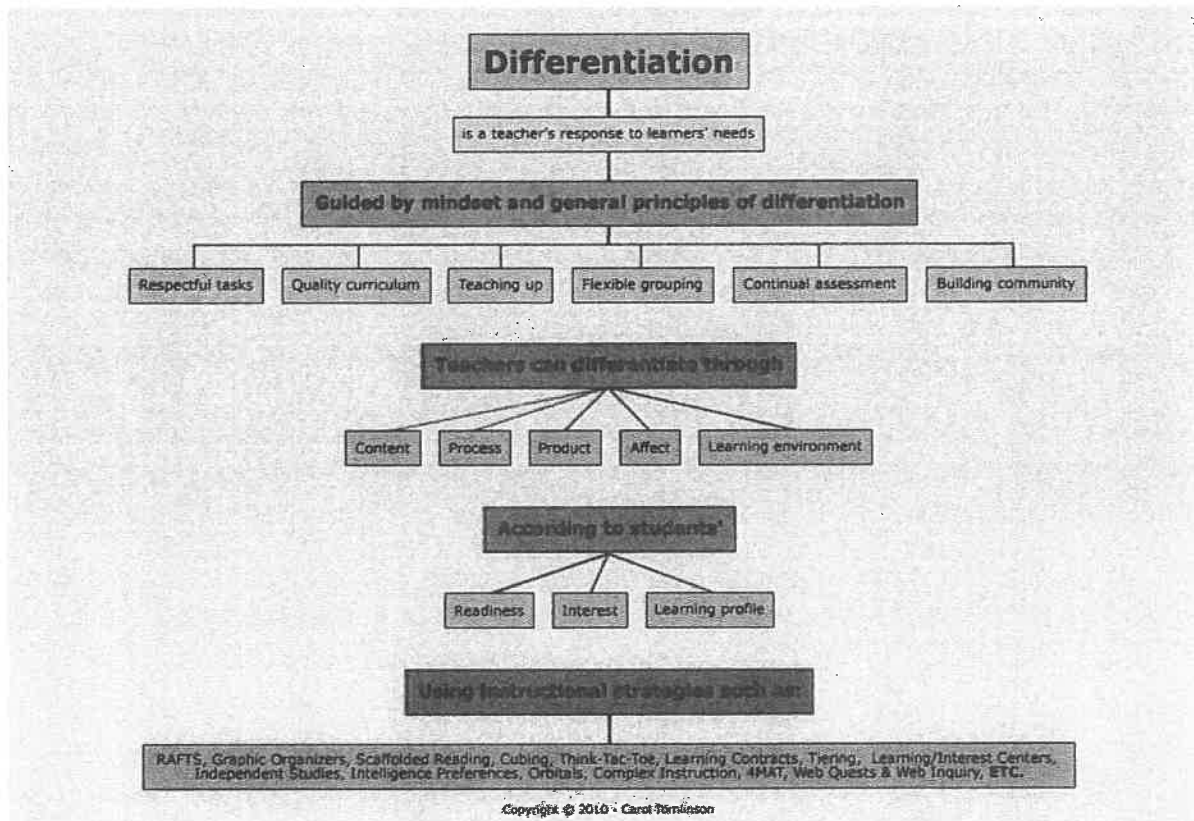
- High Quality Curriculum – curriculum that engages students in exploring important ideas and challenges to develop the skills and attitudes needed to do rigorous, quality work. Planning begins with the end in mind and is based upon clear goals of what students will Know, Understand, and Do.
- Continual Assessment – Assessment steers instruction, including both ungraded and graded formats (e.g. exit tickets, unit tests, student surveys,) that allow teachers to ensure instructional decisions are based upon students’ readiness, interests, and individual learning profiles.
- Respectful Tasks – Respectful tasks are challenging to students, interesting, and worth doing. Tasks may be adjusted for readiness, interest, and learning preference so that teachers can provide all students with respectful, meaningful work.
- Flexible Grouping – Students have opportunities to work with a variety of peers on a frequent basis. Groups can be created based upon skill, readiness, interest, or randomly, depending on the goals and purpose of particular tasks. Groups may be selected by teachers or students.

⁵⁴ Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁵⁵ Tomlinson, C. A., & McTighe, J. *Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids*. Alexandria, Va: Association for Supervision and Curriculum Development, 2006.

⁵⁶ Tomlinson, C.A. (2000.) *Differentiation of Instruction in the Elementary Grades*. Eric Digest. Clearinghouse on Elementary and Early Childhood Education.

- Teaching Up – Teaching up means raising the “ceiling” for all students and ensuring that all students work at a level of complexity just beyond their existing skill individual comfort levels (i.e. their zones of proximal development).
- Building Community – Classrooms are created to make students feel safe, accepted, and supported, and offer students opportunities for voice.



(Source: <http://differentiationcentral.com/what-is-differentiated-instruction/>)

Taken together, UDL represents the practical application of our vision Student-Centered Instruction at TLC. These approaches recognize staying focused as the key driver for, and offer complementary strategies and tools through which teachers can ensure all students are challenged and engaged in learning according to their unique needs. Emphasizing the importance of personal interests in learning and embracing diverse learners in the classroom, UDL highlights the ways teachers can *design curricular materials* and the learning environment to reach all students and DI features strategies for *responding to individual student learning needs*. In addition, the common focus on evidence within these approaches ensure learning and growth for the students.⁵⁷

Both UDL and DI recognize the necessity of staying focused on student learning as the key driver for instructional decision-making, and these approaches offer complementary strategies

⁵⁷ See, e.g., the University of Virginia Curry School of Education's Differentiation Central: <http://differentiationcentral.com/what-is-differentiated-instruction/>.

and tools through which teachers can ensure all students are challenged and engaged in learning according to their unique needs. Both UDL and DI approaches emphasize the importance of personal interests in learning and embracing diverse learners in the classroom; UDL highlights the ways teachers can *design curricular materials* and the learning environment to reach all students, and DI features strategies for *responding to individual student learning needs*. Taken together, UDL and DI represent the practical application of our vision Student-Centered Instruction at TLC. In addition, the common focus on data-driven decision-making allows teachers to ensure all students in the class are making progress towards standards-based goals and benchmarks for learning. Finally, aligned with our overall instructional approach at TLC, UDL and DI frameworks for classroom instruction share common roots in constructivism and therefore call therefore upon teachers to:

- understand instruction from the point of view of our students,
- recognize each learner as unique,
- use approaches that allow maximum entry into the academic and social life of the classroom, and
- set clear goals for learning with matched assessments that allow teachers to hone in on particular needs for additional support and teaching.⁵⁸

Constructivist/Project-Based Learning and Culturally Responsive Teaching

Constructivist/Project-Based Learning, with an emphasis on Culturally Responsive Teaching, is the final strand of our instructional and curricular design approach at TLC, and this strand focuses on ensuring students are able to make deep connections to the content learned at school as they work collaboratively to investigate and find solutions to the real-world issues and problems that matter to them and interest them most.

Constructivism

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students.^{59 60} In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999). This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

It is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or “different” learners.⁶¹ This approach enables students to make real connections between subjects and deepen their understanding of skills and content. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student’s zone of proximal

⁵⁸ CAST, Inc., 2013. UDL Intersections Universal Design for Learning and Universal Design; <http://www.udlcenter.org/sites/udlcenter.org/files/UDL-DI%20BRIEFfinal.pdf>.

⁵⁹ Pranksy, K., & Bailey, F. (2002.) To Meet Your Students Where They Are, First You Have To Find Them: Working with Linguistically Diverse At-Risk Students.

⁶⁰ Sagor, R., & Cox, J. (2003). *At Risk Students: Reaching and Teaching Them*. Watersun Pub Co.

development (ZPD) is “problem-solving under adult guidance or in collaboration with more capable peers.”⁶² Students are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills. In *How People Learn: Brain, Mind, Experience, and School*, the scientific basis for constructivism is included in a section on “active learning”:

New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else's meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?⁶³

Project-Based Learning

At TLC, constructivism will be integrated across grades and content in integrated project-based learning, including thematic units across different disciplines. Project-Based Learning (PBL) is an approach to instruction that enables teachers to design for students take up the principles of constructivism in practice as they develop their own understandings of concepts and build from their natural curiosities, cultural funds of knowledge and individual experiences.⁶⁴ PBL calls for students to make real connections between subjects and deepen their understanding of skills and content, and to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills.

Guided by the principles and tools of The Buck Institute (www.bie.org), teachers will work together to provide their students with an interdisciplinary angle on a range of important topics and themes. Using the Buck Institute Project Design Rubric tool, teachers will design projects that target key knowledge and skills aligned with content and competency standards, allow students to raise and pursue problems and questions of interest, sustain their inquiries over time with opportunities for voice and choice embedded throughout, and create solutions and products of inquiry to be shared authentically with members of the community. The PBL approach at TLC will encourage connections across topics and to the “real world” as a key aspect of the curriculum. Students will engage in dialogue and debate with one another and their teacher, ask questions and go deeper into their learning, and reflect on their learning through writing, projects and other presentations. Students will learn to pose questions of interest to pursue, make predictions, design experiments, collect and analyze data, and create artifacts to share. Projects are constructed around problems and situations found in the community, encountered students’ lived experiences, and relevant to the modern workplace. Throughout the process, students’

⁶² Vygotsky, L.S. *Mind in Society: Development of Higher Psychological Processes*, Harvard University Press. 1978.

⁶³ National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>.

⁶⁴ Coffey, H. (2008). *Critical literacy*. The University of North Carolina, Chapel Hill.

interests and previous knowledge will be valued and teachers will always seek to engage students in projects that require them to investigate, explore, test, refine, reflect and communicate.

Culturally Responsive Teaching

Importantly, because TLC offers a learning environment that values the diverse experiences, abilities, and cultural backgrounds of students at the school and in the surrounding community, it is crucial that the curriculum is also culturally responsive to ensure that all students are provided with opportunities to draw upon their unique funds of knowledge in the context of the learning setting.⁶⁵ Attending to students' cultural knowledge and perspectives in addition to supporting and addressing their unique learning needs allows teachers to teach to the whole child, with the recognition that culture is inextricable from students' thinking, learning, and experience (Gay, 2010).

A cornerstone of Culturally Responsive Teaching (CRT) is that, rather than viewing cultural experiences and knowledge as barriers to learning, teaching values and builds upon students' foundations of cultural knowledge and experience to support their learning and achievement at school.⁶⁶ According to Hammond, CRT "leverages the brain's memory systems and information processing structures" through attuning teaching to students' familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.⁶⁷ Cultural ways of learning and knowing, such as the use of music, metaphor, or recitation, are embedded directly within learning tasks, and teachers continually seek out and integrate cultural knowledge and information into the curriculum and learning tasks to best support and understand students. Importantly, researchers link CRT to the development of intrinsic motivation for learning, showing that CRT creates a learning environment that encourages participation and persistence through valuing students' cultural funds of knowledge, lived experiences, and interests.⁶⁸

Our commitment to embracing diversity and promoting inclusive education TLC demands that teachers attend not only to differences in student abilities and learning profiles, but to their cultural backgrounds and experiences as well. With our goal of educating a student population that reflects the surrounding community, we anticipate that students at TLC will represent a variety of ethnicities and cultural backgrounds, and will bring a range of socioeconomic statuses and lived experiences to the learning setting. As a core commitment of the school is to honor and value all forms of diversity represented at TLC, we aim to draw upon students' funds of knowledge through our curricular and instructional design; we view culturally responsive teaching (CRT) offers a key means through which to take up this commitment in practice. CRT begins from the premise that culture is central to learning, recognizing that cultural ways of

⁶⁵ See Ladson-Billings, 1994.

⁶⁶ Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

⁶⁷ Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

⁶⁸ Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

knowing and doing are embedded in individuals' processes for thinking, understanding, and communicating.⁶⁹ Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

At TLC, teachers will draw upon the framing principles and goals of CRT to guide the design of thematic units of study and PBL projects and activities. In designing thematic curricula and units of study, teachers will attend to the three criteria outlined by Ladson-Billings:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students' lives, backgrounds, and beliefs.
- Critical consciousness – students must develop an awareness of social inequities and develop a broader social consciousness to support their development as citizens able to critique society and work towards a more socially just world.⁷⁰

As already demonstrated at CHIME SCS and WISH Charter Schools (the latter modeled after CHIME), this model fosters the growth and success of all types of students. Our will enable *all* students at TLC to engage in meaningful and thoughtful learning, supporting their intrinsic motivation, competence, and independence in pursuing topics of interest and inquiry. We believe that the skills in problem-solving, reflection, and academic exploration encouraged through this approach to curriculum and instruction are fundamental to an inclusive educational program, as the curriculum itself is designed to allow for unique pathways to learning. Taken together, the three strands described above represent the practical application of our inclusive vision of teaching and learning. We believe strongly that these strands, along with our shared commitments to meeting the needs of all learners, will result in the best educational experience for students at school.

Robust Professional Development and Collaborative Planning Time

At TLC, we believe that providing time and expertise for teachers to work and learn together will directly impact the success of our students. We start with summer professional development (PD) where our teachers will participate in intensive training and collaborative planning for our unique, personalized curriculum. (See Section below on Professional Development for more details.) Grade level teams, and as the school grows, departmental teams, will meet frequently to review student achievement data and collaboratively plan differentiation.

Through structured co-planning time before school, built into the school day (e.g., during enrichment class time) and weekly “early release” teacher PD and collaborative planning time, TLC’s faculty will have time each school day and throughout the week to plan deep learning

⁶⁹ Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010).
Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. New York: Teachers College Press.

⁷⁰ Ladson-Billings, 1995.

projects for students organized around central questions and themes which encourage students to “uncover” the curriculum, taking the time required to construct meaning, all the while keeping in mind the necessity to adapt instruction for individual needs. Co-teaching and collaborative planning time are well-established effective approaches to including students with disabilities in classrooms,⁷¹ and we believe that this format will be of significant benefit to all students at TLC, as faculty will be able to devote the time and attention necessary for integrating thematic activities into the standards-based curriculum to plan for creative teaching and meaningful, rigorous, and rich learning activities.

CURRICULUM AND INSTRUCTION

TLC’s curriculum will be developed using CA CCSS/NGSS and Frameworks to develop units and to help students make connections within and between key concepts within the standards, with an emphasis on real-world connections and skills students need for the 21st century. Across the school:

- Students who are on an alternative curriculum are educated in the general education classroom. Their specially designed, individualized curriculum is driven by the content of the general education curriculum that is received by their typically developing peers. The goals and objectives highlighted in their individualized programs emphasize the functional aspects of the general education standards.
- Paraprofessional supports are assigned to each class based on the total need for additional adult assistance, and meet individual student needs as needed and designated in student IEPs. This support can include individualized personal supports such as physical transitions, toileting, and the implementation of curricular modifications and behavior support plans.
- Student with special needs are supported through an inclusive approach utilizing co-teaching and collaboration in all classes. Special education teachers are assigned to academic classes with an emphasis on English Language Arts and Math. As noted above, general education and special education teachers are provided with common planning time to allow for both lesson planning and individualized adjustments to instruction for individual students as needed. Lessons are planned utilizing a Universal Design for Learning framework, with the use of co-teachers for regrouping to reduce the student to adult ratio and allow for increased differentiation. Special and general education teachers share assessment responsibilities for all students and use assessment information to guide instructional planning.

The following provides an overview of the curriculum, by subject area, for grades TK/K-8. Detailed scope and sequence and curriculum samples for each subject are included in Appendix H.

English Language Arts

⁷¹ Weller, D., & McLeskey, J. (2000). Block scheduling and inclusion in a high school: Teacher perceptions of the benefits and challenges. *Remedial and Special Education*, 21, 209–218.

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework; A Look at Kindergarten Through Grade Six in California Public Schools* and *A Look at Grades Seven and Eight in California Public Schools: Transitioning to the Common Core State Standards in English Language Arts and Mathematics*. Teachers engage in vertical articulation, and collaborate with their peers to integrate ELA strands into other core classroom learning. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum will be based on state adopted textbooks, approved reading lists, and teacher-created curricula using a variety of resources to enhance student learning, including a selection of online resources such as Words Their Way, MobyMax and iLit to enhance student learning.

Elementary Grades

Based on the acclaimed Readers' and Writers' Workshop Programs from Lucy Calkins and Teachers College in New York, TLC's English Language Arts program is designed to ensure that on a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively. The program will be supplemented with leveled readers and books from the CDE-recommended reading lists.

Reading

Reading instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the individual needs of diverse students. Students will receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. As students progress, reading instruction will focus on "reading to learn" rather than "learning to read."

Differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate.

Shared Reading: Focusing on comprehension, teachers will choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts.

Guided Reading: Teachers will target instruction based on the individual needs of students through guided reading. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of a particular strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts. At other times, reading groups might be working

on different strategies, again based on need. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

Letter and Word Study: Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the early primary grades (TK/K-2) will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development. Spelling instruction will be based on a student’s developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Independent Reading: Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

Readers Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none"> • We Are Readers • Super Powers: <i>Reading with Print Strategies and Sight Word Power</i> • Bigger Books, Bigger Reading Muscles • Becoming Avid Readers
1 st Grade	<ul style="list-style-type: none"> • Building Good Reading Habits

	<ul style="list-style-type: none"> • Learning About the Word: <i>Reading Nonfiction</i> • Readers Have Big Jobs to Do: <i>Fluency, Phonics, and Comprehension</i> • Meeting Characters and Learning Lessons: <i>A Study of Story Elements</i>
2 nd Grade	<ul style="list-style-type: none"> • Second-Grade Reading Growth Spurt • Becoming Experts: <i>Reading Nonfiction</i> • Bigger Books Mean Amping Up Reading Power • Series Book Clubs
3 rd Grade	<ul style="list-style-type: none"> • Building a Reading Life • Reading to Learn • Character Studies • Research Clubs: <i>Elephants, Penguins, and Frogs, Oh My!</i>
4 th Grade	<ul style="list-style-type: none"> • Interpreting Characters: <i>The Heart of the Story</i> • Reading the Weather, Reading the World • Reading History: <i>The American Revolution</i> • Historical Fiction Clubs
5 th Grade	<ul style="list-style-type: none"> • Interpretation Book Clubs: <i>Analyzing Themes</i> • Tackling Complexity: <i>Moving Up Levels of Nonfiction</i> • Argument and Advocacy: <i>Researching Debatable issues</i> • Fantasy Book Clubs: <i>The Magic of Themes and Symbols</i>

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Furthermore, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades TK-5 analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also assess how point of view or purpose shapes the content and style of a text.

As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. As students progress in their range of reading and level of text complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students learn to understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Students encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays.

Beginning in kindergarten, students listen to stories and informational text and begin learning research strategies, completing reports based on multiple sources to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read. Reading strategies are posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read-alouds are frequently connected to integrated curriculum units as they are taught in the classroom. Teachers use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

English Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students will listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

In addition, students at all grade levels will be required to read nightly and keep a reading log that is signed by their parents. This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

Writing

The chief component of the elementary writing program will be the acclaimed Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Writer's Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

Writer's workshop consists of a mini lesson, independent writing, conferencing and sharing.⁷² The mini lesson will focus on a particular element or skill in writing. It is important that students are given the freedom to write about anything they want during their independent writing time and that they are expected to write at their level, this lowers the affective filter,⁷³ and allows students to engage more fully in the writing experience. During independent writing time, students may come to a point at which they feel they are "done." They will then begin

⁷² Calkins, L. (1994), *The Art of Teaching Writing*, Portsmouth, NH: Heinemann.

⁷³ Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon Press.

conferencing with a teacher or a peer. Some writing may be developed into a final version after multiple conferences and edits. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author’s Chair, pair-share, or popcorn around the room. Every year, TLC will hold an Authors’ Night for students to share final writing pieces with their parents and invited guests. During this time the teacher can also to address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

Writers Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none"> • Launching the Writing Workshop • Writer for Readers • How-to Books: Writing to Teach Others • Persuasive Writing of All Kinds: Using Words to Make a Change
1 st Grade	<ul style="list-style-type: none"> • Small Moments: Writing with Focus, Detail, and Dialogue • Nonfiction Chapter Books • Writing Reviews • From Scenes to Series: Writing Fiction
2 nd Grade	<ul style="list-style-type: none"> • Lessons from the Master: Improving Narrative Writing • Lab Reports and Science Books • Writing About Reading • Poetry: Big Thoughts in Small Packages
3 rd Grade	<ul style="list-style-type: none"> • Crafting True Stories • The Art of Information Writing • Changing the World: Persuasive Speeches, Petitions, and Editorials • Upon a Time: Adapting and Writing Fairy Tales
4 th Grade	<ul style="list-style-type: none"> • The Arc of Story: Writing Realistic Fiction • Boxes and Bullets: Personal and Persuasive Essays • Bringing History to Life • The Literary Essay: Writing About Fiction
5 th Grade	<ul style="list-style-type: none"> • Narrative Craft • The Lens of History: Research Reports • Shaping Tests: From Essay and Narrative to Memoir • The Research-Based Argument Essay

Beginning in kindergarten, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They write arguments to support claims in an analysis of substantive topics or texts,

using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Examples of Increasing Levels of Depth and Complexity within Text Types & Purposes
Standard 2: Write informative/explanatory texts:**

Grade	Complexity
TK/K	Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic.
1 st	Name a topic, supply some facts about the topic, and provide some sense of closure.
2 nd	Introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3 rd	<p>Examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
4 th	<p>Examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
5 th	<p>Examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>

In addition to Writer's Workshop, students will have assigned writing tasks both to practice writing and as formative assessment so the teacher can determine students' areas of strength and weakness in order to plan for future lessons. As expected in the CCSS, students will be writing in all subject areas, explaining their thinking in math, writing a lab report in science or analyzing research in a social studies class.

Speaking

Speaking is very important to vocabulary and language development and contributes to social development. In all classrooms, teachers will provide students with multiple opportunities to explore oral communication in the classroom. For example, students will develop active and responsive listening skills through class and small group discussions. Each teacher will use scaffolding strategies to help English Learners build confidence in communicating information and ideas. Additional structured speaking activities in class include Author's Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

Listening

Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will be taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other's directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

Across grades TK-5, through speaking and listening instruction, students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. They integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Students, at varying levels of depth and complexity depending on grade level, also present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and

audience. Students strategically use digital media and visual displays of data to express information and enhance understanding of presentations. Students also adapt their speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Middle Grades

Students in our middle grades program will benefit from a rich array of reading and writing across all areas of the curriculum, building on the knowledge and habits they have developed in earlier grades. In ELA classes, they will learn to read different types of texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented using critical thinking and analysis. Students will read rigorous fiction and non-fiction texts, prose and poetry, including Shakespeare in 8th grade. Through intensive teacher collaboration across the grade levels, thematic learning will include embedded social studies/history and science themes throughout ELA, including reading literature from ancient cultures they are studying in 6th grade, to early American literature as they study the founding of our nation. Pearson Literature texts and the iLit program for struggling readers will be used as supplemental tools for instruction. Students will be able to access books online tied to their lexile levels. Teachers will continuously differentiate and scaffold instruction, modifying instruction as needed to ensure that each student is able to meet grade level standards, with the goal that all students complete 8th grade at or above grade level in reading.

In alignment with CCSS grade level standards, students will learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, collaborate to exchange and evaluate information, and self-assess their own writing and analysis. Students will learn and gain expertise in writing that uses evidence to support a thesis, both in ELA as well as other classes. Students' understanding of the precise meaning of words, academic language, conventions of speech/written word, structural features of informational text and materials, and understanding fundamental elements of literature all support greater comprehension. Students continue to acquire and accurately use general academic language and domain-specific vocabulary.

In 6th grade, students will analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence as they actively engage with text. They will learn to engage in deeper analysis of literature and informational text. In 7th grade, students develop stronger communication skills and comprehension strategies, including connecting concepts and information between two or more texts and evaluating evidence more critically. Student writing similarly uses evidence to support claims and demonstrate a deeper understanding of concepts and ideas contained in readings. In 8th grade, students analyze literature and discuss how modern works of fiction draw on traditional themes and characters. Students evaluate ideas and claims in non-fiction writing, debating and contrasting perspectives and the weight of evidence used to support arguments. Students write analyses and research reports based on their reading. Students also debate and discuss different arguments and learn to defend their own arguments with appropriate evidence.

In addition to reading and writing, learning at TLC will emphasize listening and speaking skills as crucial to 21st century proficiency. Students will have continuous opportunities to practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an

understanding of the components of effective speaking enabling them to reflect on their own performance and the presentations of their peers. Students will also learn the differences between writing an essay and presenting it publicly.

English Language Development (ELD)

Our ELD program implements both the California ELD Standards and the ELA/ELD Framework. Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type. (ELA/ELD Framework p. 9-10.)

We will facilitate the English development and mastery for our ELs (including, if any, At-Risk and Long Term English Learners (LTELs)) through direct instruction, collaboration with content teachers and communication with parents. Interactive online curricula such as Lexia Core 5, MobyMax and in middle grades, iLit (including iLit ELL for grades 4-8) will provide targeted, adaptive instruction at student’s individual level, with the structure and direction of class differentiated significantly based on individual students’ needs (see also the section on English Learners, below.) In Year 3, TLC will hire a dedicated EL/Literacy Coordinator (this role will be assumed by the Executive Director/Principal until that time) who will guide the instructional staff in supporting EL students’ needs, providing professional development and coaching on EL and Literacy strategies, and provide direct instruction to EL students.

Mathematics

Learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving. In light of state mandates regarding Algebra instruction, mathematics instruction will have the ultimate goal of enabling all students to successfully complete Algebra I by the end of eighth grade.

The mathematics program is guided by the three principles of *focus, coherence, and rigor* presented in the 2015 California Mathematics Framework created to support implementation. Mathematics instruction called for by the CA CCSS aims to “provid[e] a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first century global economy.”⁷⁴ We view these commitments and the overall goals of the CA CCSS as consistent with our own previously described goals of preparing students with the 21st century skills and competencies they will need to be lifelong learners.

At TLC we stress strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the classroom. The mathematics program, as with all instruction at TLC, will take place in fully inclusive classrooms in which learners of all abilities –typically developing, gifted, and students with special needs – participate. Our selection of mathematics curriculum materials – Bridges (K-5) and Illustrative Mathematics (6-8) -- intentionally embed principles of Universal Design for Learning (UDL) and techniques and strategies of Differentiated Instruction (DI) to allow teachers to ensure that all students in the class are able to access respectful learning tasks and appropriately challenging activities. With necessary scaffolds and supports in place, teachers will emphasize critical thinking, conceptual understanding, and quantitative reasoning, and will include opportunities for students to connect standards-based units to their lived experiences and project-based investigations.

Grounded in a constructivist perspective on learning at TLC, we strongly believe the state’s Eight Mathematical Practice Standards are essential for gaining mastery of grade-level content and for preparing students to develop their *own* understandings of key mathematical concepts and knowledge:

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments, and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.⁷⁵

Therefore, math instruction at TLC will emphasize both content and practice standards to help students develop math “habits of mind” for problem-solving and reasoning.

⁷⁴ Common Core State Standards for Mathematics for California Public Schools Kindergarten Through Grade Twelve, California Department of Education, 2013.

⁷⁵ California Common Core State Standards: Mathematics, CDE 2013 (<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.PDF>).

Table OV-4. Mathematical Content Domains (K–8) and Conceptual Categories (Higher Mathematics)

Grade	K	1	2	3	4	5	6	7	8	Higher Mathematics Conceptual Categories
K–8 Domains	Counting and Cardinality (CC)						Ratios and Proportional Relationships (RP)		Functions (F)	Functions (F)
	Operations and Algebraic Thinking (OA)							Expression and Equations (EE)		Algebra (A)
	Number and Operations in Base Ten (NBT)							The Number System (NS)		Number and Quantity (N)
				Number and Operations—Fractions (NF)						
	Measurement and Data (MD)							Statistics and Probability (SP)		Statistics and Probability (S)
	Geometry (G)							Geometry (G)		Geometry (G)
Modeling (*)										

(Source: California CCSS 2016 Mathematics Framework, p. 25; <http://www.cde.ca.gov/ci/ma/cf/mathfwchapters.asp>)

Both Bridges (K-5) and Illustrative Mathematics (6-8) draw clear and concrete links to both practice and content standards of the CA CCSS and connect standards to the scope and sequence of units and topics covered for each grade. For example, in addition to providing a California CCSS-aligned scope and sequence, Bridges provides tables for each grade level that describe typical “characteristics” of mathematical practice standards for students to help teachers identify students’ developing skills and competencies in mathematical thinking and reasoning:

CCSS Standard for Mathematical Practice	Characteristics at Grade 3
Make sense of problems and persevere in solving them (3.MP.1)	Third graders consider the meaning of a problem and look for appropriate, efficient ways to solve it. They use concrete and visual models as well as expressions and equations to represent, understand, and solve problems. They try different approaches when necessary, evaluate whether their solutions make sense in the context of the problem, and use alternative methods to check their answers.
Reason abstractly and quantitatively (3.MP.2)	Third graders connect the specific quantity represented by a number to written symbols. They make abstract representations of problems as they solve them, for example by writing equations. They can also think about those symbols in relation to the problem to make sense of the quantities in context.
Construct viable arguments and critique the reasoning of others (3.MP.3)	Third graders refine their mathematical communication skills by using words (written and spoken) and symbols (equations and expressions) to clarify their thinking. They support the representations they have made with sketches or objects, and they explain and justify their own strategies and solutions. They also ask specific questions to better understand and evaluate other students' reasoning.
Model with mathematics (3.MP.4)	Third graders represent mathematical situations with numbers, words, sketches, actions, charts, graphs, expressions, arrays, and ratio tables. They learn to connect these models and explain the connections among them. They use models not only as a way to represent problems, but also as tools for solving them and developing deeper understanding of the mathematics.
Use appropriate tools strategically (3.MP.5)	Third graders learn to consider the tools, both concrete and abstract, at their disposal and select the ones that will be most useful to them in solving a particular mathematical problem or performing a particular task. For example, they learn to use estimation as a tool for solving problems and checking their answers. When faced with problems requiring a finite, exhaustive number of solutions, they generate organized lists or tables to ensure that they've found them all. If they are measuring the length of an object, they select a measuring device with appropriate units and an appropriate degree of precision. To use tools strategically, students must understand the requirements of the task, their own needs and strengths, and the capabilities of the tools available to them.
Attend to precision (3.MP.6)	Third graders are increasingly able to be clear and precise in communicating mathematically, both in writing and in discussion. They specify units of measure and are careful to use the correct language to describe operations and symbols. They also take care to measure, draw, and label with precision.
Look for and make use of structure (3.MP.7)	When considering mathematical situations and solving problems, third graders seek out patterns and notice structure. They use what they notice to solve problems and develop deeper conceptual understandings.
Look for and express regularity in repeated reasoning (3.MP.8)	Third graders notice repetition when solving problems and use that repetition to develop more efficient strategies for solving similar problems. They also learn to pause regularly while solving problem strings or multi-part problems in order to evaluate their work and be sure their answers so far make sense.

(Source: <https://www.mathlearningcenter.org/bridges/grade/>.)

Illustrative Mathematics (6-8) identifies three kinds of alignments between standards and the learning activities within the sequenced materials, *building on*, *addressing*, and *building towards*; recognizing that particular standards can take weeks, months, or years to achieve, these distinctions between standards alignments allow teachers to hone in on individual students' progress towards mastery and conceptual understanding.

Through problem-based design approaches, Bridges and Illustrative Mathematics complement the constructivist instructional approach at TLC; program materials guide students to apply mathematical thinking and reasoning, collaboratively investigate questions, and solve mathematical problems independently and with peers to develop their own conceptual understanding of key ideas and content. Problem-based lesson formats allow teachers to draw real-world connections with students, and supporting our broader school goals of building on the diversity of ability, perspective, and experiences students bring to the learning setting as tools to support learning in heterogeneous classrooms. Both programs are structured to include collaborative problem-solving activities, practice with concrete and abstract number concepts, an orientation towards accuracy and mastery, and personal connections to content.

In addition, both programs include additional materials that offer support for language and intervention supports as needed for students; these supplemental and complementary materials will enable teachers to differentiate and individualize instruction to ensure that all students at TLC are offered meaningful and appropriately challenging mathematics. For example, the Word Resource cards and suggested classroom activities included with Bridges will allow all students gain mastery of the mathematical academic vocabulary they need to engage with key concepts and solve problems through mathematical word study routines, graphic organizers, and use of terms for sharing mathematical thinking and reasoning. Bridges also provides Intervention materials specifically designed as “Tier 2” supports for students intended to complement regular math instruction based upon students’ particular needs for additional practice and support. The Bridges Intervention materials are organized by content rather than grade, and therefore allow teachers to maintain flexible grouping and targeted support for students based upon their specific learning needs, challenges, and strengths.

Illustrative Mathematics includes “Tier 2” supports designed for each grade level (6th, 7th, and 8th) to explicitly address key aspects of cognitive functioning: conceptual processing, expressive and receptive languages, visual-spatial processing, executive functioning, memory, social-emotional functioning, and fine-motor skills. These supports are “eliminate barriers that students may encounter that prevent them engaging with the important mathematical work of a lesson.”⁷⁶ Illustrative Mathematics also has designed program materials and guidance for English Learners using principles drawn from Stanford University’s Understanding Language/SCALE, aimed at promoting equitable teaching and classroom assessment with support for all learners to engage.⁷⁷ These principles include: 1) support sense-making; 2) optimize output; 3) cultivate conversation; and 4) maximize linguistic and cognitive meta-awareness. To accomplish our goals of meaningful and rigorous mathematics learning for all students in our inclusive classrooms, these supports for the development of a shared and common language of mathematics are key.

⁷⁶ Illustrative Mathematics Teacher Guide, Grade 6; <https://www.illustrativemathematics.org/curriculum>.

⁷⁷ Zweirs, J. et al, 2017. *Understanding Language/ Stanford Center For Assessment, Learning, And Equity*. Stanford University Graduate School Of Education. *Principles For The Design Of Mathematics Curricula: Promoting Language and Content Development*.

History-Social Science

TLC's history and social sciences curriculum is rooted in the curriculum standards specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve*, *CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS for ELA/Literacy), and *2014 ELA/ELD Framework*; we will adopt new history/social studies standards as they are released. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students gain an understanding of human history as well as how our society and the world work. The curriculum not only supports student acquisition of core knowledge of the world's eras and civilizations, but also develops the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, and the arts. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

TLC will use social studies materials from the Teachers' Curriculum Institute (TCI), which weaves educational research with interactive instructional strategies and project-based learning. Social Studies Alive! (K-5) and History Alive! (6-8), provide standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery. Teachers will supplement this curriculum with engaging, hands-on projects that incorporate ELA and Math, planned by grade level teaching teams using sources such as the Buck Institute (bie.org).

TLC's teachers will incorporate CDE-approved curricular programs like Social Studies Alive! (K-5), which includes age-appropriate themes for each grade level:

Kindergarten	Me and My World explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.
1 st Grade	My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.
2 nd Grade	My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community.
3 rd Grade	Our Community and Beyond broadens students' awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.
4 th Grade	Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history.

5 th Grade	America’s Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.
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(<https://www.teachtci.com/social-studies/elementary-school/>)

6 th Grade	<i>The Ancient World</i> introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world.
7 th Grade	<i>The Medieval World and Beyond</i> explores the legacy of civilizations from Europe, Africa, and the Middle East to Asia and the Americas.
8 th Grade	<i>The United States Through Industrialism</i> immerses students in a powerful journey through the history of the United States from its earliest foundations to the age of industrialism.

(<https://www.teachtci.com/social-studies/elementary-school/>)

This series is well-aligned to our emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. TLC extends reading and writing instruction in social studies by examining primary sources, reading historic literature, conducting research, writing and presenting findings. Much of the grade level reading material are presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students’ comprehension levels. Social studies also includes instruction in expository writing.

Science

Science instruction at TLC will be driven by the new Next Generation Science Standards (NGSS) with an emphasis on how to apply the scientific method to design controlled experiments; the ability to analyze and interpret qualitative and quantitative data; how to apply scientific writing skills to communicate conclusions from scientific data; and the ability to apply scientific knowledge and research to current social and world issues. Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels. Technology also is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint, OneNote) and/or Google Apps can facilitate data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

The implementation of our standards-based Science curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous learning. Our students will work in cooperative groups to

advance through the stages of the scientific process. It is through these cooperative groups that our students learn how to work together to solve a problem.

The project-based/constructivist-driven Science instructional program encourages students to learn content at higher levels of Bloom’s Taxonomy, as students will have opportunities to apply their knowledge as well as analyze, synthesize, evaluate and create information. While NGSS set the learning foundation, the actual project is the framework through which all of the teaching and experiential learning will take place. Students will learn concepts via active engagement in the project. Projects may be problem-, inquiry-, experiment-, or design- focused ultimately making the learning more authentic and student- centered. Projects will also focus on “real-life”, current, possibly community- based problems (i.e. understanding, responding to, and designing a solution for the water drought). Students will be responsible for presenting their project outcomes in front of their peers and sometimes the larger school community.

FOSS (K-5) and SEPUP (6-8) Science Kits will be a primary curricula source for our faculty in science.

FOSS Science Kits (K-5)

Full Option Science Systems (FOSS) is an inquiry-based hands-on science curriculum, with 3-5 units that align to the new NGSS standards for each elementary grade level. FOSS integrates all three dimensions of the NGSS: Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts, leading to enduring experiences that lead to deeper understanding of the natural and designed world. FOSS builds understanding of the core ideas of science. Each module or course is composed of multiple investigations. The modules are connected and build upon one another across each strand and each grade, progressively moving students toward the big ideas of science.

Grade	Physical Science	Earth Science	Life Science
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

(<https://www.deltaeducation.com/foss/next-generation>)

Our teachers also will embed science into interdisciplinary projects (using Buck Institute of Education processes and templates), to help deepen the authenticity of the learning.

SEPUP (6-8)

For middle grades, the Science Education for Public Understanding Program (SEPUP) lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students' own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

SEPUP learning modules are organized under the following strands:

- Issues and Life Science
- Issues and Physical Science
- Issues and Earth Science
- Issues, Evidence and You
- Science and Sustainability
- Science and Life Issues

Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another to cover all of the state and national content standards in science. In addition to the science standards, SEPUP reinforces many mathematics, language arts and social studies standards and thus is well aligned with our project-based and integrative model. For example, when studying life and earth sciences, students will also study humans' relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore human inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare and technology. In this way, students will see connections between the physical sciences and their present reality, history and economics.

This program provides hands-on investigations, laboratory experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. The connected nature of the SEPUP approach lends itself to cross-curricular projects, the completion of which communicate both mastery and connection to real-world applications.

Health and Physical Education

The TLC Physical Education curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*. The curriculum promotes excellent physical, social, and emotional health among students in our inclusion classroom model.⁷⁸

⁷⁸ As noted above in Footnote 43, our current budget is conservatively planned based on confirmed revenues. We currently have a dedicated P.E. teacher being hired in Year 3, with a second P.E. teacher added in Year 4. We anticipate that we will have sufficient funds via grants and private fundraising to hire appropriate P.E. staff earlier,

The TLC Physical Education program will emphasize a curricular focus on movement skills and is driven by the need to create a strong foundation for developing a physically educated student in order to develop a person who has the knowledge and control over how the body moves. The focus on movement skills develops a strong and broad foundation in student mastery of these skill areas at the kindergarten and elementary levels. The physical education curriculum emphasizes a variety of cognitive, affective, and motor teaching and learning strategies focusing on teaching students how to move. The physical education program focuses on the appropriate developmental mastery of movement skills that enhance self-image and personal development and promote positive social development.

To support Health Education in middle grades, the school will use the *Decisions for Health* from Holt publishing in grades 6-8. The goals of the Health Education curriculum are to assist in the development of persons who are knowledgeable about human development and reproduction, who respect and appreciate themselves, their families and all persons, and who will neither exploit others nor allow themselves to be exploited.

Visual and Performing Arts

We believe that the arts are an integral part of an educational experience and we are dedicated to providing arts education for all of our students. Art will be taught explicitly through a standards-aligned curriculum that exposes students to a wide variety of arts education in visual and performing arts. In our initial years of operations, throughout elementary grades arts instruction will be embedded throughout the core day by classroom teachers in each grade, with additional opportunities for targeted arts instruction offered in collaboration with partner organizations (budget permitting) and community volunteers (supervised by the credentialed classroom teachers). As the school grows, we will add dedicated enrichment teachers for arts instruction in Year 4 of operations.⁷⁹

Music instruction at TLC will be based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction that are inherent in music. All children will have many opportunities to respond to music and grow musically in an environment where music is a part of the regular school program. Music instruction provides the basis for later music appreciation and participation both in school and as an adult. Classroom music instruction functions as a part of the total educational program in the school; teachers integrate appropriate content to reinforce continuity in student learning. Our inclusive classroom involves all students in the activities of moving, singing, listening, and playing instruments, through which they

but in the event this is not fiscally possible, our classroom faculty and aides will receive training on providing appropriate P.E. instruction.

⁷⁹ As noted above in Footnote 43, our current budget is conservatively planned based on confirmed revenues. We currently have three full-time enrichment teachers added to the staff in Year 4. We anticipate that we will have sufficient funds via grants and private fundraising to hire appropriate enrichment teaching staff earlier, but in the event this is not fiscally possible, our classroom faculty and aides will receive training on providing appropriate arts enrichment instruction.

experience the essential strands of music: rhythm, melody, harmony, form and expressive elements.

The Visual/Creative Arts curriculum will emphasize the following within the visual arts: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students will learn how to identify and use elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Based on personal experiences, children will create original artwork using various arts media and technical processes. Students will explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction). TLC students will learn to make critical judgments about various art works and experiences, making determinations of quality based on analysis, interpretation and derivation of meaning. Finally, students will come to learn, value, and enjoy the time that is necessary for the creative process to come to fruition.

As we add middle grades, students will have the opportunity to participate in elective courses in the arts, languages, literature/journalism and computer sciences, switching electives every trimester. Specific electives will be determined based on teacher expertise and student interests. Electives will incorporate standards-aligned learning in the arts, technology and core subject areas.

Social Behavioral Skills Curriculum/Advisory

Social/behavioral skills instruction is a part of each child’s educational program from transitional kindergarten through 8th grade. Social/behavioral skills lessons are designed based on students’ social and developmental needs. The skills that students learn will be cumulative, with students acquiring not only more skills, but also a greater understanding and awareness of how these skills apply to their daily lives. The curriculum will address prevention and early intervention as the keys to creating safe, caring, and responsive communities. The entire school community teaches and supports positive behaviors that demonstrate respect, cooperation, responsibility, and compassion. Most importantly, social skills instruction will be embedded into all aspects of the curriculum.

TLC will implement the Ojai Foundation’s acclaimed Way of Council, a community building practice of authentic expression and empathic, non-judgmental listening and receptivity in place at many public schools that provides tools and strategies for effective and positive communication. (<http://councilinschools.org/>).

Council has many applications in schools. As a relational practice, council is a powerful social and emotional learning strategy that promotes an environment of trust and respect in the classroom and school. Council invites students to share stories from their personal lives that establish connections and appreciation of differences among students and between students, teachers, and other adults at the school. As a mindfulness practice, council helps students become more aware of themselves and others. As an instructional approach, council creates a context for exploring standards-based curricula and making it relevant to students. As a leadership strategy, council provides opportunities for educators to mine the collective wisdom

of groups and take informed, considered action. As a community-building tool, council also serves as the foundation for CIS's approach to restorative justice.⁸⁰

At the middle grade level, in recognition of the unique psycho-social needs of pre-teens/young adolescents, each student will be assigned an Advisor who stays with the student, if possible, for the entire middle school span. The Advisories ground students in the elements of independent thinking, planning and goal setting, reflection, and psycho-social support. For instance, dealing with and preventing bullying or other social-emotional status questions, tolerance, connection to community, and grade-level cohesion may be dealt with. Students will learn about college readiness (e.g. the UC/CSU "A-G" requirements), financial aid, and more (these also will be covered in parent education events). Additionally, there is an articulation between the student and the Advisor regarding issues with academic and social progress.

Staying with the same Advisor throughout the program is crucial. Studies show that a major stumbling block in the educational development of underserved students is consistency.⁸¹ Many our students will come from overburdened households, thus having a connection with a supportive adult at school may empower students "to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities."⁸² Helping students become stronger, more confident in their abilities, and more comfortable and accepting of their own presence at school leads to them reaching for greater and greater goals.

Individual Workshop (IW)

Research demonstrates that students benefit from opportunities to dedicate focused time to interest-based activities

- Practice and remediation (intervention)
- Enrichment
- Interest-based
- Project-based

Individual Workshop (IW) time will comprise an important part of each student's schedule. IW at TLC will provide enrichment, support, and guidance for all students based on individual needs. Students who require support and intervention (whether they have an IEP or not) will receive support from appropriate staff during IW. Students who struggle academically or otherwise are in need of additional supports will have opportunities to work during IW with support personnel. These sessions (grouped by types of academic needs, intervention needed, or student interests) focus on EL development, study skills, organization, emotional intelligence,

⁸⁰ http://councilinschools.org/?page_id=90

⁸¹ For a more detailed survey of this and topics related to student post-secondary success see Kuh, Kinzie, et al, "What Matters to Student Success: A Review of the Literature," National Postsecondary Education Cooperative, July 2006.

⁸² Kuh, G. D., J, Kinzie, T. Cruce, R. Shoup, and R.M. Gonyea. 2006. *Connecting the dots: Multifaceted analyses of the relationships between student engagement results from the NSSE and the institutional policies and conditions that foster student success*. Final report to Lumina Foundation for Education. Bloomington, IN: Indiana University Center for Postsecondary Research. nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf

and tutoring on specific skills and content students need to master (based on individual student assessment data). For both these and other students, interest-based, project, and enrichment here means that students will use this time to work on aspects of ongoing classroom/school projects (e.g. crafting a letter to a local business to gather support for a community initiative), pursue personal interests (e.g. creating a graphic novel on a topic of interest), or engage in enrichment activities (e.g. constructing a model for engineering design). With guidance from teachers, students will make plans for what they will work on during workshop time and will be increasingly accountable for monitoring their own progress to develop independence as learners.

Likewise, students who need additional enrichment or intervention will also receive individualized instruction and support during IW. A computer lab (or computer carts) will enable students to engage in online learning, including remedial support, as well as research for individual and small group projects and more. These supports will be provided in addition to the resources and supports available to students in the general education classroom.

CURRICULAR AND INSTRUCTIONAL MATERIALS

The academic program at TLC begins with the CCSS/NGSS. Teachers will use standards-aligned, research proven curricula (textbook, online and curricular kits) for the core academic subjects. Core course curricula are selected based on review and recommendation of the department and/or grade level team based on the CCSS and CDE Frameworks for each subject.

The following key textbooks and online curricular resources will be utilized:

Content Area	Instructional Materials
English Language Arts	<ul style="list-style-type: none"> • Grade level appropriate literature as designated by Common Core (www.corestandards.org/assets/Appendix_B.pdf) for novel / chapter book study (Grades TK-8) • Words Their Way (Pearson) • Reader's & Writer's Workshop (and related Lucy Calkins materials) • MobyMax • iLit (grades 3-8)
ELD	<ul style="list-style-type: none"> • Lexia Core 5 EL program (K-8) • iLit ELL (4-8)
Math	<ul style="list-style-type: none"> • Bridges (K-5) • Illustrative Math (6-8) • MobyMax
Social Studies/History	<ul style="list-style-type: none"> • Social Studies Alive! published by TCE (Grades K-5) • History Alive! Published by TCI (Grades 6-8)
Science	<ul style="list-style-type: none"> • FOSS California Curriculum and Kits (Grades K-5) • SEPUP from Lawrence Hall of Science, UC Berkeley (Grades 6-8) • Expository texts to support teacher-created curriculum and project-based units

Content Area	Instructional Materials
PE/ Health	Teacher-created materials from state Frameworks and other sources
Arts	Teacher-created materials, varies by subject

All of our materials will be selected based on rigor, alignment with the standards, and opportunities for scaffolding to meet the needs of all learners. Teachers will carefully supplement the core curricular resources with additional materials and strategies to support our EL and special needs students as described below.

COMPREHENSIVE COURSE LIST

TLC Middle Grades Course List

6 th	7 th	8 th
Language Arts	Language Arts	Language Arts
Math	Math	Math
P.E.	P.E.	P.E.
Earth Science	Life Science	Physical Science
Ancient World	Medieval History	U.S. History
History	Electives	Electives
Electives		

Students will have the opportunity to participate in elective courses in the arts, languages, literature/journalism and computer sciences choosing new electives each trimester – specific electives will be determined based on teacher expertise and student interest.

INSTRUCTIONAL METHODS AND STRATEGIES TO ENSURE MASTERY OF STATE CONTENT STANDARDS

As detailed above, teachers will use a **constructivist approach through project based learning** methods to help students build their own knowledge by facilitating students learning process through super-ordinant projects. The Project Based Learning approach based on the work of the Buck Institute is a strong component of the day-to-day instructional approach of the teachers at TLC. Teachers employing these methods will also be deeply rooted in planning their lessons using the Understanding by Design (UbD) model to backwards plan instruction. All classes will have teacher-developed curriculum aligned to desired outcomes, including CCSS and state standards and the prerequisite skills associated with the standards, a level of Blooms Taxonomy, the applicable school goals (e.g., inclusive classroom model, appreciating diversity, etc.), and authentic assessment tools. Teachers will collaboratively develop pacing plans and engaging lessons, with differentiation based on the needs of students.

Co-teaching will be scheduled carefully into each class' schedule based upon student needs. Special education co-teachers will co-plan with their general education partners daily and weekly. Special educators will share responsibility for the implementation of, and preparation

for, universally designed lessons, and general educators will share responsibility for specially designed instruction and the development of modified and adapted materials.

Technology will be integrated as a tool for learning and to help all students develop technological fluency that is imperative in today's working world. The use of a variety of technological advances helps create 21st Century educated citizens who are information seekers, analyzers, evaluators, problem solvers, and decision makers. Creative and effective uses of productivity tools will be interwoven throughout the content areas so that not only do students become effective communicators, collaborators, publishers, and producers, they also have the tools to be informed, responsible, and contributing citizens as they grow into adulthood. Students will learn basic computer skills (Word, Excel, Prezi, etc.), as well as internet research skills and online communication proficiency. The school will utilize an integrated data management system, Illuminate, to collect, analyze and report student achievement data and other required measures (e.g., attendance, student behavior, etc.). Parents and students have real-time access to Illuminate to access current grading and homework assignments.

TLC students will use technology in a wide variety of ways including specific technology curriculum programs such as MobyMax, iLit and Lexia Core 5. In our initial years of operation, TLC will have mobile tablet and laptop carts for classroom use; ultimately we hope to have a dedicated computer lab or 2:1 tablet/laptop ratio for students in grades TK-8. As a result of TLC's technology integration, students will demonstrate appropriate developmental or age/grade level mastery of technology in the following areas:

- A sound understanding of the nature and operation of technology systems;
- The use of technology tools to solve problems, make informed decisions, enhance learning, increase productivity, and promote creativity;
- The use of productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works;
- The use of technology to locate, evaluate, and collect information from a variety of sources;
- The use of technology tools to process data and report results.
- An ability to use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences; and
- An ability to use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Social Learning and Positive Behavioral Supports are integral to TLC as necessary components of establishing a strong social community among the students, parents, and professionals. When students feel safe, welcome and individually important to the community, they are able to operate at their maximum potential. Ironically, it is this sense of well-being that they have as individuals that also allows them to actively participate in the life of the school community, seeing themselves as part of something larger. Knowing that they belong, students bring unique capabilities to school and belonging gives them a sense of self, a sense of location, a sense of security, and a healthy sense of responsibility to the larger group. Social skills instruction will be embedded in all areas of the curriculum, with the goal of helping students to understand themselves as members of a community, to develop respect for others, to appreciate

diversity in all its forms within the community, to express their ideas with assurance, and to solve problems with others through positive, honest and direct interaction with them.

To help establish a sense of community there will be regular occasions for students to share their work with each other and with the community at large. **Student demonstrations of learning** and reflections on their learning will occur throughout the grades through culminating student project presentations, speeches, performances, project exhibitions and more. In addition, middle grades students will gain a sense of community both in their classrooms through the projects that they work on together and in their advisory period when they gather together with a small group of peers to discuss common issues and concerns, and receive social and academic support.

Finally, **family partnerships** are critical to the success of all students and the school. Families will be welcomed on campus and encouraged to participate in school life, from helping with school mailings to leadership in coordinating large school events and supporting teachers in the classrooms. In addition, the Parent Association will support the school through fundraising and community events throughout the year (see Element D). Home/school communications will be provided in English and Spanish. Teachers will meet with families in team meetings throughout the year to refine educational programs (IEPs or IIPs) or to share progress for any student as needed in addition to Parent-Teacher conferences.

In all grade levels, faculty will have ongoing training and support in using **assessments to inform instruction**, with emphasis placed on systematic assessment, use of rubrics, a variety of forms of evidence, and more frequent assessment of progress in Language Arts and Math.

As detailed throughout this petition, the instructional methodologies and curriculum at TLC align directly with the CA CCSS in ELA and math, and other state content standards (including the Next Generation Science Standards and Language Development Standards), and be designed using the State's Educational Frameworks. Extensive professional development (see below) is built in the annual calendar and weekly schedule to ensure all faculty receive appropriate training and ongoing coaching in aligning curriculum planning to desired outcomes (CCSS) via backwards planning. Teachers and school leaders will continuously monitor student mastery of content standards through ongoing assessments and review of data. School leaders will use this data to monitor teacher fidelity of standards implementation, and to provide additional training and coaching as needed. (See Elements B and C for additional information about the use of data to guide instruction.)

TRANSITIONAL KINDERGARTEN

TLC will incorporate a strong transitional kindergarten (TK) program for any student whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK will be integrated in Kindergarten classrooms. The TK program thus will use the same curriculum as our kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the K students and incorporation of Foundations curriculum goals. We will employ strong practices in

early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

TLC will comply with teacher credential requirements for TK classrooms, specifically, teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

Specific calendar and hours are determined yearly by the Executive Director and Principal with approval from the TLC Board of Directors. The academic year is configured using 180 instructional days as its base with a traditional school calendar: 141 regular days, 32 Friday “early release” days for teacher professional development and collaboration, and 7 Minimum Days for parent/teacher conferences and student presentations of learning. The following is the projected 2018-19 school year calendar:

2018-2019 TLC Charter School Calendar																																			
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F															
June						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
July						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
August						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
September						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
October						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
November						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
December						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
January						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
February						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
March						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
April						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
May						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
June						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
July						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
August						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
2018-2019						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

	Back to School Night		Faculty Mtg 8:15-4:00		Graduation - 6 PM		Test Days of Instruction
	School Picture Day		School ends 1:30		Great California State Day		
	Paper Free Day / Holiday		School ends 12:30		Annual Project		
	Back to School Parade		End of Trimester				

SAMPLE DAILY SCHEDULES

TLC will offer 330 minutes of instruction in grades TK-5 per regular day and 260 minutes on “early release” days on Friday; in middle grades, students will have 350 minutes on regular days and 285 on early release days. Teachers will have professional development (PD) and collaborative time for two hours each Friday after early release. In support of our co-teaching model, teaching teams also meet for 30 minutes each morning before school starts for collaborative planning time.

Elementary Grades

Science/Social Studies Project-Based Learning time will rotate – e.g., Science Mondays and Wednesdays and Social Studies Tuesdays and Thursdays. Individual Workshop (IW) will facilitate time for specific interventions, tutoring, homework help, meetings with teachers and more.

TK/K – 3rd Grade

M, T, W, Th (2:40 dismissal)			Friday (early release, 1:40 dismissal)			Minimum Day (12:30 dismissal)		
7:30-8:00	Teacher Collaboration/Planning time; Student Breakfast							
8:10-8:30	Morning Mtg.	20	8:10-8:40	Assembly	20	8:10-8:30	Morning Meeting	20
8:30-9:30	Math	60	8:40-9:30	Math	50	8:30-9:30	Math	60
9:30-9:50	Nutrition/Recess		9:30-9:50	Nutrition/Recess		9:30-9:50	Nutrition/Recess	
9:50-10:50	ELA/Reader's & Writer's Workshop	60	9:50-10:40	ELA/Reader's & Writer's Workshop	50	9:50-10:50	ELA/Reader's & Writer's Workshop	60
10:50-11:40	Arts/PE (each 2x/week)	50	10:40-11:30	Arts/PE (alternating)	50	10:50-11:30	Science/Social Studies PBL	40
						11:30-12:00	ELD/Literacy	30
11:40-12:20	Lunch/Recess		11:30-12:10	Lunch/Recess		12:00-12:30	Lunch	
12:20-12:50	ELD/Literacy	30	12:10-12:40	ELD/Literacy	30	Instructional Minutes		210
12:50-1:50	Social Studies/Science PBL	60	12:40-1:40	Science/Social Studies PBL	60			
1:50-2:40	Individual Workshop	50	2:00-4:00	Teacher PD				
Instructional Minutes		330	Instructional Minutes		260			

4th-5th Grade

M, T, W, Th (2:40 dismissal)			Friday (early release, 1:40 dismissal)			Minimum Day (12:30 dismissal)		
7:30-8:00	Teacher Collaboration/Planning Time; Student Breakfast							
8:10-9:10	ELA/Reader's & Writer's Workshop	60	8:10-8:40	Assembly	20	8:10-9:10	ELA/Reader's & Writer's Workshop	60
9:10-10:10	Science/Social Studies	60	8:40-9:30	ELA/Reader's & Writer's Workshop	50	9:10-10:10	Math	60
10:10-10:30	Nutrition/Recess		9:30-9:50	Nutrition/Recess		10:10-10:30	Nutrition/Recess	
10:30-11:30	Arts/PE (each 2x/week)	60	9:50-10:40	Math	50	10:30-11:30	Science/Social Studies	60
			10:40-11:30	Arts/PE (alternating)	50	11:30-12:00	ELD/Literacy	30
11:30-12:00	ELD/Literacy	30	11:30-12:00	ELD/Literacy	30	12:00-12:30	Lunch	30

12:00-12:40	Lunch/Recess		12:00-12:40	Lunch/Recess		Instructional Minutes	210
12:40-1:40	Math	60	12:40-1:40	Science/Social Studies	60		
1:40-2:40	Individual Workshop	60	2:00-4:00	Teacher PD			
Instructional Minutes		330	Instructional Minutes		260		

Middle Grades

With the shift to single-subject teachers, students will have core classes and enrichment electives on alternative days in a rotating block schedule. Individual Workshop (IW) will facilitate time for specific interventions, tutoring, homework help, meetings with teachers and more.

On Friday early release days, middle school students will have an extended lunch period before dismissal for Club meetings. Clubs will largely be established based on student interest and initiative, but may include yearbook, community service, cultural and other affinity groups, chess, arts-related clubs, games and more.

	Monday	Tuesday	Wednesday	Thursday	Instructional Minutes
7:30-8:05	Teacher Collaboration/Planning Time; Student Breakfast				
8:10-8:40	Advisory	Advisory	Advisory	Advisory	30
8:45-10:15	ELA 6	Math I	ELA 6	Math I	90
10:15-10:35	Nutrition	Nutrition	Nutrition	Nutrition	
10:35-12:05	World Civilizations	Science	World Civilizations	Science	90
12:05-12:40	Lunch	Lunch	Lunch	Lunch	
12:45-1:45	Individual Workshop	Individual Workshop	Individual Workshop	Individual Workshop	60
1:50-2:50	Art Elective/Enrichment	PE	Art Elective/Enrichment	PE	60
2:50	Dismissal				
Total Instructional Minutes per Regular Day					350 (incl. passing time)

Sample Friday “Early Release” Schedule and Minimum Day, 6th-8th Grades

	Friday	Instructional Minutes	Minimum Day (12:40 Dismissal)	Instructional Minutes
8:10-9:00	Advisory/ Assembly	50	8:10-8:40 Advisory	30
9:05-10:20	Math I	75	8:45-9:45 Math I	60
10:20-10:40	Nutrition		9:45 – 10:05 Nutrition	

10:45-12:05	ELA	75	10:10-11:10 ELA	60
12:10-1:20	Science/Social Studies (rotating each week)	70	11:15-12:10 Science/Social Studies (rotating)	60
1:20-2:00	Lunch/Clubs		12:15-12:40 Lunch	
Total Instructional Minutes		285 (incl. passing time)		225

INSTRUCTIONAL DAYS AND MINUTES

The annual calendar will include 180 days of instruction. Students in all grades will receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5.

The difference between the minimum number of instructional minutes required by the state and the instructional minutes at TLC is represented in the following chart:

Grade	CA Required Minutes	TLC Instructional Minutes	Difference
TK	Not required	56,320	+56,320
Kindergarten	36,000 annually	56,320	+20,320
Grades 1-3	50,400 annually	56,320	+5920
Grades 4-5	54,000 annually	56,320	+2320
Grades 6-8	54,000 annually	60,045	+6045
Total Difference K-8 (over 9 year period)	457,200	518,055 (not including TK)	60,855

In other words, students who attend TLC from kindergarten through grade 8 will add approximately 60,855 instructional minutes – equivalent to more than a full year of learning time -- above and beyond the minutes required by the state to their elementary/middle school years beyond the state’s requirements.

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

TLC seeks to hire a diverse group of teachers who have strong content knowledge, experience planning engaging hands-on/project-based curriculum, understanding of data-driven instruction and differentiation for different learners, and a commitment to inclusive education. We will recruit teachers through a variety of sources including word-of-mouth through colleagues across Orange County, Chapman University Attallah College of Education, UCI and other local colleges and universities, EdJoin, Teach for America, and local newspapers. TLC will make every effort to utilize our partnerships with Chapman University and other TLC stakeholders to attract and retain high quality staff committed to our vision of a high-quality education for all learners. Staff will receive extensive training prior to starting at TLC as well as on the job

training in skills specific to their roles at TLC and general training on implementing an inclusion-oriented model of schooling. TLC will take the following steps to recruit and select staff, evaluating how well each candidate's education, experience and philosophies align with the TLC mission, instructional methodologies and school values:

- Compose the vacancy announcement and advertise openings
- Recruit applicants
- Request resumes, required credential(s) and letters of recommendation
- Screen applicants
- Hold interviews and demonstration lesson (where possible)
- Contact references and check credentials with California Commission on Teacher Credentialing to ensure state and federal requirements are met
- Make recommendations to the Executive Director, who is responsible for final approval.⁸³

Prior to starting employment, all teachers and staff must submit to and request DOJ fingerprint screening and have the results for clearance verified by employer and also to provide to the school a negative TB test result. Candidates that are offered employment will receive an at-will employee agreement from TLC.

PROFESSIONAL DEVELOPMENT

TLC commits itself to supporting the staff by providing substantive and regular opportunities to grow in their profession, and to provide the necessary tools to help them do their work effectively.

Teachers at TLC will work in teams to coordinate and integrate instruction, to develop lesson study sessions where they can discuss their teaching, and to discuss student achievement. They also will be encouraged to make their own professional goals and devise plans for meeting them. The school community will support teachers as they endeavor to improve their practice, both through on-going, organized staff development as well as informal opportunities for teachers to become ever more reflective about their practice. Teachers' schedules provide time for collaboration time and co-planning time.

Professional growth and development at TLC will occur for three weeks before the school first opens, and two weeks each summer in subsequent years. Professional development also occurs weekly on Fridays for two hours during early release time. Teaching teams also meet for 30 minutes before school begins each day to review the day's plans and objectives. Administrators, lead teachers, external experts in identified areas of need and Chapman University professors will deliver professional development. Collaborative grade level co-planning is built into teachers' schedules and occurs once a week.

During this time, topics will include:

⁸³ Prior to opening and in the initial years of operations where the Executive Director/Principal is a dual role, she may rely on members of TLC's Board for assistance in recruiting and hiring decisions, though Board approval is not required for teacher and office staff hiring decisions.

- Review of the Charter Petition, school mission and vision
- School Operations
- Health & Safety Policies and Procedures
- Co-teaching, including co-assessing student performance
- Universal Design for Learning and Differentiated Instruction
- Constructivist/Project Based Learning
- Culturally relevant teaching
- Backwards Design, including using data to differentiate instruction
- Integrating technology in the classroom
- Advisory curriculum design (grades 6-8) and social and emotional learning support;
- Revision of pacing plans after cross-curricular alignment discussions among departments;
- Classroom Management Success
- Meeting the needs of English learners: SDAIE strategies, ELD folders, reclassification process, ELPAC test results
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: standardized tests (CAASPP, CAA, CAST, ELPAC, etc.), benchmark assessments, other formative and summative assessments
- Using student achievement data to differentiate instruction
- Using the school's student information system (Illuminate) for assignments, IIPs and student work portfolios, grades, attendance, behavior logs, and parent communication;
- Standardized testing (e.g., test administration, supporting student use of navigation tools, etc.)
- MTSS planning and design
- Language and literacy development in children with language-based disabilities
- Prompting hierarchies for children with special needs
- Best practices for implementing peer supports in inclusive classrooms

A needs assessment will be conducted during the school year for PD topics for the next school year. The administration will utilize teacher evaluations and classroom observation to measure the effectiveness of professional development. These evaluations and observations are reviewed for evidence of teacher implementation of the professional development skills that have been worked on and presented by TLC staff and other professional development providers. Chapman University faculty will be invited to educate faculty and staff on topics such as co-teaching, conflict resolution, positive behavior support, culturally responsive teaching, equitable teaching, etc. Families will also be invited to do an in-service with faculty and staff on their child's specific needs.

At the beginning of the year, the administration will oversee the formation and ongoing development of Professional Learning Communities (PLCs). Teachers will work in PLCs, becoming "experts" in educational topics such as EL instruction, Universally Designed Instruction, Constructivism, etc. Teachers may investigate topics of their own interest as well, with the administration gauging the relevance towards student achievement. Teachers will share what they have discovered with faculty on the early release Friday sessions, as well as meet in their PLC's to learn from professional articles and research on instructional strategies.

MEETING THE NEEDS OF ALL STUDENTS

As previously stated, the TLC mission emphasizes an inclusive learning community where *all* students, their parents, and the school's staff appreciate and value diversity. This is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds *learn together*. Inclusive education is based on the evidence demonstrating that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together.⁸⁴

At TLC, an “inclusive” approach means that all students – those who are English Learners, those who are gifted/high achieving, those who receive special education services, and those who are at risk are educated together in their age-appropriate general education classrooms, and are not removed from the classroom for specialized services or supports. Rather, a proactive emphasis is placed upon the implementation of high quality, well differentiated, and rigorous instruction and curriculum to meet the needs of this broad range of student learning needs. When students need additional support or expertise in order to access the curriculum, these supports come to them in the classroom, and enrich the classroom environment for all students. It is also recognized that students may benefit from supports and instruction due to membership in more than one of these subgroups. For example, the inclusive service delivery model does not require that educational teams “choose” a program for English Learners over a program for students who are gifted. Rather, all students benefit from all available services and supports. TLC’s inclusive model includes several core elements and practices designed to meet the needs of a broad range of learners. These inclusive practices include: Integrated service delivery; co-teaching (embedded supports and instruction from special education teachers within general education classes); paraprofessional supports; Multi-Tiered Systems of Support (responsive embedded systems of remediation); and progress monitoring to guide instruction.

MULTI-TIERED SYSTEMS OF SUPPORT

TLC will utilize an evidence-based multi-tiered system of support (MTSS) approach (broader than a more common Response to Intervention model) to prevent, identify, and remediate academic and behavior challenges in a manner that provides immediate and responsive supports to students. Our MTSS approaches will include clearly defined preventative and intervention-based systems within the school day, as well as opportunities for additional support before and after school for struggling students. Student progress will be monitored using systematic formative assessment strategies throughout the curriculum to monitor progress toward both individualized goals and the CA/Common Core/NGSS standards. Utilizing formative and

⁸⁴ Choi, J. H., Meisenheimer, J. M., McCart, A. B., & Sailor, W. (2016). Improving learning for all students through equity-based inclusive reform practices: Effectiveness of a fully integrated schoolwide model on student reading and math achievement. *Remedial and Special Education*.; Cosier, M., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial and Special Education*, 34(6), 323-332.; Woodman, A. C., Smith, L. E., Greenberg, J. S., & Mailick, M. R. (2016). Contextual factors predict patterns of change in functioning over 10 years among adolescents and adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 46(1), 176-189.

summative assessments, teacher observations, and student work samples we are able to determine if students are:

- a) Making adequate progress towards grade level standards and schoolwide expectations for positive behavior
- b) In need of additional remediation or re-teaching in one or more areas
- c) In need of more intensive interventions, services, or supports.

TLC will implement these multi-tiered systems of support with clearly articulated and scaffolded strategies to systematically address academic and behavioral needs of all students. As noted above, in our co-teaching model, special education teachers are assigned up to four classrooms providing service to students within their general education classrooms, and will follow a predictable daily schedule. Embedded supports and related services, such as intervention specialists, speech and language therapists, and occupational therapists work closely with teachers within the learning environment, providing strategies and direct supports to address each individual's learning needs, as well as preventative strategies, such as support in speaking and writing in the early grades. Consistent with the inclusive approach at TLC, students will not be pulled out of the classroom to receive interventions or therapies. Instead, students requiring remediation or more intensive interventions are implemented within general education classrooms, during the Individualized Workshop (IW) time in middle grades, or before or after school.

Paraprofessional support will be provided in each classroom to support the implementation of small group strategies and individualized approaches, and to meet the needs of students who require additional adult support to independently and/or safely navigate the campus. These paraprofessionals also provide customized support, under the direction of credentialed teachers and according to the requirements of each student's IEP, throughout the day, and are valuable members of the team.

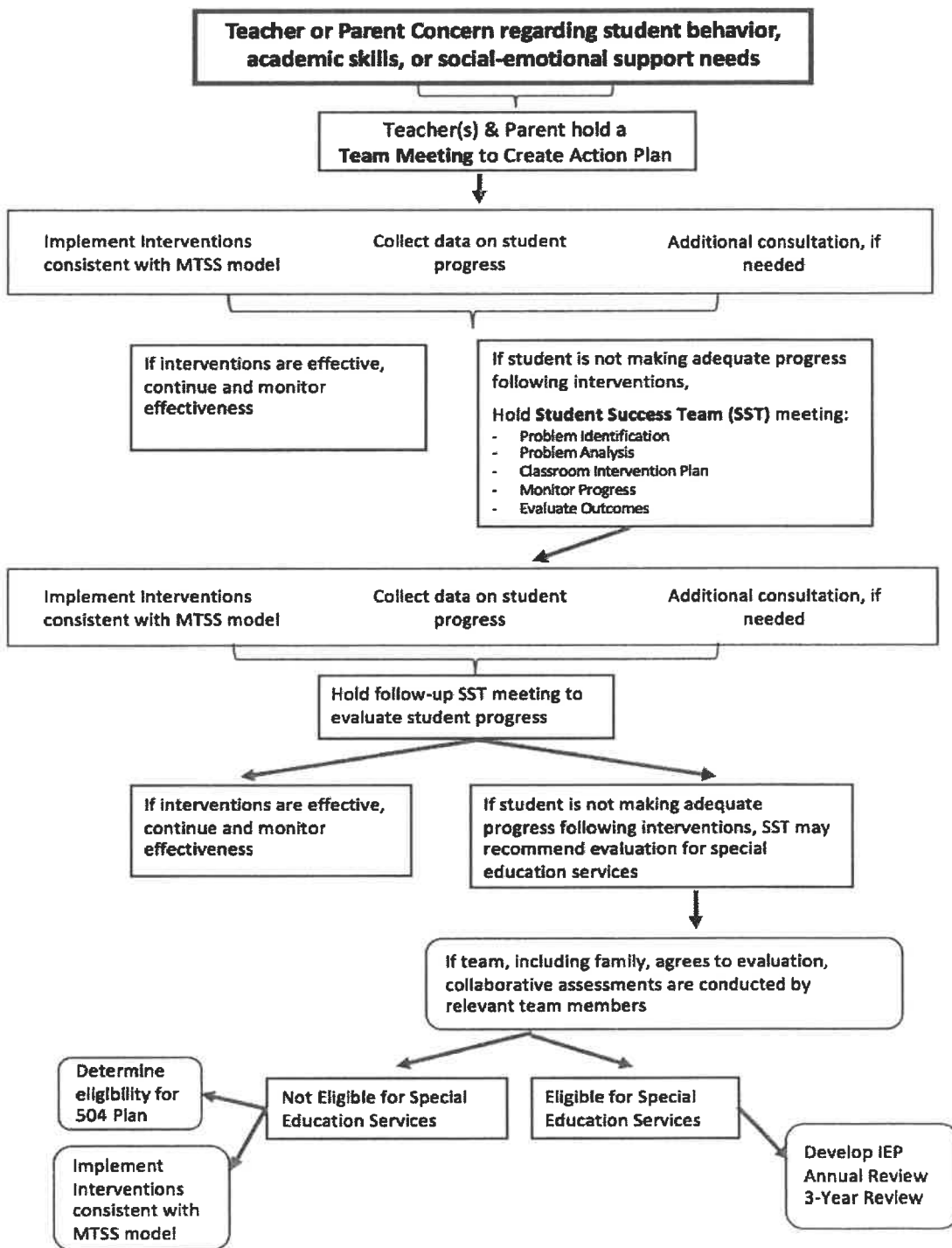
All students who attend TLC will be provided an educational program tailored to meet his/her educational needs. The following guide the planning process for those who require additional educational supports:

STUDENT SUCCESS TEAM (SST)

When a student may be in need of additional support or intervention (particularly when that student enrolls at TLC without an existing IEP), the Student Success Team (SST) will ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Executive Director/Principal (and in later years as the school grows, Assistant Principal), who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development.)

The SST process begins by reviewing the student's progress and clarifying the student's strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successfully implementing these interventions.

Over the course of a specified time the plan is monitored and evaluated. On the basis of the evaluation the SST, teachers, and parents determine if further action needs to be taken. At this point one of three actions may take place; 1) the plan was effective and all parties agree that no further action is necessary; 2) the intervention plan needs revision and the SST, teachers, parents and child engage in that new plan; or 3) the plan(s) were ineffective, it is determined that the child would benefit from additional educational services, and the child is then referred to determine eligibility for special education services. The following flow chart might help clarify the pre-referral and referral process when dealing with students who present particular learning and/or behavioral challenges but have not been already been identified as requiring special education services.



STUDENTS WITH DISABILITIES

As an inclusive model school, TLC is committed to meeting the needs of all of our students with disabilities, and pledges to work in cooperation with the OUSD and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. TLC will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act (“ADA”), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, TLC will comply with OUSD and SELPA guidelines and all California laws pertaining to students with disabilities.

TLC has the overarching goal of creating classrooms that reflect the natural diversity present in the surrounding community with respect to ability, socioeconomic status, language, and culture. No admission decision for TLC will in any way be based upon a student’s disability or special education status. Information about a student’s disabilities, including special education or Section 504 status, will not be included on any enrollment applications, and will not be taken into account in determining whether a student will be admitted to TLC. There are no quotas or admission spots reserved for students with or without disabilities; rather, TLC will support all students attending the school according to their particular learning needs and in full accordance with the IDEA, Section 504, the ADA, and any other state or federal civil rights law.

The following description regarding how special education and related services will be provided and funded is being proposed by TLC for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). During any time in which TLC operates as a school of the OUSD for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of TLC and the OUSD. The language that follows is not meant to preclude alternative arrangements between the OUSD and TLC as agreed upon in the MOU. Should TLC not become an independent Local Educational Agency member of a SELPA, as described below, but, instead operate as a school of the OUSD for special education purposes, TLC may not open and commence serving students unless and until TLC and OUSD have executed the MOU governing special education services and funding. If at least two weeks prior to the scheduled student start date for any school year TLC is not either an approved member of a SELPA or if an MOU governing special education services and funding has not been approved and executed by both TLC and OUSD, TLC shall not serve students in that school year.

SELPA Affiliation

TLC is applying to become an independent Local Education Agency (LEA) member in the El Dorado Charter SELPA, or a comparable SELPA, for purposes of special education. TLC will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). In the event TLC is unable to join a SELPA and become an LEA, by default,

TLC will remain a public school of OUSD for purposes of special education, pursuant to Education Code Section 47641(b). A change in LEA status or SELPA membership shall not require a material revision of this charter. For purposes of compliance, the following details both alternatives (School of the Authorizer and LEA for SpEd) in each section.

School of the Authorizer

So long as TLC operates as a public school of the OUSD for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, the OUSD will provide an equitable share of special education services and/or funding for students enrolled at TLC, to the extent required by law and in the manner specified in the MOU.

TLC agrees to collaborate with the OUSD to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

LEA for Special Education

If TLC makes written verifiable assurances that it will become an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), the TLC will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

TLC will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. TLC agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

Child Find

TLC understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. No assessment or evaluation will be used for admission purposes.

As noted above, TLC will implement a multi-tiered instructional and support framework (MTSS), prior to referring a child for an evaluation under IDEA. However, TLC shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or TLC staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. TLC may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, in order to comply with state and federal Child Find requirements, TLC will follow the applicable OUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. TLC will collaborate with the OUSD to ensure timely transfer of Individualized Education Program (IEP) records and will utilize OUSD policies, procedures, and forms to appropriately identify and refer students for special education.

LEA for Special Education

If TLC becomes an independent LEA for special education purposes, TLC shall be solely responsible for compliance with state and federal Child Find requirements. TLC shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. TLC’s internal method for referral for assessment will be the Student Success Team (SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

School of the Authorizer

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, TLC shall assist parent/guardian to submit a request in writing. So long as TLC operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, TLC will notify the OUSD within 2 days of any such referrals and will work collaboratively with the OUSD to respond to the request in writing within 15 days.

If TLC, in collaboration with OUSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

LEA for Special Education

If TLC operates as an independent LEA for special education purposes, then, in the event that TLC receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. TLC shall respond to a written request for assessment within 15 days.

If TLC concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written

parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, OUSD will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by OUSD. TLC will work collaboratively with the OUSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and TLC will work with the OUSD to provide an interpreter, if needed. The Principal will be responsible for gathering all pertinent information and sharing such information with OUSD, as needed.

LEA for Special Education

If TLC operates an LEA for special education, TLC shall be solely responsible for conducting special education assessments deemed necessary and appropriate by TLC. The Principal will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools 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, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

TLC will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;

- Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s eligibility for special education. TLC 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. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, TLC will work with OUSD to develop IEPs and to provide modifications, accommodations and services pursuant to each student’s IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student’s IEP team determines that the student requires placement outside of a general education classroom, the school will work with OUSD, to provide the necessary placement and/or services.

TLC views the parent/guardian 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 school, in collaboration with OUSD, will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian’s written consent, the IEP will be implemented by TLC, in cooperation with the OUSD as agreed upon in the MOU.

LEA for Special Education

If TLC operates an LEA for special education, TLC shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. TLC will provide modifications and accommodations outlined within each individual’s IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

TLC 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 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/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by TLC. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- 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;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances. The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

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 demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When TLC seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order 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 IDEA 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.

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, OUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with OUSD policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to TLC. The school will work with the OUSD to respond to the request. Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with the OUSD's policies and procedures and using the OUSD's forms.

LEA for Special Education

If TLC operates as an LEA for special education, TLC shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three times per 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.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they 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 school. Once the request is received, TLC will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, TLC shall collaborate with the OUSD to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. As detailed throughout this petition, as an inclusive model school based on the successful CHIME SCS model in Los Angeles, literally every aspect of our programs is designed to best meet the needs of students with disabilities and other special needs, as well as typically-developing children. TLC reserves the right to contract with agencies and vendors outside of the authorizer, when appropriate, to secure special education services, including administrative support services.

LEA for Special Education

If TLC operates as an independent LEA for special education purposes, TLC will offer a comprehensive inclusion program that includes co-teaching, individualized instruction with differentiation for all learners, and the myriad other programmatic aspects detailed above that are designed to support diverse learners' needs, including the needs of students with disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, TLC will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

TLC shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, if a student enrolls at TLC with an existing IEP, TLC will notify the OUSD, in accordance with any applicable OUSD policies. An IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the students' present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, TLC shall work with the OUSD to implement the existing IEP at TLC and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

LEA for Special Education

If TLC operates as an independent LEA for special education purposes, TLC shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the TLC from another school within the same SELPA, TLC, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and TLC agree to develop and implement a new IEP.

For students transferring to the TLC from another school within a different SELPA, TLC, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time TLC shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to TLC from a school outside of California, TLC shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until TLC conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by TLC, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

School of the Authorizer

So long as TLC operates as a school of the authorizer for purposes of special education, OUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. TLC is committed to cooperating with the OUSD to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between the charter school and the authorizer.

LEA for Special Education

If TLC becomes its own LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. TLC will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. TLC shall ensure that all special education staff hired or contracted by TLC is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies. Initially TLC intends to employ one special education teacher with specialization in mild/moderate disabilities and one special education teacher with specialization in moderate/severe disabilities. In partnership with the Principal, these teachers will ensure the implementation of Individualized Education Plans and compliance with all special education policy, monitoring, and compliance procedures. As the school grows, TLC will continue to employ an appropriate mix of mild/moderate and moderate/severe special education teachers as appropriate for the student population it serves as dictated by the needs indicated on student IEPs. Globally TLC will staff special education teacher utilizing a special educator density model articulated in research on inclusion-oriented schools as best practice. While case load

regulations and limits will of course be observed in staffing, special educator density model actually calls for more robust special educator staffing than case load limits call for given the nature of the inclusion model and the ability of those teachers to support all diverse learners in the general education classroom.

It will be the duty of the Principal to oversee and ensure the following:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at TLC will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

TLC administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the OUSD and/or SELPA.

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, OUSD agrees to allow TLC staff access to all special education related professional development opportunities that are available to other employees of the OUSD.

LEA for Special Education

If TLC operates as an independent LEA for special education, TLC shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

TLC, in collaboration with OUSD or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from TLC of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at TLC must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. TLC will utilize the Notice of Procedural Safeguards used by the OUSD or SELPA in which it is a member.

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. TLC work with the OUSD to arrange a meeting between the parents/guardians, the school, and OUSD staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

LEA for Special Education

If TLC operates as an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. TLC work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or

concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

School of the Authorizer

So long as TLC operates as a school of the authorizer for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, the OUSD and TLC shall work together to defend the case.

In the event that the OUSD determines that legal representation is needed, the TLC agrees that it shall be jointly represented by legal counsel of the authorizer's choosing. OUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in TLC if the authorizer determines such action is legally necessary or advisable. TLC agrees to cooperate fully with the authorizer in such a proceeding. TLC understands that the OUSD shall have sole discretion to settle any matter in mediation or due process. The OUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any TLC student.

LEA for Special Education

If TLC operates as an LEA for special education purposes, TLC acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of TLC's alleged failure to provide FAPE to students enrolled in the charter school. TLC may also initiate a due process hearing or request for mediation with respect to a student enrolled in TLC if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with OUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

TLC 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 TLC. Any student, who has a physical or mental impairment which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

TLC shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the TLC shall be accessible for all students with disabilities in accordance with the ADA.

TLC will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal-designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent 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 is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports 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 the 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 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 Principal 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.

ENGLISH LEARNERS

TLC will comply with all federal, state and district mandates regarding English Learner education and re-designation of EL students. TLC also will meet all requirements of federal and state law regarding equal access to the curriculum for EL students.

Process for Identifying ELs

Services to English Learners begin with identification. TLC will ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at TLC.

TLC's EL/Literacy Coordinator (hired in Year 3; prior to this, the Executive Director/Principal will serve as the EL Coordinator) will assess English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The school will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor. TLC also will inform parents about their rights and encourage them to participate in the reclassification process.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have moderately functional receptive

	(listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Parents are notified of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. TLC will use annual ELPAC and other standardized test data (e.g., CAASPPs), teacher observations, and optional parent input to identify English Learners (EL), determine their English Language Development (ELD) levels, and reclassify EL students as English proficient when appropriate. Annual Assessments for student already identified as EL are administered within the Annual Assessment window.

Educational Program for English Language Acquisition

TLC will use an inclusion model to serve English Learners and ensure all of our teachers are trained in the most effective English Learner instructional strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE) and Sheltered English strategies. Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students.⁸⁵

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students’ background experiences and introduce

⁸⁵ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on the topic. Graphic organizers used might include compare/contrast matrix, flow charts, and cause and effect charts.

Reciprocal Teaching - Two students work together to read a passage in the text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or

symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide -- Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for "Beyond":

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher. Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.

Quotes – Students identify quotes from a fictional text related to the unit that they feel exemplify important aspects of a particular point. They create a chart listing the quote and explain what they feel the quote illustrates.

TLC will employ teachers with CLAD certification, and give preference to those with BCLAD certification. TLC teachers align their teaching to the California English Language Development standards. Best practices and individual student progress discussions are frequent agenda items during the school's weekly professional development and grade-level meetings. The results of these discussions and teacher input are implemented in the classroom or used as improvement plans for students, specifically English Learners.

TLC's co-teaching model will provide an environment where English Learners receive ample academic support and attention to their individual needs. Through the inclusion model, the majority of EL support will be provided in the regular classroom, just as we will support our SpEd students within the general classrooms. Additional reinforcement takes place through instructor-facilitated language acquisition and literacy development instruction during designated ELD/Literacy time in the bell schedule for grades TK-5 and during Individual Workshop time for middle grades. During this time, students are grouped by ability, thus students in one class may be divided into three or four groups with each grade level teacher working with one group during that portion of ELA instruction in the bell schedule. EL students will be grouped by proficiency level as well, and may, as needed, be grouped across grade levels (e.g., 1st/2nd) for targeted ELD instruction and intervention. This time will include targeted intervention/support based on each student's needs, including small group instruction, one-on-one tutoring, online learning, collaborative learning time with more English-proficient peers and more.

Individualized computer-based instruction also will be utilized during ELA instruction to personalize learning for each student via adaptive online programs, including targeted work for EL students through programs such as Lexia Core 5, iLit ELL and MobyMax, all of which provide dedicated support to EL students. Teachers will work with the school administrators in selecting and creating appropriate and individualized support curriculum (including online) once the students are assessed for a baseline. TLC recognizes that “technology-enhanced programs for English Learners work most effectively when they:

1. Provide interaction, communicative activities, and real audiences.
2. Utilize task-based and problem-solving activities.
3. Provide ‘sheltering techniques’ – ways to make lessons easier to understand – to support language and academic development.
4. Are student-centered and promote student autonomy.
5. Facilitate focused development of English-language skills.
6. Support collaborative learning.
7. Foster understanding and appreciation of the target and native cultures.
8. Provide appropriate feedback and assessment.”⁸⁶

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC to Support and Accelerate Student Progress

TLC will base the English Learner support program on the new California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, TLC teachers will provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. Our EL Coordinator partners with the classroom teachers to include ELD goals on students’ learning plans. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

Provide Proficiency Levels with Meaningful Access For English Learners, Including Instructional Strategies And Intervention

Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. TLC will use assessment interpretation resources to help teachers and administrators use student results to inform English Learners and their parents or guardians about student progress.

TLC will provide high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards.

⁸⁶ Excerpted from *Technology and Teaching English Language Learners*, by Mary Ellen Butler-Pascoe and Karin M. Wiburg.

Professional development focuses on enhancing teacher's knowledge of how to teach English Learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. Some of these pedagogical tools include conceptualization through demonstration, media, and manipulatives; metacognitive development through opportunities for reflection, self-assessment, and goal setting; and schema building through projects, compare and contrast, and peer teaching. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. All students identified as ELs will participate in dedicated English as a Second Language instruction as one of their elective courses.

EL students will also have access to grade-level academic content and practical language development through the multimedia and performing arts program. Through the interpretation of international classics and the creation of new musical, dramatic and computerized works, the EL students find another language to express their thoughts and human experience that can be considered universal.

Process for Annual Evaluation of the School's English Learner Program

The Board and school leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. TLC will also establish an English Learner Advisory Committee (ELAC) of parents if TLC enrolls more than 21 EL students. In response to the results achieved on these assessments and feedback, TLC will identify program areas of needed improvement. The ELAC will be instrumental in advising school leaders on the efficacy of the EL program and recommend changes, as needed, and recommend resources allocations. Through professional development, the teaching staff will continuously review the efficacy of the EL program, looking at both whole school and grade-level data, and through one-on-one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs are identified through the analysis of these assessments and are addressed through targeted intervention.

Process and Specific Criteria for Reclassification

EL student classification will use the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).⁸⁷

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge.⁸⁸

⁸⁷ <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

⁸⁸ California English Language Development Standards, K-12 (Nov. 2012) <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.⁸⁹

Both teachers and administration will monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria are as follows:

- ELPAC scores: between levels 3-4
- NWEA Benchmark scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards
- Grades: Grades of A, B, or C in English
- Teacher recommendation
- Parent approval

The EL Coordinator monitors classroom instruction, updates ELD levels in the Illuminate Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator shares the progress and performance of ELs with the teachers and works with them to make the final decision regarding progression to the next ELD Proficiency Level.

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students

The EL Coordinator also monitors the progress of students reclassified as Re-designated Fluent English Proficient (RFEP) to ensure that they maintain English proficiency including providing

⁸⁹ <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

needed scaffolding and support, retests any students who appear not to maintain proficiency, and reclassify these students as ELs once again if indicated by the school's criteria.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably "Not Met" on the new CAASPP), and are failing to progress on the state's English language proficiency exam (AB 2193, Lara). While we are confident in our own program to support English language proficiency, we recognize that we may enroll students in upper grades who are LTELs or at-risk of LTEL designation. We will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The EL Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. TLC will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

TLC will meet the needs of those students achieving substantially above grade level in a number of ways. TLC will use its beginning of the year diagnostic exams that are administered to all new students as a measure of whether a student is achieving substantially above grade level. Students identified as potentially gifted may be referred for additional evaluation. Teachers, administrators and parents may request an assessment. TLC will administer the Otis-Lennon School Ability Test (OLSAT) to students for potential gifted designation. Ultimately, the Principal, in consultation with teachers, reviews a variety of data and then determines GATE designation. Parents are notified both in writing and via an in-person meeting about the designation and ways in which they can support their child's learning.

TLC will offer ongoing opportunities for *all* students to extend their thinking and work beyond grade level expectations through our inclusive and individualized education program. Project-based learning and thematic units of study embed choice and challenge as students pursue topics of interest and solve complex real-world problems, and teachers will be able to ensure that students consistently are challenged in their thinking and work through differentiated instructional strategies and lessons designed using the Universal Design for Learning (UDL) approach.

Once children have been identified, team meetings will be held for those students to develop extensions of learning that can be included in students' Individual Instructional Plans (IIPs). Team members will determine what kinds of extension activities can be offered in the classroom (particularly during project time and in middle school, Individual Workshop time), what skills students develop further, and how these skills will be assessed. Extension activities are integrated into daily routines, and are offered to any student, regardless of their eligibility for GATE. Depth, complexity, novelty, acceleration, and a tiered curriculum are all integral components of

the "universally designed" approach to teaching, and the "Kaplan depth and complexity icons" will be used to support the teaching of critical and analytical thinking skills to all students. Strategies such as the development of expertise in areas of interest, the use of novelty, and the incorporation of depth and complexity are integrated into daily routines as well as into curricular units of study. Students who have demonstrated a high level of mastery in a particular academic area may have enrichment plans that include "curriculum compaction" in which students demonstrate through assessment their competency in skills and/or content knowledge in order to focus instructional time on areas which still require some instruction and development. When students engage in curriculum compaction, they might spend some class time on an alternate, but related activity that uses existing content/skills in a more challenging manner. These activities might include webquests, research projects, creating models of a concept, or problem-solving activities. Given the support of co-teachers and paraprofessionals at TLC, there will be adequate supports to ensure that these students receive mentoring and support when engaged in an alternate activity.

STUDENTS ACHIEVING BELOW GRADE LEVEL

TLC will use a variety of data points to determine when students are performing below grade level, including state testing, SBAC interim assessments and NWEA MAP benchmark assessments, teacher observation and student work samples. In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, the following takes place:

1. Parents are informed of the student's academic standing within one week of identification.
2. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student receives supplemental support services within the classroom setting in our inclusive model, including small group and one-to-one instruction and support.
4. The student may be assigned an online remediation program to accelerate learning. Online learning may take place during regular classroom time or, for middle school students, during Individual Workshop time. Teachers will provide remedial tutoring through individualized and/or small group assistance during regular classroom time, as well as after school.

TLC staff will monitor student progress of those students substantially below grade level in the same way it monitors student progress for all of the school's students – captured in students' IIPs on the Illuminate platform, which are online and updated regularly. The plans are reviewed regularly by teachers during daily collaboration and PD time, and include key progress information, such as:

- standardized test scores;
- individual class assessment scores (formative and summative);
- specific academic interventions used or in process;
- student goals;

- teacher comments

Parents have access, as previously mentioned, to their child's IIP, which serve as key tools to engage parents in focused conversations around their child's progress and goals. Every student's classroom teacher (or Advisor, for grades 6-8) serves as the primary liaison for communication with that student's parent for these discussions.

Strategies to support students achieving below grade level will be embedded in everyday instruction, such as supplemental and/or small group instruction, station teaching, differentiated instruction to target each student's instructional level in literacy and math, and multiple means of representation, expression, and engagement described by the Universal Design for Learning (UDL) approach. In addition, ongoing assessment within the classroom will allow teachers to differentiate their curriculum and provide systematic instruction to build student skills to support students in progressing toward grade level standards. Students will also be provided with re-teaching opportunities through flexible grouping within each class. Students' standardized test scores and scores from benchmark assessments will be evaluated by teachers to determine exactly where the students are struggling in math and language arts, and strategies will be tailored to meet the needs in individual students. Subgroup progress is monitored by all general and special education teachers in collaboration with the EL Coordinator on an ongoing basis, and in monthly grade level progress monitoring meetings.

Beyond the approaches used within the school day, TLC will offer opportunities for additional support before and after school for struggling students. Team meetings to review IIPs for students achieving below grade levels occur each trimester, with Student Success Team (SST) referrals for students who continue to make insufficient progress following team meetings and interventions by the teachers.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

TLC will identify students classified as socio-economically disadvantaged or low-income through the information provided by parents on the federal lunch application. Every year, parents complete a new application for the National School Lunch Program and those families indicating they earn below the income eligibility are classified as socio-economically disadvantaged or low-income.

Based on demographics of the nearby schools, we anticipate that approximately 72% of TLC students will qualify for free or reduced lunch. Instructional strategies for meeting the needs of low socio-economic status students are often the same as those for all students, in terms of infusing the instructional program with as much expert teaching, personalization and individualized instruction as possible. To close the achievement gap many of our low socio-economically disadvantaged students face, TLC will offer a low student-teacher ratio through our co-teaching model, along with support personnel for intervention with struggling students. The progress of students identified as socio-economically disadvantaged will be monitored through benchmark testing, state testing, and grades in their classes.

We plan, budget permitting, to offer a quality before and after-school program that includes enrichment opportunities as well as tutoring and homework assistance. Thus, working parents that do not have childcare available can drop off their child(ren) as early as 7:30 a.m. and the students can remain on campus until 6:00 p.m., participating in a variety of clubs and activities based on student interest, such as gardening, sports, arts and more.

In order to meet the unique needs of the school’s low-income students, TLC also will provide families with information on where to receive free or reduced medical, vision, dental, and mental health care. In the event that students’ socioeconomic status prevents them from accessing recreational reading materials or technology at home, TLC will encourage those students to remain on campus after-school to use the computers and to borrow books from the classroom libraries to take home.

STUDENTS IN OTHER SUBGROUPS

As an inclusive learning community, TLC will offer a variety of support for students with extraordinary needs, such as foster and homeless youth. Our extensive intervention program provides several levels of guidance depending on the need of the student. As needed, referrals will be made to outside services to support students and families with crisis needs.

A TYPICAL DAY

Blending the curricular components discussed above takes dedication, time management and continuous collaboration. A single “typical day” does not capture the complexity of the model, though the table below provides a template of a typical day at TLC for a 1st grader. Following the table is a narrative of what a visitor to the school could expect to see.

Adjustments are made to the template as teachers adapt their classroom schedules to meet the needs of the students they serve; and to accommodate the movement of students to different areas of the campus at different times of the day, as is appropriate.

1st Grade Sample Schedule

Time	Subject	Description	Education Code Required Minutes
7:30-8:00	Certificated Personnel Collaboration Period Student Breakfast/Outdoor Play	Teachers meet in grade level teams with SpEd teachers and other instructional support personnel/contractors to discuss upcoming lessons, analyze student work samples, and to share instructional strategies Students begin arriving on campus as early as 7:30; breakfast is served and students are supervised by Aides as they play on the yard.	N/A
8:00-8:10	Line Up, Flag Salute, School-Wide Greeting	The school assembles in class lines and participates in the flag salute. Students are welcomed to the learning community by a school leader and then proceed to class to begin instruction.	N/A
8:10-	Morning Meeting	Students gather to review the schedule for the	20 minutes daily

8:30		day and note the date in the calendar, discuss news from home and engage in structured positive behavioral support exercises and Way of Council sessions.	
8:30-9:30	Math	Students engage in a mini-lesson followed by hands on learning activities connected to the state standards. Students participate in a short-course each year on Financial Literacy during this time period.	Students receive 60 minutes of Math instruction daily, Mon-Thurs, with 50 minutes on Friday early release day.
9:30-9:50	Nutrition/Recess	Students eat a snack, engage in supervised play on the yard and interact socially with peers.	N/A
9:50-10:50	ELA/Reader's and Writer's Workshop	Students engage in a variety of language arts activities as detailed above that stimulate a passion for literacy and instill in them confidence to be readers and writers.	Students will have 80-90 minutes of ELA/literacy instruction daily, including early release days.
10:50-11:40	Arts/P.E.	In Arts lessons 2-3 times weekly (Friday early release alternates between Arts and P.E.), students will participate in a rotating range of kinesthetic, visual, and auditory instruction in the arts. Students participate in physical education activities two to three times per week (Fridays alternate PE and Art each week).	Students will participate in arts instruction for 100-150 minutes weekly (with Friday early release sessions alternating with PE). TLC exceeds the physical education requirement of 200 minutes every ten days Education Code Section 51210(g)
11:40-12:20	Lunch/Recess	Students eat lunch and interact socially with peers.	N/A
12:20-12:50	ELD/Literacy	English Language Development: ELs receive quality curriculum-based ELD instruction and systematically develop "conversational" and "academic" language usage. Other students practice reading and literacy skills with leveled readers.	Students will have 80-90 minutes of ELA/literacy instruction daily, including early release days.
12:50-1:40	Social Science/History	Students participate in interactive project-based social science units that connect meaningfully with the English/ Language Arts and Math curricula.	Students will have 50 minutes of Social Science daily Mon-Thursday, with Social Studies alternating with Science each Friday early release day.
1:40-2:40	Science	Students participate in interactive project-based science units that connect meaningfully with the English/ Language Arts and Math curricula.	Students will have 60 minutes of Social Science daily Mon-Thursday, with Social Studies alternating with Science each Friday early release day.
2:40	Dismissal		

For ease of description, this day will be the typical day of a 1st grade classroom on a Tuesday.

7:30-8:00

Teachers and other Certificated Personnel at TLC are meeting to collaborate on the integrated instruction, student challenges and opportunities, and other matters impacting student learning. As students arrive at school they are greeted by caring staff members (Teacher Aides) as they enter the school campus; breakfast is served. Students with disabilities are playing and talking to students without disabilities and vice versa as students greet each other in the outdoor play area before school starts.

8:00-8:10

Students assemble in classroom lines in the outdoor play area and participate in a school-wide flag salute. The Principal greets the entire student body and says words of encouragement to the student body. The students then proceed to class; students who need assistance receive assistance.

8:10-8:30

The first graders reassemble in the classroom for a morning community circle (a review of the day's activities with the aid of a large picture schedule). As the teacher takes attendance students respond by saying "here," a child who does not use verbal communication hits a switch on his communication device to call out "here."

8:30-9:30

Students engage in a whole group math lesson focused on teaching the greater than/less than symbol. Mr. Spec Ed Teacher and Mrs. Gen Ed Teacher co-teach this activity. First they do a role play, then Mr. Spec Ed Teacher directs the students engaging in a cookie monster role play while Mrs. Gen Ed Teacher models use of the symbol on the white board. A child with severe disabilities is in the role play, holding one of the plates of cookies. The Teacher's Aide, at Mrs. Gen Ed Teacher's request, is observing and looking for strategies used to engage all students during whole group lessons. Next, students move to three small groups to do hands-on learning activities with the two teachers and a Teacher's Aide taking the lead with the centers. At Mr. Spec Ed Teacher's table he gets the small group activity going and then focuses his attention on providing direct instruction to a child with a moderate disability who is working on comparing two groups and deciding which is more, a slight variation from what the majority of the class is doing. A few students who have already demonstrated mastery are engaging in a computer activity.

9:30-9:50

Students move to the outdoor table area to enjoy a morning snack. Students of mixed abilities sit together at one table. Paraprofessionals circulate to monitor behavior and provide help. Some students have feeding needs that require support by a trained adult. This is done at a table with the child's peers. After eating students have time to check out recess equipment and play.

9:50-10:50

Students start Language Arts activities. At this time Mr. Spec Ed Teacher is next door co-teaching with Mrs. Next Door First Grade Teacher. Students begin at the rug by engaging in a kinesthetic activity designed to help them develop the phonemic awareness skills of segmenting and blending. Next children are introduced to a new sound card and listen to a silly poem that emphasizes the sound. Then students engage in a short whole group phonics activity designed to

teach children how to chunk words when reading. Finally students move to their desks where they work with a partner on dictation activities. Students with disabilities work with typically developing partners. Mrs. Gen Ed Teacher models for a Teacher's Aide how to facilitate peer support for this activity. At the conclusion of this activity students are called back to the rug and Mrs. Gen Ed Teacher begins reading from an oversized book. This lesson focuses on conventions of print as well as comprehension strategies. She begins by asking volunteers to identify the title of the book and the author and begins matching her oral words to printed words. During the reading the teacher models using comprehension strategies and encourages the children to use the strategies as well. Next students review new vocabulary from the story and add the new words to the story vocabulary wall. Then the teacher provides a mini-lesson on the next stage of the writing process and children move back to their desks to work on their stories. Mrs. Gen Ed Teacher pulls a group of four students to a table to provide them remediation and support on editing for capital letters. Mrs. Speech Therapist enters the room at her designated time and provides support to a child who receives LAS services. She works with him on articulation using words that he's written in his story. Some students' stories are quite lengthy while others only have five short sentences. The teachers have designed this open-ceiling activity to differentiate the curriculum.

10:50-11:40

It's Tuesday, so students will be working on their technology skills. (On Monday, Wednesday and Friday students participate in PE during this time.) The teacher is preparing the students to enter the computer lab. She reviews the names of the computer parts and communicates her expectations for behavior when the students are in the computer lab. Upon entering the computer lab students sit down and begin the activity, led by the Mrs. Gen Ed Teacher. Mr. Spec Ed teacher provides direct instruction to a student who uses a touch screen and modified accessible keyboard to engage the technology. In so doing he is also providing professional development to a paraprofessional (para) who is observing the instruction. After a few minutes he observes the para providing support to the student, offers feedback and moves on to circulate and support all of the students in the class. An OT is modeling for and collaborating with Mrs. Gen Ed Teacher on how to work with several students on developing the fine motor strength and skills needed to manipulate the mouse and access the touch screen or use the keyboard. One para is providing direct support to the child who accesses the computer using adaptive equipment and the other is circulating and monitoring the students to help prevent behaviors. All of the students are engaged in the activity and know what to do if they finish early.

11:40 – 12:20

Children eat their meals with their friends in mixed ability groups. Aides circulate to provide support. After 20 minutes a bell rings dismissing students from the tables. Children engage in a variety of play activities, some of which are facilitated by Aides.

12:20-12:50

During ELD/Literacy time, students move to different places on campus to work in small groups based on their areas of identified need or interest, combining with other 1st graders, or at times, Kindergarteners or 2nd graders. A teacher, paraprofessional, or administrator facilitates each group. Paraprofessionals that run groups implement activities designed by credentialed teachers. Mrs. Gen Ed Teacher has a small group of 1st grade students who are reading well above their

grade level. She is reading a chapter book with them and focusing on scaffolding their comprehension strategies. EL students are grouped based on their proficiency level and work with BCLAD or CLAD-certified General Ed Teachers (or in later years, TLC's EL/Literacy Coordinator), and receive engaging and intensive ELD instruction. The teachers will utilize SDAIE instructional approaches and individualized differentiation approaches to target students Zones of Proximal Development along their language acquisition pathway.

12:50 – 1:50

The first grade classrooms are in the midst of creating a 1st grade city in order to address many of the major first grade social studies standards. They are working in cooperative campaign groups to create campaign posters for those who have decided to run for mayor of the city. Paraprofessionals, Mr. Spec Ed Teacher and Mrs. Gen Ed Teacher are all circulating to monitor the progress of the groups. Next, students work on a 3D model of the city they are creating. Mrs. Art Teacher does a lesson on perspective and demonstrates by choosing smaller boxes to use for buildings that will be at the back of the model and larger ones for the buildings at the front of the model. Students then work to cover their boxes with tissue paper and starch. Mrs. Art Teacher and Mrs. Gen Ed Teacher collaborate momentarily on the best way for a child with an orthopedic impairment to participate in the activity. Mrs. Art Teacher provides direct instruction to the child with the disability. Mrs. Gen Ed Teacher circulates, providing feedback and monitoring behavior.

1:50-2:40

During Individual Workshop, the students are again divided into small groups based on need. One small group of students works on Chromebooks, engaged in interactive adaptive programs such as Lexia Core 5 and MobyMax, completing fun, image-filled games as they practice specific standards-aligned skills. Teachers will create "play lists" for each student based on his/her specific needs that week. A small group of three EL students works with an Aide to pre-learn vocabulary that will be used in lessons tomorrow. Mrs. General Ed Teacher tutors a small group of students on math, while Mr. Spec Ed Teacher works with a group of students in an extended version of that day's project-based learning activity, continuing to build the 1st grade city with students who need more time to complete the tasks for the day. Remaining students complete their homework for the evening, asking questions of the Aide or teachers as needed, or reading a chosen book from the leveled library.

2:40

Students are dismissed at 2:40. They know dismissal procedures and move to the pick-up gate or the after-school room where they have a snack and recess until the after-school program's tutoring and homework sessions start, following by a range of fun, engaging enrichment activities.

ELEMENT B – MEASURABLE PUPIL OUTCOMES

“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.” Ed. Code § 47605(b)(5)(B).

TLC will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. TLC will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

As a California charter school, TLC assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. The Charter School will adopt a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school’s vision and mission, based on the state and common core standards, state priorities, and our definition of an educated person in the 21st Century and the school’s goals. On an annual basis, the school will engage stakeholders to prepare the Local Control Accountability Plan Annual Update that details specific goals aligned with each of the state’s priorities, along with specific actions to realize each goal and fiscal allocations to support those efforts.

Our LCAP goals, actions, measurable outcomes, and measurements – aligned with the eight state priorities -- are included in Element A, above.

Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that TLC is an academic success and is achieving all of its overarching goals.

The Executive Director, Principal and faculty are accountable for the academic achievement and psychological well-being of students. The Executive Director and Principal (in initial years, a single position) are ultimately responsible for meeting target goals, and held accountable by the Board of Directors. The Executive Director and Principal are accountable for meeting applicable state accountability measures under the California State Dashboard, and any applicable federal accountability measures as may be developed.

Students will matriculate from TLC with a range of knowledge, skills, and attitudes that embody the school’s definition of an Educated Person in the 21st Century. TLC will pursue the following student outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including CA CCSS) and reflect proficiency measures required by the CAASPP, CAST and CAA assessments, as well as state priorities detailed in California Education Code § 52060(d).

Specifically:

- TLC schoolwide results on state assessments will meet or exceed the established growth target(s).
- CAASPP ELA and Math “Met/Exceeded” rates and annual growth rates will meet or exceed surrounding comparison schools, with a goal of 100% proficiency.
- Statistically significant subgroups will meet or exceed established growth targets and demonstrate a closing of the achievement gap.

In addition:

- English Learners will progress at least one level on the ELPAC each year.
- English Learner reclassification rates will meet or exceed the District’s reclassification rate.
- Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year.
- TLC will maintain at least 95% Average Daily Attendance.
- Suspension and expulsion rates will be lower than comparable surrounding schools in the District.
- Students will demonstrate a mastery of grade-level standards and designated outcome goals in the areas of English Language Arts, Mathematics, Science, Social Science/History.

These student outcomes are directly tied to the goal of providing students with a rigorous standards-based program while preparing them for a rigorous, college-preparatory high school.

In addition to the specific academic achievement goals detailed above, additional goals over the charter term include:

- TLC will realize a high teacher retention rate and high teacher satisfaction rate (>80%) as measure on annual surveys.
- TLC will demonstrate a high level of parent satisfaction (>85%) based on annual surveys.
- The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
- Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school’s vision and mission as demonstrated by balanced budgets that address the school’s priorities and successful external audits.

These goals and our progress toward goals communicated regularly with our entire school community via our website, meetings and newsletters sent home.

ELEMENT C – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES ARE MEASURED

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT TARGETS

All students will be expected to demonstrate appropriate developmental or age/grade level mastery of State standards. As an inclusion model school, it is important to note that in each core academic area, students will be expected to achieve outcomes appropriate to their development, age and grade level, based upon the goals in the IEP. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are generally expected of older students. Thus, although outcomes will be explicitly defined for each grade level in alignment with state standards, these will be adjusted according to students’ individual abilities and developmental levels.

At TLC, formative and summative assessments work hand-in-hand. Students will complete summative assessments (publisher and teacher-created) to demonstrate their mastery of content. Formative assessments are used as *part of the learning process*, where students (and teachers) see which strands and skills they have mastered and which they need to complete. Whether through ongoing assessments, or through teacher-designed rubrics, even our young students will learn to measure their own performance and progress as they move through the curriculum, including the Illuminate platform to track their own progress.

Our faculty will use a variety of assessments to measure individual students’ attainment of state content standards and the objectives of the curriculum. Students will participate in several formal assessments each year, including the NWEA MAP diagnostic assessments and SBAC Interim assessments. Official checklists and rubrics from the published curriculum programs and online resources will play a major role in teachers’ determination of student achievement of standards mastery. More informal assessment techniques will also play a major role including teacher observation, homework samples, written work, project-based rubrics and more.

As students become increasingly able to produce independent work samples such as journal entries, written reports, project work and presentations, these products will also be evaluated by teachers. By the end of the third grade we expect that most students will Meet/Exceed standards in ELA and Math according to the school’s identified assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and

checklists will provide the teacher, parent and student with feedback on student achievement and progress. As students progress towards middle grades, student evaluation will become more formal, including student-produced projects, final draft writing, science experiments and presentations of research. Portfolios and projects will be used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Students will be assessed in a summative manner in the form of quizzes, tests (both written and online), essays, research papers, presentations or projects.

Students who are working towards alternate achievement standards will also be actively assessed throughout the school year. Teachers will monitor these students' goals and progress by ongoing data collection, grade-level assignments modified to the student's instructional level, and performance rubrics designed around their specific IEP goals and the essential elements of the Common Core State Standards. In addition, students in grades 3-8 working toward alternate achievement standards also participate in the California Alternative Assessment (CAA) exam on an annual basis.

To make certain that the school's primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data will be analyzed among the school faculty during pupil-free professional development days.

The following chart illustrates the types of assessments administered by subject, grade level, and frequency. TLC affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a school accountability report card in accordance with Education Code Section 47605(b)(5)(C).

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	TK-8	Daily and /or weekly. Annually for formal testing regarding IEPs.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against IIP and IEP goals (as applicable)	TK-8	End of each unit

Assessment	Purpose	Grade	Administration Timeline
Writing Rubrics	Assess mastery of grade-level writing standards	TK-8	Daily and/or weekly
CAASPP – SBAC	State Criterion-Based Assessment in ELA and Math	3-8	Once a year
California Science Test (CAST)	State Assessment in Science	5, 8	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	3-8	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	K-8	Beginning, mid- and end-of-year
Woodcock-Johnson IV; Kaufman Test of Educational Achievement	Standardized assessments for students with special needs	K-8	Every three years or as requested as part of IEP process for students with disabilities.
Interim Comprehensive Assessments; Interim Assessment Blocks	Summative ELA and Math assessment of mastery	3-8	At end of units of study per curriculum
DIBELS/DRA	Reading Assessment	TK-1	Beginning and end of year
ELPAC	Measure English language acquisition	TK-8	Upon enrollment; twice annually for all ELs
Physical Fitness Test (FitnessGram)	Comprehensive state physical fitness exam	5, 7	Once a year
School-designed rubrics/report cards re: habits of learning and behavior	Assessment of learning habits and psycho/social development/behaviors	TK-8	Each trimester

In addition to providing teachers and school faculty with information regarding student progress towards mastery of state standards and IEP goals, ongoing formative assessment of student learning is a crucial element of both Differentiated Instruction (DI) and Universal Design for Learning (UDL) approaches, and is therefore essential to instruction at TLC. Formative assessment enables teachers to attune and individualize instruction based upon the particular needs and goals of students, as formative assessments provide specific information on students' individual challenges, strengths, and learning needs related to progress towards content mastery day-to-day. Both DI and UDL approaches guide teachers to embed formative assessments within

lessons and learning activities through the use of tools such as Exit Tickets, Strategic Questioning, Graphic Organizers, and Collaborative Activities. These formative assessment strategies allow teachers to check for understanding and gather direct (formal or informal) evidence of learning for students to drive instructional decision-making moving forward, creating an ongoing cycle of formative assessment to inform instruction that meets the particular needs of all students at TLC.

DATA ANALYSIS AND REPORTING

TLC will utilize the highly customizable and integrated Illuminate management system to track and monitor students' progress on classroom and state standardized assessments. Illuminate will include student information such as registration, attendance, demographics, emergency contacts and more. We will also utilize Illuminate to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including school-wide and subgroup analyses. While the Principal has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive intensive training on student achievement data and effective usage of Illuminate.

The Executive Director, Principal and faculty, also using the tools listed above, will monitor and support the academic achievement and psychological well-being of the students, with the Board of Directors ultimately responsible for the school's achievement. As stated previously, the Principal will be held accountable to the Board of Directors for student outcomes, as well as any federal and/or state accountability metrics.

The Administrative leadership collects and synthesizes schoolwide and grade level data together with teachers as well as conducting a separate analysis among the administrative team to examine the instructional program from a big picture perspective. On an annual basis, specific annual goals such as those set in the LCAP are evaluated and new goals are set based on data. This analysis allows the administrators to determine professional development, determine needed refinement of the instructional program, intervention, and to determine adequacy of curricula, and to utilize as a component of teacher evaluation.

During each summer's professional development and planning sessions, teachers will spend time evaluating results – both aggregated and disaggregated – from prior year's assessments (where available for students returning to TLC from the previous year) to evaluate program effectiveness and use the data to guide curricular development. This essential assessment data is used to inform instruction and professional development. NWEA MAP and other benchmark testing results also play a key role in the development of IIPs, which are evaluated and reviewed three times a year during staff development.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Portfolios and Student-Led Conferences

As another form of authentic assessment, each student will keep a Progress Portfolio with samples of their work collected throughout the year on identical or parallel assignments in all

content areas, to show their levels of improvement. The Progress Portfolio will also include student reflections on their own work. Teachers will use rubrics for evaluating the portfolios each trimester to capture not only the quality of the work, but also the quality and thoughtfulness of the students' reflections. Students present their portfolios to family members through a "Student -Led Conference" format at the end of the year as a means for communicating achievements in each curriculum area.

Teachers will formally report student progress to parents each trimester using progress reports. During the summer prior and into the first month of the school's operation, the Executive Director/Principal will work collaboratively with the instructional team to design the instrument, policies and procedures that are used to report student progress (each summer, as the school adds an additional grade level, these forms and procedures will be updated and revised based on feedback from the prior year and needs for the new grade level). All instructional staff will receive detailed training about the preparation of these reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement is evaluated against state standards and the school's stated outcomes and reflects student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, teachers include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child's parent by phone. Before March 1 of the current year, the child's teacher will consult with the Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made. As needed, the SST will convene a meeting to determine whether assessment for special education services is needed.

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. This retention folder would include: Parent notification letters (Fall/Spring), End of the School Year promotion/Retention determination letter, and if applicable a Justification for Promotion letter. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

ELEMENT D – GOVERNANCE

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

GOVERNANCE STRUCTURE

TLC will be a direct-funded independent charter school operated as a California non-profit public benefit corporation with pending 501(c)(3) designation by the IRS. TLC will be governed by the TLC Board of Directors (“Board”) in accordance with the Charter Schools Act, California Nonprofit Public Benefit Corporation Law, the TLC corporation’s Bylaws, and the terms of this charter. TLC shall comply with the Brown Act and the Public Records Act. Copies of the TLC Articles of Incorporation, Bylaws and Conflict of Interest Code are in Appendix B. Given that TLC is operated as a nonprofit public benefit corporation, and as provided in its Bylaws, this corporation cannot operate any other charter schools or enterprises unless and until TLC obtains approval of a material revision of this Charter to expand the corporation’s purpose.

TLC shall operate autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as may be negotiated between the District and TLC. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of TLC, nor will the District be liable for claims arising from the performance of acts, errors, or omissions by TLC as long as the District has complied with all oversight responsibilities required by law.

On or before February 15, 2018, the TLC Bylaws shall be revised as necessary to make them consistent with the provisions of this Charter. The revisions to the Bylaws shall also clarify the role and requirements of the corporate officers. All of the corporate officers shall serve in a volunteer capacity and shall not be compensated for their services as an officer. The TLC Executive Director shall serve as the President of the corporation, but no other TLC employees shall serve as corporate officers. All of the other officer positions may be filled either by members of the Board or other volunteers, with a preference for non-Board members in order to ensure that the Board has oversight over the officers. The roles and duties of the officers are as established in the Bylaws and in any resolutions adopted by the Board of Directors.

TLC and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Nonprofit Corporations Code, and all laws controlling charter schools. TLC, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, including the Public Records Act (Government Code section 6250 *et seq.*), the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq.*), the Brown Act (Government Code sections 54950 *et seq.*), and the requirements described at Government Code Section 1090 *et seq.* and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. TLC shall not have any employees on its Board of Directors. By the terms of its Charter, TLC is obligated to comply with the requirements of the Public Records Act, the Brown Act,

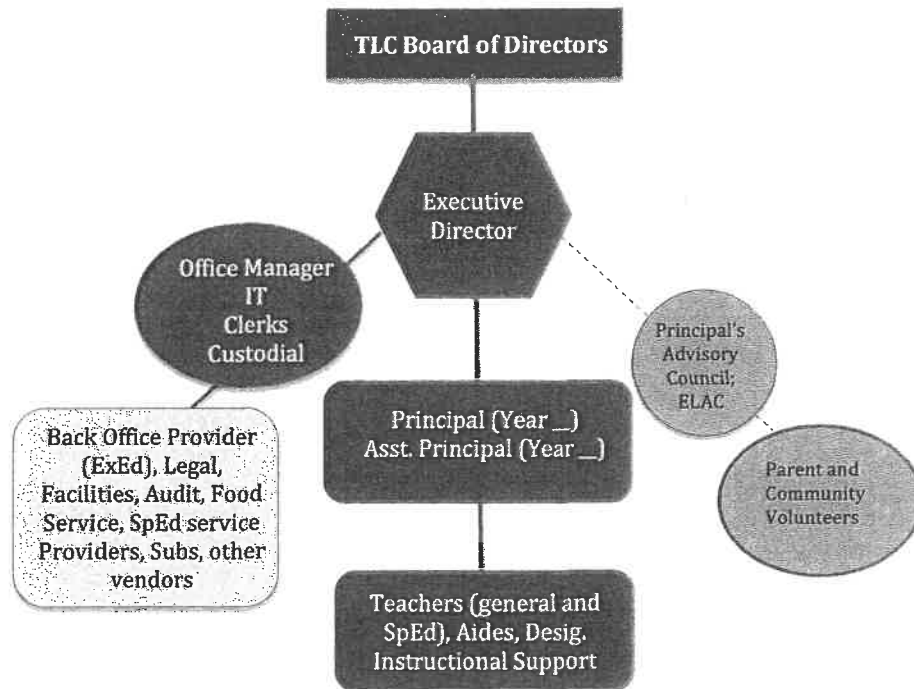
Government Code Section 1090 *et seq.* and the Political Reform Act to the same extent as if TLC were a noncharter California public school district, regardless of any arguments regarding the applicability of those laws to California charter schools. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the District and Charter School agree to comply with the updated law or decision.

TLC has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. TLC shall review, revise and maintain that Code as current throughout the term of the Charter, and shall require all affected TLC officers, employees, representatives, consultants, and governing board members to comply therewith.

TLC shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC), as applicable to the Charter School.

In the case of a conflict between the requirements of this Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of this Charter. By February 15, 2018, the Bylaws shall be revised as necessary to provide that in the case of such a conflict TLC's Board of Directors shall take prompt action to revise the Articles or Bylaws to make them consistent with the requirements of the Charter or seek a material revision to the Charter to make the Articles, Bylaws, and Charter consistent. Should the provisions of the Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of TLC, the provisions of the Charter shall prevail.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

Board of Directors

The Board of Directors is fully responsible for the operation and fiscal affairs of TLC, including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director and Principal;
- Approve contractual agreements in excess of \$10,000 and include and maintain in TLC's Fiscal Policies & Procedures a process for the disbursement of all funds, including contracts and expenditures of less than \$10,000, including procedures at least as secure as those set forth in the Draft Fiscal Policies & Procedures in Appendix C, which shall include checks and balances to protect against misuse of TLC funds and shall require a written contract and/or itemized receipt for any and all expenditures in excess of \$10 and shall specify that, at each regular Board of Directors meeting TLC's back office services provider will present TLC's check register and financials dashboards and budget-to-actual variance analysis during public session;
- Approve and monitor the implementation of general policies of the Charter School including effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the annual budget, budget revisions, and monthly cash flow statements;

- 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;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Recruit and appoint new Board members and provide orientation training;
- Evaluate the Charter School's effectiveness by monitoring student performance on the basis of measurable outcomes;
- Ensure that the School Academic Report Card (SARC) and Local Control and Accountability Plan (LCAP) are prepared annually;
- Review requests for out of state or overnight field trips;
- 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 District for consideration;
- Approve annual independent fiscal audit and performance report; and
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within the Appendices. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Executive Director (in Years 1-3, the Executive Director/Principal will be a single position until a separate Principal is hired in Year 4)

The Executive Director serves as the operational and educational leader of TLC. The Executive Director shall be responsible for the direction of TLC and its relationships with stakeholders (e.g. community members, parents, students, teachers, staff, donors, District, etc.) and leadership of the organization's development efforts.

The Executive Director 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;
- Guide the Charter School toward the fulfillment of its vision and future goals;
- Communicate with and report to the Board of Directors;
- Oversee implementation of organizational policies established by the Board of Directors;
- Oversee all finances and take actions to ensure financial stability and accurate financial records;

- Manage and/or oversee all daily school operations in collaboration with the Principal, including student recruitment and admissions, facilities, food services, front office, school scheduling, etc.;
- Oversee the Principal and monitor the school's instructional accountability;
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal;
- Oversee operational systems such as student records, teacher records, teacher credentialing, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote the Charter School in the community, encourage positive public relations and interact effectively with media;
- Take an active role in fundraising and grant writing for the Charter School;
- Ensure compliance with all applicable state and federal laws;
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District as needed; and
- Present the independent fiscal audit to the Board of Directors, and, after review by the Board of Directors, present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education.

In Collaboration with TLC Principal, is Responsible for:

- Daily school operations and maintenance of facilities.
- Instructional program and student achievement.
- Operating Budget; Overseeing financial operations including state funding and reporting to state and sponsoring district.
- Evaluation of staff effectiveness.
- Guiding professional development for staff and faculty.
- Providing effective communication with the community, families and community partners.
- Overseeing and reporting on grants.
- Overseeing charter renewal process along with the Principal.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to another appropriate employee.

Principal (Hired Year 3; in Years 1-2 this role will be assumed by the Executive Director)

The Principal will be the instructional leader of the school. The Principal will ensure that the curriculum is implemented in order to maximize student learning experiences and be responsible for the orderly day-to-day operations of TLC and the supervision of all employees at the school site. Responsibilities will include, but are not limited to, the following:

- Plan, direct, implement and evaluate the instructional program of the Charter School;
- Oversee and plan professional development and coaching for teachers and staff;

- Monitor the school's instructional accountability, including collecting, analyzing, and reporting school and student performance data to develop school priorities and to drive decision-making;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;
- Recruit, hire, train, coach, evaluate and if needed, discipline or terminate all teachers and staff;
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations;
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English Learners, foster youth, low income students, gifted and talented students, and students with disabilities;
- Prepare the annual Local Control Accountability Plan with stakeholder input;
- Oversee school wide testing;
- Prepare the school's master schedule and summer school schedule;
- Assist the Executive Director in meeting state and federal mandates and to ensure instructional monitoring and compliance needs;
- Take responsible steps to secure full and regular attendance of students enrolled in accordance with policies established by the Board of Directors;
- Promote the Charter School in the community;
- Oversee student services, extracurricular activities, and all school athletics;
- Organize, assist, and implement the school's safety plan and ensure compliance with mandated child abuse reporting; and
- Manage the school physical plant.

As detailed throughout this petition, in our initial phase of operations, the Executive Director will also assume the role of Principal until a designated Principal is hired in Year 3:

Dr. Jessica Tunney, Founding Executive Director/Principal

Dr. Tunney is an accomplished educator with more than 20 years of varied experience in the field of education as a general education teacher, special education teacher, professional development leader and coach, university teacher educator, and educational researcher. With funding support from the Thompson Family Foundation, Dr. Tunney is spending the 2016-17 school year as a Principal Fellow at CHIME SCS, working collaboratively with the school's leadership team in all aspects of operations and the educational program as she also works to develop and build TLC. Throughout the first two years of TLC's operation, Dr. Erin Studer, CHIME SCS's Executive Director, will continue to mentor and coach Dr. Tunney as she develops expertise in administrative oversight, school finance and accounting, governance, daily school operations, and the instructional plan of the school.

After earning a Master's degree in Special Education from Bank Street College of Education in New York City in 1999, Dr. Tunney began her career in education as a classroom teacher and early literacy specialist at P.S. 321 in Brooklyn, New York. Starting in 2006, Dr. Tunney taught for three years at CHIME SCS in Los Angeles as a 4th grade general education teacher in an

inclusive classroom. Throughout her time in the classroom and in the years that have followed, Dr. Tunney has designed professional development curricula and worked as a professional development leader and coach, supervising and coaching teachers at several public and private schools on topics including differentiated instruction and universal design for learning, neurodevelopment and neurodiversity in heterogeneous classrooms, and professional learning community inquiry work for ongoing improvements in teaching. After earning a Ph.D. in Education at the University of California, Irvine (UCI) in 2016, Dr. Tunney took on work as an instructor in the Master of Arts in Teaching (MAT) program at UCI where she taught courses for elementary and secondary candidates on topics including advanced learning theory, teacher inquiry, and teaching special populations in general education classrooms.

Complete job descriptions and required qualifications for all staff positions are included in Element F.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

COMPOSITION OF THE BOARD

The Board of Directors shall be composed of no less than five (5) and no more than eleven (11) directors, unless changed by amendment to the bylaws. Any revision of the bylaws to change the authorized number of directors shall constitute a material revision to the Charter, so shall not be undertaken unless and until such material revision is first approved by the District Board. However, should the District avail itself of the right to have a representative serve on TLC's Board of Directors, TLC may amend its bylaws to increase the number of Directors by one if necessary to maintain an odd number of directors, and such revision will not constitute a material revision to the Charter, but TLC shall provide written notice of such revision to the Superintendent within two business days. TLC shall endeavor at all times to maintain an odd number of Directors.

No employees of TLC will serve on the Board and no persons serving on the Board may be an "interested person" as specified in the bylaws. At least one (1) member of the Board shall be a parent of a student who currently attends the school. TLC's Bylaws shall be revised by February 15, 2018, to specifically provide for the parent Board member position and selection process. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors.

The District shall be entitled to a single representative on the Board of Directors and the District, at its discretion, shall appoint the District representative, but it will be within the District's sole discretion whether or not to appoint such a representative at any time. Any District representative shall serve solely at the District's discretion and shall have no limit on the number of consecutive or total terms s/he may serve. By February 15, 2018, the corporate Bylaws shall be revised as necessary to specify that no restrictions on the appointment, qualifications, service, removal, or limitations on the number of terms or consecutive terms applicable to other members

of the Board of Directors shall apply to any District representative appointee, and such appointee shall serve at the pleasure of and be removed only by the action of the District Board or designee. Further, any District representative shall be a full, voting member of the corporate board of directors and the corporate Bylaws shall not include any restrictions or limitations on the authority of any District representative except the Bylaws may specify that the District representative may not serve as an officer of the corporation. Should the District exercise its option to appoint a representative, the TLC Board may choose to expand the number of directors by one in order to maintain an odd number of directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years (renewable on mutual consent of the Director and the Board) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be two (2) seats for a term of two (2) years and one (1) seat for a term of one (1) year.

The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Amy Hanreddy, Ph.D	2018
Jody Guarino, Ed.D	2019
Susan Toma-Berge, Ed.D	2019
Gina Plate	2018
Megan Cosier, Ph.D	2019
Don Thompson	2019

Dr. Meghan Cosier, Board Chair, Associate Professor and Coordinator, Master of Arts in Teaching Program, Attallah College of Educational Studies, Chapman University

Dr. Cosier teaches courses in special education and education research methods, with a focus on preparing future teachers to be change agents in their schools and communities. She began her career teaching in public schools as both a general and special educator. Since 2008, she has been on the faculty and has supervised student teachers at Syracuse University, Trinity Washington University and Chapman. Her research has focused on inclusive education and the preparation of teachers to work with students and families experiencing homelessness. Her scholarly work has been published in journals including *Remedial and Special Education* and *Review of Disability Studies*. In addition to serving on numerous university committees and, she served on the Board of Virginia TASH (The Association for Persons with Severe Handicaps) and was Co-President of the Board in 2016-17. Dr. Cosier has also served on two public charter school Boards. Dr. Cosier earned a Bachelor’s in Elementary and Special Education from the University of New Mexico, a Master’s in Curriculum and Instruction from San Diego State University, and her Ph.D. in Special Education from Syracuse University, where she was awarded the All-University Doctoral Prize for Outstanding Dissertation Research. She also has earned a Multiple Subject General Education Teaching Credential [K-8] (California) and Level II-Education Specialist Teaching Credential-Mild/Moderate (California).

Dr. Jody Guarino, Board Chief Financial Officer, Mathematics Coordinator, Orange County Department of Education

As Mathematics Coordinator for the Orange County Department of Education, Dr. Guarino develops, implements and assesses resources, curricula, and professional development for Common Core State Standards in the area of Mathematics. She provides technical, advisory, and consultative services to school districts in Orange County and serves as liaison with the California Department of Education and other agencies. Dr. Guarino also teaches undergraduate and graduate level courses at the University of California, Irvine School of Education and has been awarded and helped administer numerous major grants, and published and presented extensively.

Dr. Guarino has spent more than twenty years in education, working with early childhood through graduate students. She has been a classroom teacher, district mentor, teacher on special assignment, and administrator. Working at district, state, and national levels, Dr. Guarino has developed and implemented research-based professional learning with pre-service and in-service teachers across the country. She also works with national organizations including Student Achievement Partners, Illustrative Mathematics, Smarter Balanced Assessment Consortium, and New Leaders in developing and reviewing curriculum. She collaborates with teacher educators across a variety of settings to understand and support the specialized content knowledge (SCK) needed for teaching. Dr. Guarino is a National Board-Certified Teacher with an Early Childhood Generalist Certificate. She holds a Doctorate in Educational Leadership from Azusa Pacific University, a Master of Science Degree in Education from California State University at Fullerton, and a Bachelor of Arts Degree in Communications and Sociology from the University of Southern California.

Dr. Amy Hanreddy, Assistant Professor of Special Education, Moderate/Severe Disabilities Department of Special Education, California State University, Northridge (CSUN)

Dr. Hanreddy teaches courses related to inclusive and collaborative educational practices that benefit all students, as well as classes specifically designed for candidates in the moderate to severe Special Education Credential program at CSUN. Dr. Hanreddy is particularly interested in strategies that allow students with significant disabilities access to meaningful instruction in academic (core) content in the context of typical (general education) settings. Dr. Hanreddy has been a (National Board Certified) special education teacher in a traditional school district and at CHIME SCS, where she also served as the Director of Curriculum and Instruction for three years and as the Interim Executive Director from 2010-2011. In her administrative roles, Dr. Hanreddy maintained responsibility for hiring and negotiation of contracts with teachers and related service providers, for selection and procurement of curriculum, for oversight of the quality of the instructional program of the school, and for the evaluation of staff. In her role as the Interim Executive Director at CHIME SCS, she was also responsible for forecasting and maintaining the school's annual budget, collaborating with and supporting the work of the Board of Directors, and making adjustments to school staffing and programs to maintain a balanced budget.

Dr. Hanreddy has presented at state, national, and international conferences on topics related to inclusive education and meeting the needs of students with moderate to severe disabilities, special education in charter schools, and collaborative service delivery. She is also the former co-president of Cal-TASH, a statewide disability advocacy organization. She has served as the Project Coordinator for two million-dollar grants and also has worked as a grant evaluator.

Dr. Hanreddy earned her Ph.D. in Education with an emphasis in Disability Studies from Chapman University, where she was awarded James L. Doti Outstanding Graduate Student in 2013.

Gina Plate, Senior Vice President for Regional Advocacy, California Charter Schools Association (CCSA)

Ms. Plate oversees the regional advocacy work between districts and charter organizations for the California Charter School Association, which serves over 1,000 charter schools throughout the State of California. Prior to this role, Ms. Plate led the Special Education work for CCSA for eight years as the Sr. Advisor for Special Education, providing guidance and technical assistance to charter schools throughout the State. Ms. Plate also currently serves as Education Policy Advocate for the California Alliance of Child and Family Services, where she advocates on behalf of foster youth statewide and provides technical assistance to membership in the area of special education. Ms. Plate has more than 25 years of experience in the field of special education, with both a multi-subject teaching credential and an Education Specialist Credential. For 15 years, Ms. Plate worked at Seneca Center for Children and Families, first as a Special Education teacher, then Assistant Principal, then Principal, and finally as Director of Education. In the latter role, she oversaw all education services within agency, including curriculum development, IEP review, funding model assessment and more, and supervised principals of non-public and public based programs.

Ms. Plate is the Chair of the California Advisory Commission on Special Education September (appointed by Governor Brown), and a member of the California Statewide Special Education Task Force. She serves on the Board of the Seneca Family of Agencies and has charter school governance experience as a Board member of MultiCultural Learning Center Charter School in Los Angeles. Ms. Plate earned her Bachelor's and Master's in Special Education at the University of San Diego.

Don Thompson, Executive Director, The Thompson Family Foundation (Foundation)

Mr. Thompson oversees the work of The Thompson Family Foundation, which supports organizations that provide effective, impactful programs that serve as best practices to the local community and beyond. The Foundation is especially focused on supporting non-profits that make a positive, meaningful difference in the in the lives of the underserved and disadvantaged children, youth and families. The Foundation has played a key role in founding autism centers in Missouri and in Orange County, California. Both Centers have achieved national prominence in the field of autism as they treat thousands of patients on an annual basis.

Prior to co-founding The Thompson Family Foundation, Mr. Thompson spent over 30 years in the commercial real estate business with Trammell Crow Company / CBRE where he supervised a staff of professionals and led the delivery of all real estate services in the Kansas City area.

Dr. Susan Toma-Berge, Board Secretary, Coordinator, Multiple Subject MAT Credential Program, University of California, Irvine (UCI)

Dr. Toma-Berge is responsible for supporting student teachers at UCI, including interviewing potential candidates and placing them in student teaching settings and monitoring students' fieldwork and coursework. For 10 years she also has been a lecturer in the School of Education,

focused on teaching practice. As the program coordinator at UCI, she works directly with UCI faculty to support program alignment to the CA Teacher Performance Expectations and CTC Program Standards. She participates in the hiring of program faculty and recruitment efforts for potential students. Dr. Toma-Berge has built partnerships with local school administrators to provide her candidates with opportunities to develop their teaching. She previously worked for the CalStateTEACH program as a lecturer and supervisor of student teachers for seven years. Her career began in the Los Angeles Unified School District (LAUSD) as a bilingual elementary school teacher for students acquiring English. Dr. Toma-Berge has charter school governance experience through her service on the Board of Director of the Journey Charter School in Capistrano Unified School District (CUSD). As the Board secretary and later, Vice President, she advised the school director on decisions related to budget, staffing, curriculum and operations.

Resumes for the Board members and Founding Executive Director/Principal are included in Appendix A.

The existing Board of Directors shall designate all other directors, except for the District representative (if any). Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. As specified in the bylaws, the Board Chairman will appoint a committee to designate qualified candidates for election to the Board of Directors.

In recognition of the need for diverse voices and expertise on the Board, there will be a consistent attempt to recruit Board members that will ensure sound oversight of the fiscal, operational, and instructional practices of the school, including individuals with experience in business management, law, finance, education, governance, administration, facilities, and community relations.

Threshold screening criteria for all prospective members of the Board will be a demonstrated understanding of the mission and vision of TLC and a strong commitment to serving the school's students. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfilling all Board responsibilities, including a willingness to routinely attend Board meetings and participate actively in oversight of the school. New Board members will go through an initial orientation to their responsibilities as Board members and effective charter school oversight.

The Board will seek appropriate training and other resources for continuous improvement of performance, both as a full Board and individually. Such training may include full-Board training sessions with experts familiar with charter school governance, finance, and more.

GOVERNANCE PROCEDURES AND OPERATIONS

Notwithstanding any provisions in the Bylaws to the contrary, TLC shall have only one corporate office, and no branch or subordinate offices, and the office shall be within the boundaries of the District, and the District boundaries shall serve as the jurisdiction of TLC for purposes of the Brown Act. The Board of Directors shall meet at least monthly during the school

year (August to June), and all such meetings shall be held within the boundaries of the District and in accordance with the Brown Act. Additional meetings may be called as necessary and shall comply with all of the provisions of the Brown Act. At an annual meeting the Board shall set the calendar for upcoming Board meetings for the year and publish the schedule via the school's website. Agendas for regular meetings shall be published in advance containing a brief general description of each item of business to be transacted or discussed at the meeting and distributed to each member of the Board of Directors, and posted near the entrances of the TLC campus, at the entrance of the TLC main office, and on the TLC website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings shall be posted in the same manner as regular meetings at least 24 hours before the meeting.

The Board of Directors attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum conflicts of interest, the Brown Act, charter school finance and charter school compliance and accountability. Founding Directors will also attend professional development for board members on best practices, responsibilities, and fiduciary requirements for board members of a California non-profit operating a public charter school. Initial professional development for the Founding Board of Directors will be no less than eight hours of training, which will occur prior to July 1, 2018. In subsequent years, Board members will be provided with four hours of additional on-going professional development on legal updates, board best practices, Brown Act, and board development on an annual basis. Any new Board members or new Executive Director will be given initial guidance on the Brown Act and conflicts of interest (including the Political Reform Act and Government Code Section 1090) and their obligations pursuant thereto within 10 business days of their selection/election to the Board or employment and will receive training on these topics within one month of their selection/election to the Board or employment.

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of the District, that all votes are taken by roll call, and other proscribed requirements for teleconference participation are met, as detailed in the bylaws and required by the Brown Act.

The Board of Directors may, by resolution adopted by a majority of the directors then in office, create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board and in accordance with the bylaws.

The Board may also, by resolution adopted by a majority of the directors then in office, create one or more advisory committees composed of directors and non-directors to serve at the pleasure of the Board. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings.

The TLC Board, and all other “legislative bodies” of TLC, as that term is defined in the Brown Act (including appropriate committees), shall hold meetings only in accordance with the requirements of the Brown Act, including, but not limited to, the agenda posting requirements, including concurrent posting on the TLC website. All approved meeting minutes will be posted on the Charter School’s website.

On or before February 1, 2018, TLC shall amend its Bylaws to specify that the Corporation shall have no members within the meaning of Corporations Code Section 5056, whether voting or non-voting.

TLC shall provide written notice to the District Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the TLC Board. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to TLC’s governance structure or Charter, TLC may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should TLC adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s). TLC’s Bylaws shall be amended by February 1, 2018, to specify these requirements for amendments thereto.

STAKEHOLDER INVOLVEMENT

Parents will be involved in decision-making in regard to the overall school program in the following ways:

- Parent representation on the Principal’s Advisory Council. The Advisory Council will meet monthly to advise the Principal on school policies, resource allocations and other matters, assist in the development of the School Safety Plan and annual LCAP. The Council is advisory in nature, with decision-making authority retained by the Principal and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors. The Principal's Advisory Council will be an informal group made up of stakeholders from the school community, including parents, teachers, and non-certificated staff. Council members will be selected by the Principal from a list of nominations submitted by each stakeholder group. The Council will provide feedback to the Principal, act as a "sounding board" for the Principal, and give advice and technical assistance as requested by the Principal regarding the operation of the Charter School.
- Parent participation in the school’s English Learner Advisory Committee (ELAC), as applicable (if TLC enrolls 21 or more EL students).
- Parent participation in the Parent Association, as described below.
- Parent attendance at Board meetings and engagement in the annual goal setting and reflection process for the annual LCAP.
- Parent completion of annual surveys, with incentives offered to generate full participation.

All parents of enrolled students are invited to be members of the TLC Parent Association. The Parent Association will facilitate open communication among the entire TLC community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming. Meetings will feature updates on committee work, parent education events conducted by TLC staff and outside guest speakers, and opportunities for open discussion and mutual support. The TLC Parent Association will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the TLC Parent Association will be elected by the membership each spring to serve the following year (in the first year, the election will take place in the fall). The TLC Parent Association leaders will collaborate with the Principal and staff to maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Assisting during school celebrations and events
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service as “Class Parent”
- Coordinating and chaperoning field trips
- Assisting with fundraisers
- Assisting in the office

While all parents will be encouraged to volunteer to support the school and help foster a strong community, volunteerism is not mandatory at TLC and no child will be excluded from the school or any school activities due to the failure of his or her parent or legal guardian to volunteer.

In addition, TLC will strive to ensure frequent and comprehensive home-school communications. TLC will use a variety of means to communicate effectively with parents, including, but not limited to:

- Illuminate access to communicate academic progress
- TLC Website
- Monthly coffee meetings with the Principal
- Parent and Student Orientation for all families in August, prior to the school start
- Progress Reports shared three times per year with formal report cards at the end of each trimester.
- Parent/Teacher Conferences 2 times per year

Parents, students and staff will use Illuminate, a schoolwide system that allows ready access to students’ attendance, grades, and teacher assignments. We believe that the parent portal will transform the collaborative process among parents and teachers, enabling them to focus on the crux of the student information system - student performance and achievement.

Parents and students will be invited to parent education workshops on topics of interest to families.

As detailed in Element A, TLC will engage all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting, and resource allocation.

ELEMENT E – EMPLOYEE QUALIFICATIONS

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

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(1) and the applicable provisions of federal law. All teachers at TLC will be required to have credentials equivalent to those required by the District as applicable and required by law for Core and College-preparatory courses. TLC’s core and college preparatory classes are English Language Arts, math, science and history/social science.

TLC prohibits discrimination and harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. TLC is a School of Choice and no employee will be forced to work at the Charter School. TLC will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all State and federal laws concerning the maintenance and disclosure of employee records. TLC will comply with all State and federal mandates and legal guidelines relative to ESSA.

EMPLOYEE POSITIONS

Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. The comprehensive job descriptions and compensation structure are based on the job duties and work bases as outlined in individual employee contracts. TLC anticipates the following staff in the first year of operations (2018-19):

- Executive Director/Principal
- General and Special Education Teachers
- Designated Instructional Services (contracted hourly)
- Para-educators/Aides
- Office Manager
- Office Assistant (part-time)
- IT Coordinator (part-time)
- Custodial

QUALIFICATIONS OF EMPLOYEES

EXECUTIVE DIRECTOR (DUAL ROLE AS PRINCIPAL IN YEARS 1-2; DESIGNATED PRINCIPAL HIRED IN YEAR 2)

The Executive Director reports directly to the Board of Directors and supervises all Charter School operations in accordance with the approved charter and Board policies. Serves as the leader of the TLC Charter Schools and assumes responsibilities for the direction of the instructional program, the public image of the organization, and the operation of the school plant. Although the Executive Director may delegate appropriate powers and duties so that operational

decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and establishes administrative regulations as needed to manage the Charter School.

Qualifications:

- An earned Master’s Degree from accredited college or university.
- Evidence of successful administrative experience.
- Teaching and/or supervisory experience in educational programs serving students and their families; five years of full-time teaching service preferred.
- A Teaching Credential or its equivalent preferred.
- An Administration Credential preferred.
- Demonstrated track record to quality education and creative approaches to program management, development and implementation.
- Demonstrated commitment to working with diverse students and families.
- Demonstrated knowledge of evidence based curriculum for grades K-12.
- At time of appointment, the successful candidate, if not a U.S. citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States.

Knowledge, Skills, Abilities, and Personal Characteristics:

- Understanding of the TLC philosophy and approach to inclusive education.
- Knowledge of and ability to recognize and implement the impact of the TLC Charter Petition(s), policies, handbooks, and applicable state and federal laws and regulations.
- A commitment to TLC’s mission and vision and to working collaboratively with staff, parents and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Understanding of and sensibility towards a diverse, multi-cultural, all ability population of students and experience conducting parent/community outreach.
- Knowledge of the relationship between the Charter School, the authorizing district, the state and federal agencies.
- Knowledge of evidence-based practice for K-12 curriculum, teaching and management techniques, with a focus of achieving basic and advanced academic performance for all students.
- Knowledge of and skill in effective budgetary processes and school finance.
- Ability to establish and maintain cooperative working relationships with community at large, including potential donors and TLC community/stakeholders: staff, faculty, parents, Board, Chapman University, and District.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school’s program.
- Ability to integrate TLC Institute’s vision in order to build on and develop its educational program.
- Entrepreneurial ability to manage change and be responsible to community needs.
- Ability to motivate and lead individuals and groups.
- A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation.

Responsibilities:

These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Guide the Charter School toward the fulfillment of its vision and future goals;
- Communicate with and report to the Board of Directors;
- Oversee implementation of organizational policies established by the Board of Directors;
- Oversee all finances and take actions to ensure financial stability and accurate financial records;
- Manage and/or oversee all daily school operations in collaboration with the Principal, including student recruitment and admissions, facilities, food services, front office, school scheduling, etc.;
- Oversee the Principal and monitor the school's instructional accountability;
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal;
- Oversee operational systems such as student records, teacher records, teacher credentialing, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote the Charter School in the community, encourage positive public relations and interact effectively with media;
- Take an active role in fundraising and grant writing for the Charter School;
- Ensure compliance with all applicable state and federal laws;
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District as needed; and
- Present the independent fiscal audit to the Board of Directors, and, after review by the Board of Directors, present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education.

In Collaboration with TLC Principal, is Responsible for:

- Daily school operations and maintenance of facilities.
- Instructional program and student achievement.
- Operating Budget; Overseeing financial operations including state funding and reporting to state and sponsoring district.
- Evaluation of staff effectiveness.
- Guiding professional development for staff and faculty.
- Providing effective communication with the community, families and community partners.
- Overseeing and reporting on grants.
- Overseeing charter renewal process along with the Principal

PRINCIPAL (HIRED IN YEAR 3; IN YEARS 1-2, ROLE WILL BE ASSUMED BY EXECUTIVE DIRECTOR)

Serves as the instructional leader, day-to-day administrator of TLC and assume responsibility for the direction of the instructional program and the operation of the Charter School plant, under the direction of the Executive Director. Reports to the Executive Director.

Qualifications:

- Teaching experience in a variety of instructional settings
- Valid teaching credential preferred
- Valid administrative credential preferred
- Experience with budget development and monitoring
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferable

Responsibilities:

- Plan, direct, implement and evaluate the instructional program of the Charter School;
- Oversee and plan professional development and coaching for teachers and staff;
- Monitor the school's instructional accountability, including collecting, analyzing, and reporting school and student performance data to develop school priorities and to drive decision-making;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;
- Recruit, hire, train, coach, evaluate and if needed, discipline or terminate all teachers and staff;
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations;
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English Learners, foster youth, low income students, gifted and talented students, and students with disabilities;
- Prepare the annual Local Control Accountability Plan with stakeholder input;
- Oversee school wide testing;
- Prepare the school's master schedule and summer school schedule;
- Assist the Executive Director in meeting state and federal mandates and to ensure instructional monitoring and compliance needs;
- Take responsible steps to secure full and regular attendance of students enrolled in accordance with policies established by the Board of Directors;
- Promote the Charter School in the community;
- Oversee student services, extracurricular activities, and all school athletics;
- Organize, assist, and implement the school's safety plan and ensure compliance with mandated child abuse reporting; and
- Manage the school physical plant.

ASSISTANT PRINCIPAL (YEAR 4 START)

Qualifications:

- Teaching experience in a variety of instructional settings
- Valid teaching credential preferred
- Valid administrative credential preferred
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferable

Responsibilities:

- Serve on the Charter School’s administrative team as a school leader, advisor, and thought partner to the Principal and Executive Director
- Contribute to the development of TLC’s strategic goals and objectives, as well as the overall management of the school
- Oversee, direct, and organize the work of selected instructional and non-instructional staff members
- Coach and support teachers
- Create the school schedule and student scheduling
- Co-lead professional development along with the Principal
- Participate in SST and IEP meetings as designated by Principal
- Oversee student enrichment and extra-curricular activities, including the before- and after-school programs.

GENERAL AND SPECIAL EDUCATION TEACHERS (IN YEAR 1: 5 GEN ED AND 2 SPED; BY YEAR 5, 31 GEN ED AND 10 SPED, PLUS 2 P.E. AND 3 ENRICHMENT)

TLC shall comply with Education Code Section 47605(l), which states:

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

In utilizing the “flexibility” referenced in Education Code Section 47605(l), TLC takes full and complete responsibility for the application of “flexibility” regarding teacher credentialing requirements and its interpretation of that terminology as used in Education Code Section 47605(l), including any impacts its use of such “flexibility” may have on TLC’s funding, and the insurance and indemnification provisions of this Charter shall apply with full force and effect to protect the District from any and all potential claims or liabilities that may arise from the

application of “flexibility” in credential requirements for non-core, non-college preparatory classes at TLC.

Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC.

Qualifications:

- Valid teaching credential appropriate to their teaching assignment;
- Teaching experience appropriate to the assignment;
- Demonstrated commitment to and understanding of shared roles in TLC classrooms;
- Demonstrated commitment to co-teaching practices and parity between general and special educators;
- Demonstrated commitment to the Charter School vision and mission;
- Possess BCLAD or CLAD credential;

Responsibilities:

- Provide quality instruction consistent with the School mission and vision
- Participate in common grade level and subject matter planning to develop matched lesson plans that maintain continuity within each grade level and from grade to grade.
- Partner with a special or general educator to implement a co-teaching model including co-planning, co-assessment and co-instruction
- Consciously work to ensure parity of roles with general and special educators
- Collaborate with parents and other team members to plan and implement an individualized program that meets the needs of each student
- Provide continual assessment of student progress, maintain student records, and communicate student progress to parents
- Maintain confidentiality regarding individual student information and needs
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, peer feedback, team teaching, and communication with other team members
- Continue to engage in professional development opportunities throughout the school year
- Provide for open communication with all members of the school community
- Adapt materials and modify curriculum to ensure equal access for all students
- Assume an “Additional Faculty Role” as designated by the Principal such as 504 Coordinator, Culmination Planning, PBS Coordinator, SST Coordinator, etc.
- Other duties as appropriate to the specific position

EL/LITERACY COORDINATOR (HIRED YEAR 3)

The EL/Literacy Coordinator bears full responsibility for the planning and implementation of intervention support to individual and/or groups of EL students as well as students in need of intervention relating to literacy. Also administers all aspects of the English Learner (EL) program. Coordinator is responsible for working with teachers to improve student learning and teacher practice. In close collaboration with the Principal, the EL/Literacy Coordinator plans and implements individual and group professional learning that will expand and refine EL students' proficiency and all students' literacy skills.

Qualifications

- Five or more years of classroom experience
- Bachelor's Degree in Education or related field
- Multiple Subject teaching credential with EL authorization (BCLAD preferred)
- Must be Bilingual (E/S)
- Demonstrate a proven record of success with providing effective intervention supports to students resulting in student growth and achievement
- Experience and demonstrated success with developing and implementing SDAIE strategies and supporting ELD
- Knowledge of resources available to parents to support intervention efforts.
- Ability to provide in-service training, including curriculum resource to teachers.
- Ability to monitor and evaluate pupil progress by observation and informal assessment.
- Experience and commitment to working collaboratively with staff, parents, and the community.

Responsibilities:

- Develop and implement appropriate educational curriculum and strategies for EL students and students with literacy intervention needs
- Work with teachers to design, modify and implement curriculum to meet the individual learning needs of ELs and other students with special needs.
- Provide direct instruction to individuals and small groups as needed
- Coordinate and administer all aspects of the EL program
- Develop, maintain, and participate in Student Support Team meetings for EL students and other students with special needs.
- Conduct diagnostic tests and timely assessments of students including completion of ELPAC testing and other benchmark and alternative assessments for students with special needs.
- Report trimester progress on each student to team teachers
- Meet with parents/guardians to communicate results of assessment so that parents can fully understand the assessment results and contribute fully to the SST (and IEP, if applicable) meetings about their child
- Create welcoming environment for parents participating in any meetings with school personnel regarding student performance
- Participate in the shared decision-making through which the program is administered by attending faculty meetings and collaborating with others on staff to make the best

- decisions for the overall school program
- Participate in determining appropriate classroom placement for incoming and transitioning students
- Supervise assigned staff/volunteers/classroom supports effectively.
- Ensuring compliance with state and federal mandates for EL students

DESIGNATED INSTRUCTION & SERVICES (DIS) (CONTRACTED HOURLY AS NEEDED)

TLC will contract hourly with qualified individuals to provide Designated Instruction and Services (DIS): a speech and language pathologist, counselor, school psychologist, adapted physical educator, occupational therapist and physical therapist.

Qualifications:

- Current California teaching credentials, permits, licenses, certificates appropriate to the discipline
- Demonstrated commitment to the school vision and mission
- Demonstrated ability or potential to work as a member of a DIS team

Responsibilities:

- Assess functional skills in everyday classroom and school contexts
- Select functional goals, in collaboration with parents and other professionals, to support the child's access to the core curriculum, and promote the child's independence in current and future environments
- Provide services in natural settings such as the classroom and other school areas.
- Explain strategies and practices related to at the discipline.
- Meet with grade level teams to participate in planning to ensure activities related to individual student goals.
- Provide strategies and screening for students without disabilities identified 'at risk'
- Incorporate parental collaboration into the program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, team teaching, and communication with other team members
- Continue to engage in professional development opportunities
- Provide for open communication with all members of the school community

The Charter School may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work in the role of instructional support.

PARA-EDUCATORS/AIDES (5 PART-TIME IN YEAR 1; 28 FULL-TIME BY YEAR 5)

Para-educators will provide additional critical classroom support for all students, and may provide additional individualized support to students as needed. Through a thorough orientation and training program led by special education teachers, as well as ongoing mentorship and

direction from general and special education teachers, we aim to treat our paraprofessionals as valued educational professionals and help them develop their own skills and careers in education. Paraprofessional supports are assigned to each class based on the total need for additional adult assistance, and meet individual student needs as needed and designated in student IEPs. This support can include individualized personal supports such as physical transitions, toileting, and the implementation of curricular modifications and behavior support plans. TLC will utilize a rigorous hiring process and training program for paraprofessionals in an effort to minimize turnover.

Qualifications

- Documentation of High School Graduation and post-secondary units hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university)
- Candidates for teaching profession are preferred
- Demonstrated competency in mathematics and language arts
- Strong interpersonal, oral and written communication skills
- Demonstrated commitment to the Charter School vision and mission
- Meet all requirements needed for compliance with the Every Student Succeeds Act (ESSA)

Responsibilities

- Under the supervision of highly qualified teachers, assists teachers with instruction and reinforces learning experiences
- Assists with special needs, such as those related to positioning, restroom support, feeding, grooming, and mobility (may be required to lift and position students with special physical needs)
- Assists and supervises individual and groups of students in the classroom and other campus environments (such as playground and/or outdoor activities) and in transitions from place-to-place;
- Attends professional development opportunities offered by the school;
- Assists in observing and recording data related to behavior and IEP goal achievement of students;
- Assists in implementing positive behavioral support strategies;
- Facilitates positive social interactions among students;
- Participates in staff development activities as appropriate;
- Performs related duties as assigned.

OFFICE MANAGER

Qualifications

Knowledge of:

- Correct English grammar, spelling, and punctuation;
- Office methods, procedures, and practices;

Ability to:

- Work independently with minimal supervision;
- Demonstrate good judgment;
- Deal with the general public in a professional manner;
- Independently implement routine clerical procedures;
- Consistently apply policies and procedures according to available guidelines;
- Clearly answer routine questions and explain policies and procedures;
- Apply judgment, discretion, and initiative in performing clerical work of average difficulty;
- Establish and maintain cooperative working relationships;
- Type at a corrected rate of 45 wpm;
- Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; PowerPoint and email programs;
- Proficiency in Spanish preferred.

Responsibilities:

- Under general supervision, performs general clerical duties in support of the Charter School;
- Record and report attendance to the District;
- Prepare reports and data required by the District;
- Screens and directs telephone calls and visitors;
- Provide supervision and direction to other office staff as they become available;
- Serve as the receptionist to the office;
- Open and routes all incoming correspondence and mail;
- Provide assistance and backup to the Principal;
- Schedule meetings;
- Type and distributes correspondence, notifications, meeting announcements, and materials;
- Establish and maintains file system including student records; and
- Perform related duties as assigned.

OFFICE ASSISTANT (PART-TIME IN YEAR 1, FULL-TIME IN YEAR 2; 2ND FULL-TIME ADDED IN YEAR 4)

Qualifications:

Graduation from high school or evidence of equivalent educational proficiency

Knowledge of

- Correct English grammar, spelling, and punctuation;
- Office methods, procedures, and practices;

Ability to

- Work independently with minimal supervision;
- Demonstrate good judgment;
- Deal with the general public in a professional manner;

- Independently implement routine clerical procedures;
- Consistently apply policies and procedures according to available guidelines;
- Clearly answer routine questions and explain policies and procedures;
- Apply judgment, discretion, and initiative in performing clerical work of average difficulty;
- Establish and maintain cooperative working relationships;
- Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; PowerPoint and email programs;
- Proficiency in Spanish preferred.

Responsibilities:

- Under general supervision, performs general clerical duties in support of the Charter School;
- Record and report attendance to the District;
- Serve as the receptionist to the office;
- Screen and direct telephone calls and visitors;
- Open and routes incoming correspondence and mail;
- Type and distributes correspondence, notifications, meeting announcements, and materials;
- Support the maintenance of file system including student records; and
- Perform related duties as assigned.

IT COORDINATOR (PART-TIME YEAR 1; FULL-TIME YEAR 3)

The Information Technology Coordinator will control and manage technology resources; promote technology utilization within TLC; possess the ability to develop and follow a technology plan; an understanding of emerging technologies that can be used in support of TLC's mission; and a solid foundation of hardware, instructional software, and network infrastructures.

Qualifications:

- High School Diploma, preferably an AA
- Experience supporting a small to mid-size organization in the area of information technology, including setting up networks, email accounts, and databases
- Ability to diagnose and fix small computer problems
- Ability to seek additional support from vendors, when needed

Responsibilities:

- Providing leadership in the use of technological delivery systems for instruction
- Providing computer acquisition assistance, network administration, installation and user information, and ongoing user assistance
- Developing a comprehensive technology plan for the school
- Assessing and evaluating technology needs to ensure effective implementation of the strategic plan, technology plan, and local curricula of the Charter School

- Developing and/or conducting basic “end-user” technical training for staff members on the utilization of technology
- Coordinating the design, implementation, utilization, troubleshooting, and maintenance of the district network and infrastructure including LANs, WANs, servers, switches, routers, phone system, and other peripherals
- Ensuring accurate, up-to date inventory records, including, but not limited to technology inventory, repair records and maintaining a resource catalog of software, materials, and plans for replacement and/or upgrade of technology
- Assuming responsibility for networking and maintenance of hardware capabilities with the school system
- Keeping all hardware operational and developing a preventative maintenance program for all equipment
- Maintaining system physical security and data backups
- Serving as a technical consultant to administration and curriculum leaders
- Providing all telephone, electronic mail and onsite technical services to assist all school personal to utilize technology in the performance of their job responsibilities
- Coordinating and scheduling updates to the school website
- Repairing (or arranging to have repaired) technology-related equipment and maintaining upgrade and repair records
- Ensuring all necessary records are accurate and complete as required by laws, district policies, and school regulations

CUSTODIAL (PART-TIME IN YEAR 1; 2 FULL-TIME AND 2 NIGHT PART-TIME BY YEAR 4)

Qualifications:

Graduation from high school or evidence of equivalent educational proficiency

Knowledge of

- Principles, materials, and methods of custodial work
- Various types of surfaces and coverings and the appropriate cleaning, polishing, and protective agents
- Safe and efficient operation of low-pressure and other heating equipment, ventilating and air conditioning systems, and other building equipment
- Electrical systems in building and grounds operation
- Fire and safety ordinances and regulations affecting school buildings
- Methods and materials used in minor maintenance of buildings and equipment
- Recognize maintenance needs and initiate appropriate action
- Use and care for operations equipment

Responsibilities:

- Participate in the cleaning, gardening and operation of school and office. Is responsible to Principal or other site administrator for the cleanliness and operation of the facility.
- Complete custodial work in cleaning rooms, toilets, halls, walks, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting. Confers with school personnel, administrators, the public,

and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and regulation.

- Participate in watering lawns, shrubs, and trees, involving the operation of manual or automatic irrigation systems.
- Make minor repairs to facilities and equipment as needed.
- Work harmoniously with school personnel and the public.

ELEMENT F – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

The health and safety of TLC staff and students is the highest priority for the school. As such, TLC will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts once the facility is secured. These Policies and Procedures will be in place prior to beginning of operation of the school. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and TLC.

TLC will train all staff at least annually in these Policies and Procedures. Emergency response drills will be held regularly for all students and staff. TLC will periodically review, and modify as necessary, its Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policies and Procedures will address, at a minimum, the following:

- Child Abuse Reporting
- Child predators (gates, walls, child pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis screening
- Student Illness & Injury Policies

Emergency Policies and Procedures will address, at a minimum, the following:

- Earthquake
- Fire
- Terror threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

The following is a summary of the Health and Safety Policies and Procedures of TLC:

PROCEDURES FOR BACKGROUND CHECKS

All employees of TLC, all volunteers who will be performing services that are not under the direct supervision of a credentialed TLC employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or non-certificated position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Executive Director of TLC shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Executive Director) and make quarterly reports to the Board. TLC will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. TLC shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all TLC employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code Section 44691 and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

TLC shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. TLC will establish a written "Exposure Control Plan" designed to protect employees 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 body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

IMMUNIZATIONS

TLC will adhere to all laws related to legally required immunizations for entering students as is required of public schools pursuant to Health and Safety Code §120325-120375, and Title 17,

California Code of Regulations §6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

TLC will adhere to Education Code Section 49423 regarding administration of medication in school. TLC will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

AUXILIARY SERVICES

School staff will conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

VISION/HEARING/SCOLIOSIS SCREENINGS

TLC shall adhere to Education Code §49450, *et seq.*, to provide screening of students' vision, hearing, and scoliosis to the same extent required of non-charter public schools, as applicable to the grade levels served by TLC.

DIABETES

TLC will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

TLC shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

EMERGENCY PREPAREDNESS

TLC shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

TLC shall function as a drug, alcohol and tobacco-free environment.

FACILITY SAFETY

TLC shall comply with Education Code Section 47610 by utilizing facilities that are either 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 and in conjunction with the District (if at District facilities).

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

TLC is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. TLC shall develop a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with TLC's policies.

FERPA

TLC, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

STUDENT RECORDS

TLC will establish and adhere to procedures related to confidentiality and privacy of student records. TLC will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with TLC policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Executive Director shall serve as TLC's Custodian of Records.

ELEMENT G – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the 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.” Ed. Code § 47605(b)(5)(G).

TLC will actively recruit a diverse student population who value the school’s mission, are committed to the school’s instructional and operational philosophy, and who benefit from the school’s design. Combining the factors of word of mouth in the community and active recruitment will allow TLC to reach a very diverse population.

In order to realize our mission and vision of an inclusive learning community in which a broad array of diversity is included and celebrated in our school, we will employ proven recruitment strategies used by CHIME SCS, WISH Charter Schools and other successful charter schools. We will recruit students from various racial, ethnic, and socio-economic groups so as to achieve a balance that is reflective the general population residing within the territorial jurisdiction of the District. TLC will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation of the efforts the school makes to achieve racial and ethnic balance.

TLC will implement a student recruitment strategy that includes, but is not limited to, the following strategies designed to achieve a racial and ethnic balance that is reflective of the general population residing within the boundaries of the Orange Unified School District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process, including several months of outreach activities, open houses and informational meetings; an application period with a clearly published deadline; lottery (as necessary); and enrollment period.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English, including Spanish, to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, day care/preschools (including Head Start), agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.

TLC realizes that students and their families are the best ambassadors of the program. As the school grows and develops, TLC families will be asked to tell their friends, neighbors, and community about the new school. Local events, local media, fliers and more will all help to spread the word; school staff will meet with leaders of local preschools and day care centers to inform them about the new school.

We have identified the following local organizations for targeted outreach efforts:

Orange Presbyterian Preschool
Little Learners Preschool
Little Scholars Academy of California
Child Development Center

Killefer Park
Orange Plaza Square Park
Pitcher Park

Regional Center of Orange County
YMCA of Orange
Neutral Ground Youth & Family
Orangewood Foundation
Killefer Park After School
Friendly Center
Kumon Math and Reading Center of Orange
Providence Community Services

First Presbyterian Church
Portico Church
First United Methodist Church of Orange
Sovereign Grace Church
St. John's Lutheran School of Orange
Church of Nazarene
Immanuel Lutheran Church of Orange
Church of St. Mary Magdalene
Calvary Chapel Old Towne
First Christian Church-Orange
Trinity Presbyterian Church of Orange County

Enrollment and recruiting advertisements for the school will clearly state that the 'school services students with disabilities in the least restrictive environment.' TLC will conduct outreach in at least English and Spanish.

TLC's Executive Director will bear primary responsibility for student recruitment and outreach. In recognition of the fact that parents and students are the best ambassadors for our programs, parents of students at TLC will be recruited to assist in outreach prior to TLC's first year; in subsequent years, current TLC students and their parents will be encouraged to volunteer in recruitment and outreach efforts, including tours and open houses at the school.

OUTREACH CAMPAIGN

During the open enrollment period, from beginning of October to the beginning of March, informational meetings will be conducted at least once a month for interested parents. The meetings will be conducted in English and Spanish either at the TLC school site or at a location within the community surrounding TLC. Prior to occupancy of the school facility, these meetings will be held at locations in the community that are accessible to families (community organizations, churches, etc.). The Executive Director/Principal will meet with community leaders and attend community events in the months leading up to and following charter approval in order to forge partnerships and inform the community about the school.

Finally, as needed, TLC staff and volunteers will engage in door-to-door outreach and flyering at local businesses surrounding the school (groceries/markets, laundromats, health clinics, etc.) to ensure that those “hardest to reach” families are informed about TLC.

COMMUNITY PARTNERSHIPS

Throughout the start-up phase and the initial years of operation, the Executive Director/Principal will meet with additional community organizations regarding potential partnerships and assistance ranging from posting and distribution of flyers, to hosting information sessions for the population they serve, to collaboration on services for TLC students. TLC staff and volunteers will attend community events to distribute information about the school, including the cultural festivals in Orange, local farmer’s markets, and other community events. The Executive Director/Principal may also seek media coverage and place advertising in appropriate local media. Social media including Facebook, Instagram, Twitter and more will be leveraged through student, parent and staff posts about TLC to help generate interest and excitement about our new school.

In subsequent years, TLC will modify outreach strategies as needed to recruit a student population that is reflective of the racial and ethnic balance of the District and to achieve full enrollment. The Executive Director will track all outreach activities and applications generated from each endeavors (where possible) in order to inform future outreach efforts that will yield the most success in generating a diverse school population. TLC will conduct student and parent surveys at least once annually which will include questions that elicit satisfaction levels and suggestions to continually improve the school’s multicultural environment.

ELEMENT H – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures consistent with [Education Code Section 47605(d).”

“(2)(A) A charter school shall admit all pupils who wish to attend the charter school.

“(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

“(i) Each type of preference shall be approved by the chartering authority at a public hearing.

“(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

“(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

“(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.”
Ed. Code § 47605(d)

ADMISSION REQUIREMENTS

TLC is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records). Enrollment shall be open to any resident of the State of California), except that all students who wish to attend TLC must submit a completed application form consisting of basic contact information. Enrollment is based on a first come, first served basis.

TLC be nonsectarian in its programs, admission policies, and all other operations, will not charge tuition, and will not discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). TLC shall comply with all state and federal laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall not be determined by the place of residence of the pupil or his or her parent or legal guardian, except as otherwise required by law.

OPEN ENROLLMENT

TLC is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs, or other “risk factors.” During the open enrollment period, from beginning of October to the beginning of March, informational meetings will be conducted at least once a month for interested parents. The meetings will be conducted in English and Spanish either at the TLC school site or at a location within the community surrounding TLC. Informational meetings will occur at times that are most convenient for parents. During the meetings, parents will receive information about TLC’s programs, the application process, and bilingual assistance for the completion of application forms will be made available to interested parents. The informational meetings will be optional, and not required, for admission to TLC. As detailed in Element G, TLC will engage in both broad and targeted outreach throughout the local community surrounding the school site to ensure families are aware of the school and have an opportunity to submit a lottery application.

As a public charter school, TLC is a school of choice, and TLC may have more students interested in attending the school than there are spaces available. Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, application forms submitted online or in paper form shall be counted to determine whether any grade level has received more applications than availability of space. If the number of students applying for admission exceeds TLC’s capacity, admission shall be determined by random public drawing in accordance with Education Code §47605(d)(2) as set forth below.

In order for students to be included in the public random drawing for admission to TLC (if a public random drawing is necessary), families must submit an application that includes only the student’s name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, and whether a sibling attends TLC or other information needed in order to establish whether the student is entitled to admission preference. Any request on the application for information related to a protected characteristic, including whether the family qualifies for free or reduced price meals, must specify that provision of that information is voluntary and should only be completed if the applicant wants to take advantage of the applicable preference. The admission application submitted prior to any public random drawing and before a student is offered a space at TLC shall specifically be limited only to the above-listed general information and in no event shall any application/registration/enrollment materials that are requested or required prior to the student being offered a place at TLC include any information concerning any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEA or Section 504.

Additionally, the admission application shall notify parents and guardians of applicants that parental involvement is not a requirement for acceptance to, or continued enrollment at, TLC.

LOTTERY PROCEDURES

Public notices will be posted at the TLC school site, the TLC website, and on application forms clearly stating the application deadline and date, time and location of the public random drawing

(or “lottery”), and lottery procedures encouraging people to attend. The lottery will be held on a weekday evening to maximize attendance, and the location will be open and available to the public. All application forms must be received by the stated deadline. Application forms will be made available on the TLC website and in hard copy at the main office.

Students who are currently enrolled at TLC, and siblings of enrolled students, will be exempt from the lottery. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Children of TLC teachers and staff (capped at 10% of the total school enrollment).
- Students who qualify for Free and Reduced Price Meals
- Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school in which TLC is located (for purposes of the SB 740 Charter School Facility Grant Program, if applicable)
- Students who reside in the District
- All other applicants

The admission preferences specified in the Charter have been approved by the District Board in accordance with Education Code Section 47605(d)(2)(B), and those preferences may not be amended or deviated from without prior approval of a material revision to the Charter by the District Board in accordance with the procedures specified in Education Code Sections 47605 and 47607.

The TLC Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

The lottery procedures will be monitored by the Executive Director to ensure fair and accurate implementation. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a waiting list. Students who are not granted enrollment for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. In no circumstance will a waiting list carry over to the following school year. Non-admitted students must reapply for the following year.

ENROLLMENT PROCESS

Within two weeks of the lottery, families will be notified in writing via email or mail address they provided on their application by office staff of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. TLC will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet will be comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Parent/Student Handbook

If a position opens during the course of the year, the TLC Office Manager or other employee designated by the Executive Director will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the school. If a family is notified by phone or email prior to the start of the school year, the family has ten (10) days to confirm enrollment by returning a completed enrollment packet. If a student is notified after the start of the school year, they have three (3) days to confirm enrollment and submit an application by mail or email.

Should the family decline the position, the next family on the list will be contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office and be readily available for inspection by the District. The lottery waitlists for each grade will be populated by the students in the order their names were drawn in the lottery. Students whose applications are received after the admission deadline of each school year will be added to the last waitlist position in the order in which they are received. When spots become available because a family declines an offered spot or a child is no longer enrolled as a student of the school, the Principal or principal-designee will offer the vacant position to the next family on the waitlist for the respective grade level. Families who are offered positions on the waitlist will have 48 hours in which to make a determination of acceptance once the offer is made. Positions on the grade level waitlists will not carry over from year to year and families who have not been offered a position must submit a new application every year.

ELEMENT I – ANNUAL FINANCIAL AUDITS

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

An annual independent financial audit of the books and records of TLC shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of TLC shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. 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.

TLC’s Board of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and 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 Executive Director will be responsible for providing requested information to the auditors, in coordination with TLC’s back office services provider. The annual audit will be completed and forwarded to the District, the Orange County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the TLC Board of Directors with recommendations on how to resolve them. The TLC 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. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

In the case that TLC either does not pay for or have an independent audit completed within one month of the applicable timelines, the District, may, at its option, pay for an audit to be completed and invoice TLC for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to TLC.

The independent financial audit of TLC is a public record to be provided to the public upon request.

ELEMENT J – SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

“(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform 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 disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code § 47605(b)(5)(J).

DISCIPLINE FOUNDATION POLICY

Discipline policies for TLC are based on concepts of positive behavioral support and a progressive discipline process that involve the student, the school staff, and the student’s parent(s)/caregiver(s). The discipline policy is communicated to all stakeholders through a Student Handbook. The discipline policy clearly describes TLC’s policy and stipulates who participates, their roles and responsibilities, and guidelines for determining consequences for student behavior. The discipline policies are generally guided by the notion that students should be accountable for their behavior.

TLC approaches school wide behavior management through the paradigm of teaching, monitoring and rewarding students for positive behavior. This is done using a model of school wide positive behavior support. The use of this model emphasizes a proactive approach to preventing challenging behaviors rather than a reactive approach to mitigating them. This model addresses behavior management on a continuum of three levels of support. The first level addresses a majority of students using preventative strategies; the second level addresses the approximately fifteen percent of students who have at-risk behaviors; and the third level addresses approximately five percent of the population who need more individualized and specific interventions and behavior supports.

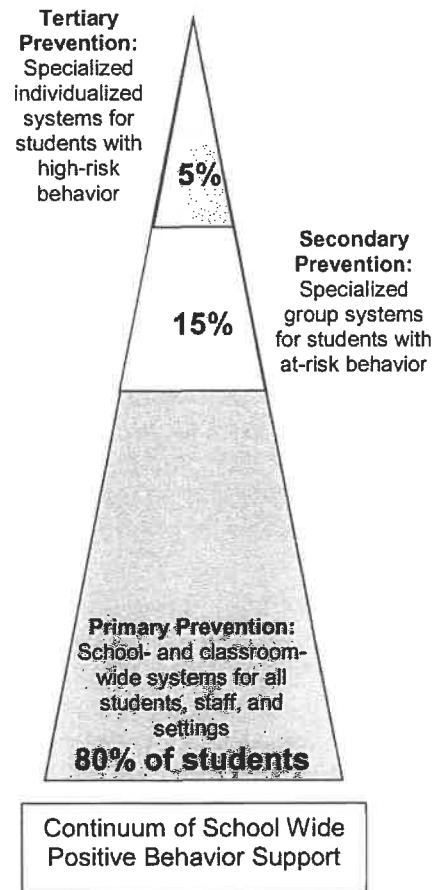
The climate of TLC is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging behavior.

Underlying this progressive behavior management process is the notion that retaining students in their learning environment is essential. In short, TLC is committed to provide its students an opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for peers, adults and property are manifestations that under gird proper behavior for those who attend.

When there is divergence from these expectations the staff, the student, and the student’s parent(s)/caregiver(s) seek age-appropriate interventions, work together to identify the functional nature of the behavior and determine a replacement behavior which conforms to classroom and school expectations. Age-appropriate interventions are sought out to re-direct the challenging behaviors into more successful behaviors with the least disruption to the student(s)’ educational program and the class. A desire of the positive behavior support process is to maintain the child in the learning environment and implement interventions that are least restrictive to the individual(s) involved. The process developed and described is not discriminatory, arbitrary, or capricious.

The process follows general principles of due process. Students and their parent(s)/caregiver(s) sign agreements related to their understanding of and responsibility to the standards set forth in the school wide positive behavior support and behavior accountability policy as explained in the Student Handbook. Students who violate school rules may expect consequences that may include but not be limited to the following:

1. Verbal and/or written warnings in the classroom



2. Loss of Privileges
3. Notices to parent(s)/caregiver(s) by telephone and/or letter
4. Parent/Team meetings consisting of parent/caregiver, staff/, and student
5. In lieu of suspension from school – Development of strategies and adaptations to support the student in behavioral change as well as a system of more intensive home to school communication
6. Development of a formal positive behavior support plan
7. Suspension from school or in lieu of suspension from school – student may be given an alternative in-school placement
8. Expulsion

Parent(s)/caregiver(s) and students (when appropriate) are asked to participate on the Student Success Team (SST) if a student’s behavior is not improving. The SST develops appropriate modifications and intervention strategies. TLC seeks as often as possible to use alternatives to suspension. Students who habitually fail to comply with school policies by chronically engaging in rule violating behavior even after the positive behavioral supports have been implemented and/or who present an immediate threat to health and safety may face an alternative “in school” placement. It is important to note that the parent(s)/caregiver(s) participate on the SST and they are active partners in these decisions.

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

No student shall be involuntarily removed by TLC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in this policy for expulsions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified in this policy for expulsions, the student shall remain enrolled and shall not be removed until TLC issues a final decision. As used in this paragraph, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Notwithstanding the legally required notice in the preceding paragraph, compliance with the procedures for expulsion set forth in this Charter shall be the only processes for TLC to involuntarily dismiss, remove, or otherwise exclude a student who attends TLC from further attendance at TLC for any reason, including but not limited to, disciplinary, attendance, and academic causes.

Students expelled from any school for the offenses listed in Education Code Section 48915(a) or 48915(c) shall not be permitted to enroll in TLC during the period of their expulsion.

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 TLC Charter School (“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, though revisions to the causes or procedures for suspension or expulsion beyond those necessary to comport with current laws as applicable to charter schools or to reflect changes in Education Code Section 48900 *et seq.* shall constitute a material revision to the Charter.

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. Charter School staff shall enforce disciplinary 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 discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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 discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal'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 ("IDEA") 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 including but not limited to the California Education Code, when imposing any form of discipline on a 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.

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.

ENUMERATED OFFENSES

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 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.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- 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 disciplinary 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 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 12, 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 12, 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 or transmission originated on or off the schoolsite, 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, video, 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. An act of cyber sexual bullying.
- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 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 discipline pursuant to subdivision (1)(a)-(b).
- 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 Principal or designee’s concurrence.

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 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 Principal or designee's concurrence.

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) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) 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.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) 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.
- q) 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.
- r) 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.
- s) 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 12, inclusive.

- t) 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 12, inclusive.
- u) 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 or transmission originated on or off the schoolsite, 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, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) 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 discipline pursuant to subdivision (3)(a)-(b).
 - w) 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 Principal or designee's concurrence.

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 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 Principal or designee's concurrence.

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

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.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Step 1: Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal'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 Principal or designee.

The conference may be omitted if the Principal 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 disciplinary 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 (2) 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.

Step 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.

Step 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 Principal or Principal'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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference, and written notice of the decision to extend the suspension and the rationale for such extension shall be provided to the parent/guardian, including the charges against the student and the student's basic rights.

This determination will be made by the Principal 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.

The suspended student's teacher shall collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments is sent to the student's parents and all needed materials are left in the front office. Students take all tests missed upon their return to school.

IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office (or his/her designee's office). The length of suspension for students may not exceed a period of 5 consecutive days. The total number of days for which a general education pupil may be suspended from Charter School shall not exceed 20 school days in any school year. The suspension of special education students cannot exceed 10 days in any school year. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Principal or other certificated personnel provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. If students with special needs are serving an in-school suspension they will be provided with all

service and support they would normally receive throughout the day by qualified credentialed personnel.

AUTHORITY TO EXPEL

A student may be expelled either by the TLC Board of Directors following a hearing before it or by the TLC Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of TLC Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 Principal 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 in open session three (3) days prior to the date of the scheduled hearing.

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

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 disciplinary 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany 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 entity 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.

RECORD OF HEARING

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

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. 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 TLC 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 TLC Board of Directors, which will make a final determination regarding the expulsion. The final decision by the TLC Board of Directors shall be made within

ten (10) school days following the conclusion of the hearing. The decision of the TLC Board of Directors is final.

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

WRITTEN NOTICE TO EXPEL

The Principal or designee, following a decision of the TLC Board of Directors to expel, shall send written notice of the decision to expel, including the TLC Board of Directors' 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 Principal 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.

DISCIPLINARY RECORDS

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

NO RIGHT TO APPEAL

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

EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of 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.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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.

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 of Directors following a meeting with the Principal or designee and the pupil and parent/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 Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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 discipline of any student with a disability or student that the Charter School or the 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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 direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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 in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent 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 Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 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 IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the

protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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

ELEMENT K – EMPLOYEE RETIREMENT SYSTEMS

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

Based on common practices of dozens of new charter schools across California that have opened in recent years, TLC will not participate or offer coverage in CalSTRS or CalPERS. As these other schools have found, there is a significant pool of highly-qualified teachers who are willing to forego these benefits in exchange for the working environment and other benefits TLC will offer.

The Charter School retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

All non-certificated and certificated employees will be covered by Medicare and Social Security and the school will make the required contributions. Eligible employees may elect to participate in a 403b retirement contribution plan.

The Executive Director will be responsible for ensuring that appropriate arrangements for benefits (including employer contributions to mandated programs such as Social Security) have been made. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

ELEMENT L – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student shall be required to attend TLC. Students who opt not to attend TLC may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district of residence.

The parent or guardian of each pupil enrolled in TLC shall be informed during open enrollment on admissions forms that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in TLC, except to the extent that such a right is extended by the local education agency.

ELEMENT M – EMPLOYEE RETURN RIGHTS

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

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

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

ELEMENT N – DISPUTE RESOLUTION PROCEDURES

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

TLC and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of TLC or the District’s oversight obligations, or a dispute otherwise arises between the District and TLC, the following procedures shall be followed to resolve the dispute:

- (1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.
- (2) In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 47607, participation in the dispute resolution procedures outlined herein by the District shall be entirely voluntary and shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures in accordance with Education Code Section 47607 and its implementing regulations, or may choose to participate in all or part of the dispute resolution procedures set forth below.
- (3) If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures, either party shall provide written notification of the violation or issue (“Dispute Statement”) and refer the issue to the District Superintendent and Charter School Executive Director, or their respective designees. The date that this written notice is provided or sent shall be the “Dispute Statement Date.” Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Dispute Statement Date. The District representative at the meeting will be the Superintendent or the Superintendent’s designee, and the TLC representative will be TLC’s Executive Director or the Executive Director’s designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to Step 4 or the parties may take other action as they deem appropriate in response to the dispute.

- (4) If the dispute is not resolved in accordance with the procedures through Step 3 above, either party may pursue any alternative legal options for resolution, including the District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 and its implementing regulations, or applicable law.

INTERNAL DISPUTES

TLC shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. TLC shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at TLC shall be provided with a copy of TLC's policies and internal dispute resolution process.

The District will refer all disputes or complaints it receives not related to a possible violation of the Charter or other agreement between the District and TLC or law or to the operation of the Charter School or the District's oversight obligations to TLC's Executive Director for resolution according to TLC's internal dispute resolution process. The District may choose to submit disputes that are related to possible violations of the Charter or other agreement between the District and TLC or the law or to the operation of the Charter School or the District's oversight obligations to the District's Executive Director for resolution according to TLC's internal dispute resolution process. Should the District receive a complaint regarding TLC that is referred to TLC for investigation and/or resolution, TLC shall provide the District with updates regarding TLC's investigation and resolution of the matter upon written request of the District and upon resolution of the complaint or issue. In the event that TLC's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of TLC's Board of Directors unless the matter relates to a possible violation of the Charter or other agreement between the District and TLC or law or to the operation of TLC or the District's oversight obligations.

ELEMENT O – CLOSURE PROCEDURES

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

The following procedures shall constitute the “Closure Protocol” and shall apply in the event TLC ceases to be a charter school or otherwise closes for any reason.

Any decision to close TLC as a charter school operating pursuant to this Charter shall be documented by official action of the TLC Board (“Closure Action”), and will identify the person or entity responsible for all closure-related activities and actions. Each notice required as part of the closure procedure shall include information on the responsible person or entity and contact information for the person(s) to whom reasonable inquiries regarding the closure may be made. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and TLC has exhausted all appeal procedures to County and State Boards of Education, the TLC governing body votes to close TLC, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(b)(5)(O) and the California Code of Regulations sections 11962 and 11962.1.

TLC governing body will notify the authorizer in writing of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

TLC will provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

TLC will notify within 120 hours parents and students of TLC, the District, the Orange County Office of Education, TLC’s SELPA, the retirement systems in which TLC’s employees participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements, grade reports, discipline records, and immunization records.

TLC 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 TLC.

TLC 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, TLC will provide parents, students, the receiving school districts and the District with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven calendar days of the last student attendance day at TLC if TLC is to remain open as a charter school beyond the date a closure Action is determined, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 USC §1232g. TLC will ask the District to store as necessary original records of Charter School students. All student records of TLC shall be transferred to the District upon school closure. If the District will not or cannot store the records, TLC shall work with the Orange County Office of Education to determine a suitable alternative location for storage.

As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, TLC will prepare final financial records. TLC will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor who meets the qualifications to perform TLC's annual audits as soon as is reasonably practical, but in no case later than six months after closure and provide the audit report to the District within seven days of its completion. The audit shall comply with all of the requirements for Charter School's annual audit and must include at least the following (i) All information required in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) 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; (iv) An assessment of the disposition of any restricted funds received by or due to TLC, and (v) A delineation of the disposition of all assets and liabilities. In the case that TLC either does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to TLC. Any costs for the audit incurred by the TLC shall remain a liability of TLC until repaid in full. Any liability or debt incurred by TLC shall be the responsibility of TLC and not the District. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. TLC understands and acknowledges that TLC will cover the outstanding debts or liabilities of TLC. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of TLC, all assets of TLC – 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 – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the District or District

property will be promptly returned to the District upon TLC's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of TLC will be liquidated and all creditors will be paid first.

On closure of TLC, any remaining assets of TLC not addressed in the preceding paragraph, including but not limited to all leaseholds, personal property, intellectual property, remain the sole property of the nonprofit public benefit corporation. Upon either closure of the school or the winding up and dissolution of the corporation if the corporation is to be dissolved as a result of the closure of the school, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the 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), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the District or another California public school, school district, or county office of education. Upon the winding up and dissolution of the corporation, any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

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

As TLC is operated as a non-profit public benefit corporation, 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.

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of TLC and student transfers.

In addition to the final audit, TLC shall also submit any required year-end financial reports to the California Department of Education, the Orange County Superintendent of Schools, and the District, in the form and timeframe required, including, but not limited to, those required by Education Code §47604.33.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other agreement between the District and TLC or any other act or event that would end TLC's right to operate as a charter school pursuant to the Charter or cause TLC to cease operation. TLC and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should

TLC breach any obligation under its Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

TLC shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

ADDITIONAL PROVISIONS

FACILITIES

“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.” Ed. Code § 47605(g).

To begin school in the Fall of 2018, TLC will need five core classrooms (and ideally an additional classroom for enrichment/intervention), three offices, cafeteria/multi-purpose space and green space. In the next five years, the need for space will increase to 32 core classrooms with additional arts/tech/intervention rooms and 8-10 office spaces, with adequate facilities for lunch, P.E., school meetings and outdoor play.

TLC plans to locate in the Old Town Orange area immediately surrounding the Chapman University campus in Orange, including portions of zip codes 92866, 92867 and 92868, so that we have close proximity to our partners at Chapman University. It is TLC’s goal to locate in the area of the District in which the District’s lowest performing schools are located, which location is consistent with TLC’s mission and purpose and will make the school as accessible as possible to students with the greatest needs. As such, TLC will make every effort to locate in such an area of the District and to avoid locating in the parts of the District in which the District’s highest performing schools are located. While we have not yet secured a facility (and will not sign a lease until our charter is approved), we have identified three potential temporary facilities options within 3.5 miles of Chapman University. Two of the three have previously been school facilities and are appropriately permitted, while the third would require a Conditional Use Permit. Each is large enough to accommodate our planned enrollment for at least two years. As we pursue these options, we will continue to pursue additional potential facilities options in the community. We are continuing to work with an experienced charter school real estate broker to identify other potential facilities options until an agreement is finalized (following charter approval). While TLC will make every effort to secure an appropriate private facility for our school (potentially including a temporary facility for the early years before a long-term facility is developed or secured for the entire school at capacity), TLC does reserve the right to seek a Proposition 39 facility from the District.

ADMINISTRATIVE SERVICES

“The manner in which administrative services of the school are to be provided.” Ed. Code § 47605(g).

TLC will procure its own administrative services through an appropriately qualified third-party contractor. TLC plans to contract with ExEd or a similarly qualified experienced charter schools back-office provider. ExEd is a nonprofit “back office” organization specializing in providing services to charter schools including, but not limited to, the following:

- Budgeting
- Financial reporting and forecasting
- Accounting and bookkeeping services

- Cash management
- Payroll processing and retirement reporting
- Compliance and data management services

TLC will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. TLC shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

CIVIL LIABILITY IMPACT

“Potential civil liability effects, if any, upon the school and upon the school district.” Ed. Code § 47605(g).

TLC 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. TLC 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 TLC.

Further, TLC intends to enter into a memorandum of understanding with the District, wherein TLC shall indemnify the District for the actions of TLC under this Charter and TLC shall comply with the indemnification, defense and hold harmless provisions set forth in this Charter.

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

Insurance amounts and types will be, at a minimum as specified below, and shall be increased or added to (but shall not be reduced) as necessary based on recommendation of the District and TLC’s insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of TLC.

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

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Ed. Code § 47605(g).

Attached, as Appendix C, please find the following documents:

- A five-year projected budget with three-year monthly cash flow projections
- A budget narrative
- TLC’s Draft Fiscal Policies & Procedures

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

TLC shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- 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 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- 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, County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 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.

TLC shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

TLC agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, TLC shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District. TLC agrees to permit the District to inspect and receive copies of all records relating to the

operation of TLC. TLC is subject to the California Public Records Act, however, the District's right to inspect and receive records is not based on the Public Records Act, but rather on the District's oversight role.

INSURANCE

No coverage shall be provided to Tomorrow's Leadership Collaborative by the District, including self-insured programs or commercial insurance policies. In the event TLC adds locations (which may only be done through an approved material revision to its Charter), each Charter School location shall meet the below insurance requirements individually. It shall continue to be TLC's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

TLC shall purchase and maintain in full force and effect at all times during the term of this Charter and/or any Memorandum of Understanding or other agreement between TLC and the District insurance in amounts and types and subject to the terms approved by the District's risk manager, as specified below. TLC's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter and/or any Memorandum of Understanding or other agreement between TLC and the District or any other act or event that would end TLC's right to operate as a charter school pursuant to its Charter or cause TLC to cease operations until TLC has fully complied with the Closure Protocol set forth in its Charter and/or any Memorandum of Understanding or other agreement between TLC and the District and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or any Memorandum of Understanding or other agreement between TLC and the District and/or the defense, indemnity, and hold-harmless obligations of TLC, throughout the life of the Charter and/or any Memorandum of Understanding or other agreement between TLC and the District, TLC shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of \$20,000,000 per occurrence.

- A. General Liability Insurance Endorsement Negligence Related to **Sexual Abuse or Molestation** providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of \$20,000,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised

internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than \$1,000,000 per occurrence and \$5,000,000 in the aggregate.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of TLC. If any District property is leased, rented or borrowed, it shall also be insured by TLC in the same manner as (a), (b), and (c) above.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$2,000,000 per occurrence and \$4,000,000 in aggregate, which shall be increased to not less than \$5,000,000 per occurrence and \$10,000,000 in aggregate should TLC transport students in vehicles owned, leased, or rented by TLC.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators' legal liability and error and omissions in an amount not less than \$1,000,000 per "claim" with an aggregate policy limit of \$20,000,000.

FIDELITY BOND coverage shall be maintained by TLC to cover all TLC employees who handle, process or otherwise have responsibility for TLC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 claim, with an aggregate policy limit of \$5,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the District, the District Board, Superintendent, Board members, officers, Board- or Superintendent-appointed groups, committees, boards, and any other Board- or Superintendent-appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "District and the District Personnel") as additional insureds; (b) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of TLC's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by TLC; (c) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (d) shall apply separately to each insured against whom claim is made

or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, TLC shall also provide the District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, TLC shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter may be subject to revocation pursuant Education Code Section 47607.

The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of TLC or of any insurer or joint powers authority to the District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the District and/or the District Personnel are waived.

VERIFICATION OF COVERAGE

TLC shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the District risk manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of TLC to defend, indemnify, and hold harmless the District and the District Personnel.

DEDUCTIBLES AND LIMITS OF LIABILITY

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of TLC to defend, indemnify, and hold harmless the District and the District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the District.

TLC shall promptly respond to all inquiries from the District regarding any claims against TLC and/or any obligation of TLC under the foregoing provisions of this Charter.

INDEMNIFICATION

To the fullest extent permitted by law, TLC agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to District and hold harmless the District, the District Board, Superintendent, Board members, officers, Board- or Superintendent-appointed groups, committees, boards, and any other Board- or Superintendent-appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "District and the District Personnel") (collectively "Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of TLC, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other TLC appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of TLC in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or any Memorandum of Understanding or other agreement between TLC and the District and/or in any way related to the operation or operations of TLC or of any other facility, program, or activity.

The obligations of TLC to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate TLC to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of TLC shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitee(s).

TLC further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

TLC's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter and/or any Memorandum of Understanding or other agreement between TLC and the District or any other act or event that would end TLC's right to operate as a charter school pursuant to its Charter or cause TLC to cease operations.

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 authorizing entity has complied with all oversight responsibilities required by law.

TLC shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status on or before July 1 following approval of this Charter, or as soon as such tax exempt status is approved by the IRS, and shall maintain its tax exempt status throughout the term of the Charter. Nothing in this paragraph shall serve to reduce or excuse TLC's obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

TRANSPORTATION

TLC will not provide transportation to and from school, except as required by law, including but not limited to the IDEA and the McKinney-Vento Homeless Assistance Act.

BUSINESS AND OPERATIONS MANAGEMENT

TLC is being operated as a nonprofit public benefit corporation and shall at all times operate as a distinct and separate LEA and shall maintain its own set of financial records, distinct from any other school(s) or entities that may be operated by related individuals or entities, including any existing charter schools or additional or new charter schools that may be approved after the effective date of this Charter. TLC shall also maintain its own separate and distinct financial records and account code(s) (i.e. Site Code).

At all times TLC shall submit financial reports for the Charter School as a distinct LEA and have audits performed on the financial statements of the Charter School. In areas where overlap in purchasing or resource allocation might occur between TLC and any other entity, the Charter School shall develop Financial Policies and Procedures describing how allocations will occur between distinct LEAs and entities and provide the Financial Policies and Procedures to the District prior to any such overlap or sharing. In no event shall TLC develop or revise such Financial Policies and Procedures or its practices in any manner which would be inconsistent or in conflict with the terms of its Charter or other agreement between TLC and the District. The Financial Policies and Procedures shall specify whether there will be shared costs, resources,

services, staff, etc., and the methodology that will be used to ensure a fair and appropriate distribution of services and costs. Such financial policies shall include a means of ensuring that all funds generated by and attributable to TLC authorized pursuant to this Charter will be maintained and expended for the educational benefit of the students at this Charter School.

Should any related entity obtain approval of or otherwise open another charter school or any other entity with which TLC will share expenses or services, prior to such other school/entity commencing operation and prior to the commencement of each fiscal year thereafter, TLC shall provide to the District, if applicable, a calculation of all costs projected to be shared between TLC and any such related entity-operated school(s)/entity(ies), including the factual and fiscal basis on which the projected cost share has been calculated. Should there be a significant deviation from the projections during the fiscal year, TLC shall immediately provide the District with an updated calculation, including the factual and fiscal basis for the revisions. Any shared costs shall be clearly accounted for in TLC's financial records and reviewed as part of TLC's annual fiscal audit.

Should the District or the Fiscal Crisis & Management Assistance Team ("FCMAT") seek records or information related to TLC's operations, including its finances, which records or information are held by any other entity – including but not limited to an educational management organization, charter management organization, back office or administrative services provider, or any other contractor or consultant – TLC shall make every effort promptly to obtain from such entity and provide to the District and/or FCMAT all such requested records or information.

FREE SCHOOLS

TLC shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, and California Code of Regulations, Title 5, Section 350, in all aspects of the TLC program. Under no circumstances shall any student be adversely impacted by TLC, in any manner, in admission, registration, offers of course credit or educational activities for financial reasons, including without limitation a failure to make a financial contribution of any kind or for failure to make donations of goods or services, including in-kind or volunteer services, to TLC, nor shall any course credit or privileges related to TLC education activities be provided in exchange for money or donations of goods or services, including in-kind and/or volunteer services. Any and all volunteer policies, documents, or other communications requesting or encouraging parents/guardians to volunteer shall clearly specify that any such volunteering or making of donations is purely optional and not required as a condition of admission, continued enrollment, or any other privilege offered by TLC. Any complaints alleging unlawful pupil fees shall be processed by TLC in accordance with Education Code Section 49013 and the Uniform Complaint Procedures.

Annually, TLC shall send a notice to all parents/guardians informing them that parental involvement is not a requirement for acceptance to, or continued enrollment at, TLC.

SUPERVISORIAL OVERSIGHT FEE

The District may charge for the actual cost of supervisory oversight of TLC, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). TLC acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

OTHER SERVICES FEES

TLC may opt to seek to contract with the District for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, and Program Evaluation. Whether to provide such services upon request shall be in the District's sole discretion. The terms for the provision and cost of such services shall be set forth in a separate written agreement(s).

ENROLLMENT

The Charter School shall obtain a CDS code number from the CDE and shall complete and submit enrollment and other necessary demographic information to the District, to the California Longitudinal Pupil Achievement Data System (CALPADS), and to the California Basic Education Data System (CBEDS) consistent with State timelines and requirements.

REPORTING TO PUBLIC AGENCIES

TLC shall submit to the District a copy of all reports or other documents that TLC is required to submit to the State or other public agency in the State, including, but not limited to:

- P-1 Attendance Report to be submitted to the State each January 15th and reflecting attendance through the last full school month ending prior to December 31;
- P-2 Attendance Report to be submitted to the State each May 1st and reflecting attendance through the last full school month ending prior to April 15;
- Annual P-3 Attendance Report to be submitted to the State each July 15th and reflecting the entire fiscal year's attendance (July 1 – June 30).

Such reports will be submitted to the District concurrently with submittal to the State or other public agency.

NOTIFICATION TO DISTRICT REGARDING GOVERNING BODY COMPOSITION

As part of the annual oversight process, the Charter School shall send to the District a list of its directors and officers annually, at any time the composition changes, and at any other time upon request.

SCHOOL CALENDAR AND SCHEDULES

TLC shall provide to the District by July 1 of each year the school calendar and bell schedule for the following school year, including calculation of instructional minutes. If summer school, extended day or intersession is offered, TLC shall include calendars and bell schedules for such programs.

PERFORMANCE ASSESSMENTS

TLC shall forward results, excepting individual student results, from all statewide assessments, to the District promptly upon receipt by the Charter School, but in no event later than thirty (30) days after such receipt, except that results of the English Language Proficiency Assessments for California (ELPAC) shall be submitted to the District no later than two (2) weeks after receipt of test results. TLC shall post the School Accountability Report Card (SARC) to its website by February 1st and submit an electronic copy of the SARC to the District simultaneously.

CASH FLOW AND RESERVE

TLC shall maintain an end-of-year reserve of four percent (4%) or greater of expenditures in each respective fiscal year or, in the event TLC projects a lower reserve amount given the fully inclusive educational program offered by TLC, as otherwise mutually agreed upon in writing following good faith discussion(s) between TLC and the District.

BANKING ARRANGEMENTS

TLC will reconcile the ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare a balance sheet. A cash flow statement will be submitted using the same time frame as the District. TLC will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed five hundred dollars (\$500), may be established with an appropriate ledger to be reconciled quarterly.

PROPERTY INVENTORY

TLC's Executive Director or designee shall establish and maintain an inventory of all TLC non-consumable goods and equipment according to a policy established by TLC's Board of Directors board that shall comport with all relevant statutory requirements.

PAYROLL

TLC or its business services provider will prepare payroll checks, tax and retirement withholdings, tax statements and perform other payroll support functions. TLC's Executive Director or designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. TLC's Executive Director or designee and TLC's business service manager will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related

documentation including a federal I-9 form, tax withholding forms, retirement data and use of sick leave.

BUSINESS SERVICES

TLC shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of TLC. Such services may be provided either by an employee of TLC or by a consultant (or consultant group) hired by TLC. Any such employee or consultant (or consultant group) shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar, or providing the services of a Chief Financial Officer or similar to a California public school (charter or non-charter) in a consultant capacity.

LITIGATION

TLC shall notify the District of any pending litigation or legal action taken by any party against TLC or any employee, including any Special Education complaint, or due process hearing within 30 calendar days of TLC's receiving said notice.

SCHOOL NAME

TLC shall be known as **Tomorrow's Leadership Collaborative Charter School**. TLC may not change its name, nor operate under any other name, without the prior express written approval of the District.

TERM, RENEWAL AND MATERIAL REVISION

TLC may submit a request for renewal of its charter only during the period September 1, 2022, through January 31, 2023, unless otherwise agreed with the District, and only after TLC is able to provide to the District the statewide testing results for the fourth year of its current term, which are necessary in order for the District Board to consider TLC's academic performance, specifically including any increases in pupil academic achievement both schoolwide and for numerically significant pupil subgroups, as required by law. Furthermore, TLC shall not submit its request for renewal at a time that would result in the period for District Board consideration and action on the renewal request to include the District's winter break as any such submittal would improperly and unnecessarily limit the District's ability fully to evaluate and act on the renewal request.

TLC understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not solely created internally by TLC) and the documents specified below, has been submitted to the District, receipt of the Charter renewal will be placed on the next regular District Board meeting agenda for which meeting the agenda deadline has not passed, and only such receipt by the District Board shall commence the timelines for action on the renewal request. TLC further acknowledges that TLC's agenda deadlines are generally at least three weeks prior to the Board meeting, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the District's normal agenda deadline

requirements, and TLC may obtain specific agenda deadline information promptly from the District Superintendent or designee prior to submittal.

Any renewal or material revision request shall include all of the following materials:

1. At least 12 hard copies (in notebook or otherwise bound) of the entire renewal/materially revised Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;
2. A redline comparing the renewal/materially revised Charter to the current Charter included in the notebook;
3. An electronic (Word) version of both the clean and redline versions of the renewal/materially revised Charter along with all updated appendices.
4. An electronic (Excel) version of the Budget with all supporting calculations (i.e., LCFF calculator, etc.)

The renewal and material revision process shall be governed by the provisions of Education Code Sections 47605 and 47607 and California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed those provisions. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

TLC is encouraged to consult with the District regarding submittal of a draft of the renewal request prior to the formal submittal of any renewal request in order to provide additional time for District review and comment, and for the parties to work cooperatively on any outstanding issues relative to TLC's operations or the Charter document. Any review of or comment on the proposed renewal Charter prior to the formal submittal will be at the District's sole discretion.

The District Board delegates to the Superintendent or designee and the TLC Board of Directors delegates to the Executive Director or designee authority to waive or extend the timelines in this Charter, law, or applicable regulation for consideration or action on material revisions and/or renewals of the Charter.

TLC shall at all times maintain clean Word copies of each version of the Charter that is approved by the District. If a material revision or renewal request is submitted to the District, TLC shall maintain both the prior approved version(s) of the Charter and the revised version in electronic Word format and make any and all such versions available to the District upon request.

DEBTS AND OBLIGATIONS

TLC shall be solely responsible for all costs and expenses related to the Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

TLC shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents to which the District is not a party and/or which are not approved or ratified by the District Board as required by law, shall be unenforceable against the District and shall be TLC's sole responsibility.

To the extent practicable, TLC shall include the following language in any contracts it enters into:

TLC shall have no authority to enter contracts for or on behalf of the Orange Unified School District. The parties to this agreement understand, acknowledge, and agree that any contracts, purchase orders, or other documents to which the Orange Unified School District is not a specific party and/or which are not approved or ratified by the Orange Unified School District Governing Board, as required by law, shall be unenforceable against the Orange Unified School District and shall be TLC's sole responsibility.

INDEPENDENT ENTITY

TLC and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. TLC and the District shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of Charter School.

COMPLIANCE WITH LAWS

TLC agrees to comply at all times with federal or state laws (which may be amended from time to time), as applicable to charter schools, including but not limited to the following:

- The Brown Act (Cal. Gov. Code, § 54950 *et seq.*);
- The Public Records Act (Cal. Gov. Code, § 6250 *et seq.*);
- The Political Reform Act (Gov. Code, § 87100 *et seq.*) and TLC has agreed by the terms of this Charter to follow the rules set forth in Government Code Section 1090 *et seq.* irrespective of any arguments about the applicability generally of that provision to charter schools.
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 *et seq.*);
- The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq.*);
- The Americans with Disabilities Acts (42 U.S.C. § 12101 *et seq.*).
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act ("FEHA") Cal. Gov. Code, § 12900 *et seq.*);

- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794 *et seq.*);
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 *et seq.*);
- The Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g *et seq.*);
and
- The Elementary and Secondary Education Act (“ESEA”) as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

NOTIFICATIONS

All notices, requests, and other communications under this Charter shall be in writing and mailed to the proper addresses as follows:

To the Superintendent at:
 Superintendent of Schools
 Orange Unified School District
 1401 North Handy St.
 Orange, CA 92867

To the Charter School at:
 Executive Director
 Tomorrow’s Leadership Collaborative Charter
 School
 [STREET ADDRESS OF TLC WHEN FACILITY
 SECURED]
 Orange, CA _____

ATTACHMENTS, EXHIBITS, AND APPENDICES

All of the attachments, exhibits, and appendices to this Charter are hereby incorporated herein and made a part hereof by this reference.

- TOPIC:** APPROVAL OF CONTRACT FOR EMPLOYMENT OF SUPERINTENDENT
- DESCRIPTION:** At the December 7, 2017 Organizational Meeting, the Board of Education took action to approve the appointment of Gunn Marie Hansen, Ph.D. to the position of Superintendent of Schools. Subsequently, it is necessary for the Board of Education to enter into an agreement of employment between Dr. Hansen and the Orange Unified School District.
- FISCAL IMPACT:** As per the terms and conditions of the agreement.
- RECOMMENDATION:** It is recommended the Board of Education enter into an agreement of employment between Dr. Gunn Marie Hansen and the Orange Unified School District as Superintendent of Schools and authorize the Board President and Clerk to execute such agreement.

This is to certify that this Item was approved by the Board of Education.



Gunn Marie Hansen, Ph.D.
Superintendent and Secretary
Orange Unified School District

INFORMATION/DISCUSSION
ITEMS

TOPIC: **MEASURE S CAPITAL FACILITIES PROGRAM UPDATE**

DESCRIPTION: Staff members will provide a Measure S Capital Facilities Program status report and overview of work currently in progress as it relates to the initial scope of work for the science center projects at the four high schools.

This item is for information only.

TOPIC: **COMMUNICATIONS/PUBLIC INFORMATION SERVICES:
MARKETING PLAN PRESENTATION**

DESCRIPTION: As part of the RFP evaluation process, participants will be required to present a mock marketing plan for the District, highlighting program offerings and/or activities at schools. Representatives from VMA and Communications Lab will each be provided 15 minutes for the marketing plan presentation. For the exercise, participants are not allowed to contact District administration, instead they are to utilize all available resources on the District website and/or public press releases. The intent of the presentation is to showcase both firm's style and ability to successfully serve as the District's public relations firm.

CONSENT ITEMS

ROUTINE ITEMS ACTED UPON IN ONE MOTION UNLESS PULLED FOR DISCUSSION AND SEPARATE ACTION.

TOPIC: **CONTRACT SERVICES REPORT – MEASURE S**

DESCRIPTION: The following is a report of contract services for Measure S.

**PENCO ENGINEERING
ORANGE HIGH
SCHOOL**

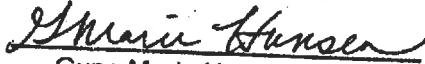
On June 8, 2017, the Board of Education authorized a contract for Penco Engineering to provide topographic surveying services to assess site conditions, elevations, and provide required mapping and reports in preparation for Measure S projects at Orange High School. Additional surveying and mapping services are required to address the Division of State Architect (DSA) comments and modification requirements related to the existing path of travel and topographic elevations on project plans currently under review with DSA. Competitive fees are in accordance with the fee schedule included the original Agreement.

Building Measure S Projects....not to exceed.....\$13,200
21.00-9714-0-6240-9520-8500-392-416-000 (Lebs)

FISCAL IMPACT: \$13,200

RECOMMENDATION: It is recommended that the Board of Education approve the Contract Services Report – Measure S as presented.

This is to certify that this item was approved by the Board of Education.


Gunn Marie Hansen, Ph.D.
Superintendent and Secretary
Orange Unified School District

TOPIC: **CONTRACT SERVICES REPORT – BUSINESS SERVICES**

DESCRIPTION: The following is a report of contract services for Business Services.

This is to certify that this item was approved by the Board of Education.

PBK ARCHITECTS – CHAPMAN HILLS ELEMENTARY
Marie Hansen
 Gunn Marie Hansen, Ph.D.
 Superintendent and Secretary
 Orange Unified School District

Professional architectural and planning services are required for site-specific projects. PBK is qualified to create construction documents for the addition of a new shade structure at Chapman Hills Elementary for a fee of \$8,200, plus reimbursable costs. Staff reviewed the proposals determining costs to be reasonable. An additional amount of \$1,640 is to cover reimbursable costs and contingency for a total authorization of \$9,840.

Variousnot-to-exceed \$9,840
 (Harvey/Lebs)

This is to certify that this item was approved by the Board of Education.

PBK ARCHITECTS (PORTOLA M.S.)
Marie Hansen
 Gunn Marie Hansen, Ph.D.
 Superintendent and Secretary
 Orange Unified School District

Professional architectural and planning services are required for site-specific projects. PBK is qualified to create construction documents for the installation of a new fire suppression system (per code) serving Portola Middle School's Nutrition Services kitchen for a fee of \$16,250, plus reimbursable costs. An additional amount of \$3,250 is to cover reimbursable costs and contingency for a total authorization of \$19,500.

Variousnot-to-exceed \$19,500
 (Harvey/Lebs)

This is to certify that this item was approved by the Board of Education.

PBK ARCHITECTS (VILLA PARK ELEMENTARY)
Marie Hansen
 Gunn Marie Hansen, Ph.D.
 Superintendent and Secretary
 Orange Unified School District

Professional architectural and planning services are required for site-specific projects. PBK is qualified to create construction documents for the addition of a new shade structure at Villa Park Elementary for a fee of \$8,200, plus reimbursable costs. Staff reviewed the proposals determining the costs reasonable. An additional amount of \$1,640 is to cover reimbursable costs and contingency for a total authorization of \$9,840.

Variousnot-to-exceed \$9,840
 (Harvey/Lebs)

This is to certify that this item was approved by the Board of Education.

Gunn Marie Hansen
 Gunn Marie Hansen, Ph.D.
 Superintendent and Secretary
 Orange Unified School District

LEADERSHIP ASSOCIATES, LLC

With a newly appointed Superintendent and the recent Board of Education organization election, the District is looking into a service agreement with Leadership Associates, LLC to provide services that include:

- Superintendent/Board Relations
- Governance Team Protocols
- Superintendent / District Goals and Priorities
- Superintendent / District Evaluation Instrument
- Superintendent / Board Advisement

Services will be rendered from January 2018 through June 2020.

Superintendent's Office.....not to exceed.....\$40,000
 Revenue neutral – offset savings from interim assignment
 01.00-0000-0-5850-0000-7100-101-101-000 (Hansen)

This is to certify that this item was approved by the Board of Education.

Gunn Marie Hansen
 Gunn Marie Hansen, Ph.D.
 Superintendent and Secretary
 Orange Unified School District

ZM ENGINEERING,

Professional architectural and planning services are required for site-specific projects. ZM Engineering is qualified to create construction documents for the installation of a new HVAC system (per code) serving all permanent buildings at Fletcher Elementary for a fee of \$42,680, plus reimbursable costs. An additional amount of \$4,268 (10%) is added to cover reimbursable and contingency costs for a total authorization of \$46,948.

Fund 14not-to-exceed \$46,948
 (Harvey/Lebs)

FISCAL IMPACT: \$126,128

RECOMMENDATION: It is recommended that the Board of Education approve the Contract Services Report – Business Services.

TOPIC:

NOTICE OF COMPLETION

DESCRIPTION:

The contracts listed below have been completed and require acceptance by the Board of Education prior to filing of appropriate notice of completion:

This is to certify that this item was approved by the Board of Education.



Gunn Marie Hansen, Ph.D.
Superintendent and Secretary
Orange Unified School District

BID NO. 1617-752 – Villa Park Elementary School

Building Demolition

Project(s):	Demolition of buildings at Villa Park Elementary
Board Approval Date:	June 8, 2017
Original Purchase Order:	175631
Completion Date:	November 8, 2017
Contractor:	5M Contracting, Inc.
Original Project Amount:	\$498,340
Change Order Amount:	\$10,740
Total Project Amount:	\$509,080
Fund(s):	Maintenance (14)

In accordance with Public Contract Code Section 7107, the final payment of the retention based on the value of the work done under these agreements shall be made 35 days after recording the Notice of Completion at the County of Orange Recorder's Office.

FISCAL IMPACT:

No additional fiscal impact.

RECOMMENDATION:

It is recommended that the Board of Education accept the above contract as complete and authorize staff to file appropriate notice of completion.

TOPIC: **TEMPORARY RIGHT-OF-ENTRY PERMIT COUNTY OF ORANGE – PANORAMA ELEMENTARY SCHOOL**

DESCRIPTION: The County of Orange has proposed to widen the street and curb on South Crawford Canyon Road in front of Panorama Elementary School between the east driveway and Willis Lane to provide additional area for bus drop-off. In order to accomplish this work, the District needs to execute a Temporary Right-of-Entry Permit.

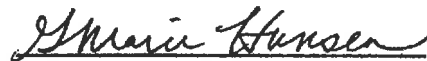
Due to the time constraints of wanting to work on the project over winter break to reduce impacts to the school, the Temporary Right-of-Entry Permit was executed in mid-December and is being presented this evening for ratification.

Attachments: Temporary Right-of-Entry Permit

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education ratify the Temporary Right-of-Entry Permit with the County of Orange.

This is to certify that this item was approved by the Board of Education.



Gunn Marie Hansen, Ph.D.
Superintendent and Secretary
Orange Unified School District

TEMPORARY RIGHT-OF-ENTRY PERMIT

ORANGE UNIFIED SCHOOL DISTRICT,
hereinafter referred to as "**GRANTOR.**"

does hereby grant to

COUNTY OF ORANGE, a political subdivision of the State of California,
hereinafter referred to as "**COUNTY,**"

a temporary right-of-entry permit ("**Permit**") in, over, and across the real property (the "**Permit Area**") in the County of Orange, State of California, as depicted on "Exhibit A," attached hereto and by this reference made a part hereof; together with the right to enter upon, to pass and repass over and along said Permit Area; to store materials as necessary (subject to the terms set forth herein), to construct, reconstruct, a driveway approach, a driveway, a curb, a realignment of a walkway including the right to excavate, fill or regrade said Permit Area over a portion of GRANTOR'S Property for the purposes of joining GRANTOR'S driveway with COUNTY'S Project, (hereinafter "**Improvements**") by COUNTY, its officers, agents and employees, and by persons under contract with it and their employees, whenever and wherever necessary for the purposes set forth above. COUNTY'S road and drainage improvement project will be constructed within COUNTY right-of-way (the "**Project**"). GRANTOR and COUNTY shall sometimes be referred to hereinafter individually as "**Party**" or collectively as "**Parties.**"

This grant is based upon the following facts:

- A. GRANTOR owns real property identified as Assessor Parcel No. 393-111-10 on the tax rolls of the Orange County Assessor (the "**Property**") and said Property contains the Permit Areas.
- B. GRANTOR grants COUNTY permission to construct such Improvements on a portion of the Property and, therefore, desires to provide COUNTY with the required access to the Permit Area to complete such Improvements. The Improvements will become the GRANTOR'S sole property.
- C. Subject to Section 5 below, GRANTOR shall not grant any right to the Permit Area to any other third parties that may interfere with COUNTY's use of the Permit Area unless otherwise approved in writing by COUNTY's OC Public Works Director or designee.

NOW THEREFORE, it is understood and agreed by the Parties hereto, and their successors and assigns, that this Permit is herein granted under the following terms and conditions:

- 1. Term. The Permit herein granted shall be for a period of six (6) months from the commencement of construction of the Project and shall terminate at the end of such period or upon filing of a Notice of Completion, whichever first occurs (the "**Term**"). GRANTOR shall be given written notice by COUNTY's OC Public Works Director, or designee, as to the date COUNTY requires use of the Permit Area for commencement of construction, which shall take place during

the winter break between December 18, 2017 through January 5, 2018 or during the summer of 2018 after the 2017-2018 school year has ended. In no event shall the work take place while school is in session, unless previously approved in writing by Grantor.

2. Compensation. COUNTY shall be solely responsible for any and all costs incurred to complete the Improvements and the Project and in no event shall GRANTOR be liable or responsible for any such costs. GRANTOR has reviewed its potential rights under Uniform Relocation Assistance and Real Property Acquisition Policies Act (Public Law 105-117), Chapter 16 of Division 7 of Title 1 of the Government Code (California Government Code section 7260.5 et seq.), and Title 25, Chapter 6 of the California Code of Regulations (25 CCR 6000 et seq.), all as amended (collectively, the “**Relocation Laws**”). GRANTOR understands that it may have the right to have the Permit Area appraised and receive compensation based on an appraisal. However, GRANTOR, as an inducement to COUNTY to undertake the Project, and as consideration for any benefit obtained by GRANTOR from the Project, GRANTOR has waived its right under the Relocation Laws.

3. Hazardous Materials. Subject to the terms within this section, nothing in this Permit is intended nor shall anything in this Permit be construed to transfer to COUNTY or its successors or assigns or to relieve GRANTOR or its successors or assigns or predecessors in title of any responsibility or liability GRANTOR or its successors or assigns or predecessors in title now has, has had or comes to have with respect to human health or the environment, including but not limited to responsibility or liability relating to Hazardous or Toxic Substances or Materials (as such terms as those used in this sentence are defined by statute, ordinance, case law, governmental regulation or other provision of the law). Furthermore, COUNTY may exercise its rights under law to bring action, if necessary, to recover clean-up costs and penalties paid, if any, from GRANTOR or any others who are ultimately determined by a court of competent jurisdiction and/or a federal, state or local regulatory or administrative governmental agency or body having jurisdiction, to have responsibility for said hazardous toxic substances or materials upon, within, or under the Permit Area. In the event the COUNTY knows or should have known about the presence of any Hazardous or Toxic Substances or Materials on the Property, COUNTY shall immediately cease all activities on the Property and take reasonably necessary steps to contact GRANTOR immediately so the Parties can meet and confer in good faith to address any resulting issues. County shall only be responsible and liable under this section if the COUNTY acts negligently upon discovery of any Hazardous Substance or Materials. COUNTY shall not be responsible or liable for any harm or damage that may result from GRANTOR’s negligence in failing to address the presence of Hazardous or Toxic Substances or Materials or COUNTY’S inability to contact the GRANTOR if COUNTY takes reasonable steps to contact the GRANTOR upon discovering Hazardous or Toxic Substances or Materials. Notwithstanding the foregoing, COUNTY shall be and remain liable for any cost, damage, harm, or claim arising from any Hazardous or Toxic Substances or Materials used by COUNTY for the Project, the Improvements, or brought onto the Permit Area or the Property by COUNTY, its officers, agents and employees, and by persons or entities under contract with COUNTY for any reason. COUNTY shall also remain liable for any cost, damage, or claim arising from harm to human health or the environment arising from the acts or omissions of COUNTY, its officers, agents and employees, and by persons or entities under contract with COUNTY arising from the Project.

4. Applicable Requirements. COUNTY shall comply with all laws, ordinances, zoning, rules, and regulations applicable to the Property, including the Permit Area, enacted or promulgated by any public or governmental authority or agency, having jurisdiction over the Property, including but not limited to compliance with the Americans with Disabilities Act. COUNTY shall be responsible for obtaining and maintaining throughout the Term of the Agreement all permits, licenses, approvals, from any local, state or federal agency necessary for the Project and shall indemnify GRANTOR for any cost, claim, or damage arising from COUNTY's failure to comply with these requirements, as set forth in Section 6 below.

5. Interference. The Parties shall work together in good faith to ensure the Improvements, and COUNTY's presence on the Property as set forth herein, do not interfere with the GRANTOR's regular use of the Property. GRANTOR may require COUNTY to temporarily suspend or adjust the Property work in the event such work may interfere with GRANTOR's scheduled use of the Property at no penalty or cost to the GRANTOR.

6. Indemnification. COUNTY shall indemnify and defend GRANTOR, its employees, agents, and board members against and will hold and save them and each of them harmless from any and all actions, claims, liens, damages to persons or property, penalties, obligations or liabilities, including attorneys' fees, that may be asserted or claimed by any person, firm, association, entity, corporation, political subdivision, or other organization arising out of or in connection with COUNTY's activities at the Property including the Permit Area, this Agreement, and any other use of and operations at the Property pursuant to this Agreement, but excluding such actions, claims, damages to persons or property, penalties, obligations or liabilities arising from the sole active negligence or willful misconduct of GRANTOR. COUNTY further agrees to indemnify, defend and hold harmless GRANTOR and each of them from any claim or cause of action arising out of or related to any personal property of COUNTY stored at the Property including the Permit Area. In connection therewith:

(i) Actions Filed. COUNTY shall defend any action or actions filed in connection with any of said claims, liens, damages, penalties, obligations or liabilities, and will pay all costs and expenses, including attorneys' fees incurred in connection therewith.

(ii) Judgments Rendered. COUNTY shall promptly pay any judgment rendered against COUNTY Parties or GRANTOR covering such claims, liens, damages, penalties, obligations and liabilities arising out of or in connection with such use of and operations at the Property including the Permit Area referred to herein and agrees to save and hold GRANTOR harmless therefrom.

(iii) Costs and Expenses; Attorneys' Fees. In the event any GRANTOR are made a party to any action or proceeding filed or prosecuted against COUNTY Parties for such damages or other claims arising out of the use of and operations at the Property including the Permit Area referred to herein, COUNTY agrees to pay GRANTOR any and all costs and expenses incurred by them in such action or proceeding together with reasonable attorneys' and expert witness fees.

The provisions of this Section shall survive the termination or expiration of this Agreement.

7. Authorization. Each Party represents and warrants that each officer or representative of the Parties affixing his or her signature below has the full legal authority to bind his or her respective Party to all of the terms, conditions and provisions of this Permit: that his or her respective Party has the full legal right, power, capacity and authority to enter into this Permit and perform all of the obligations herein; and that no other approvals or consents are necessary in connection therewith.

8. Ownership. The Parties hereby confirm and agree that after COUNTY completes of the work described above, said Improvements located on GRANTOR'S Property will be deemed GRANTOR's sole property and COUNTY shall have no right or interest in the Improvements or the Property, including the Permit Area. This Agreement provides a temporary, non-exclusive license to COUNTY to enter the Property as set forth above to complete the Improvements and in no way shall be construed as granting COUNTY a permanent interest or possessory right in the Improvement, the Property, or the Permit Area. After completion of the Project, GRANTOR will be responsible for the Improvements' maintenance and repair but only to the extent that such Improvements are located on the Property.

9. Periodic Inspections/Access. GRANTOR shall be allowed to perform periodic inspections of the Permit Area without notice in order to determine the physical condition of the Permit Area. COUNTY shall make every effort to conduct these activities in a manner that does not unduly interrupt GRANTOR's use of the Permit Area. If the GRANTOR determines, during an inspection or at any other time, that COUNTY's use of the Permit Area or Property is causing damage to the Permit Area or Property, or otherwise violates any term of this Agreement, the Parties will meet in good faith to immediately correct the issue.

10. Expiration: Termination: Vacating Site. COUNTY acknowledges and agrees that this Agreement grants a non-exclusive temporary access right and is not a lease or easement or other instrument that conveys an interest in real property. Accordingly, COUNTY acknowledges and agrees that upon the expiration or earlier termination of the Agreement, COUNTY will not have any additional entry or use rights pursuant to this Agreement, other than what is granted to the general public. At the end of the Term, GRANTOR may remove any COUNTY equipment or personal belongings remaining on the Property at COUNTY's sole cost if COUNTY refuses or fails to remove such material.

11. Termination. In the event COUNTY breaches any of the obligations or requirements of this Agreement, GRANTOR may terminate this Agreement immediately upon written notice to COUNTY. Upon such termination, COUNTY shall immediately vacate the Property, including the Permit Area. In the event of such termination, COUNTY shall be responsible for any and all costs incurred by GRANTOR to address the breach and/or return the Property to its original condition.

12. Execution in Counterpart. This Agreement may be executed in several counterparts, and all so executed shall constitute one agreement binding on all Parties hereto, notwithstanding that all parties are not signatories to the original or the same counterpart.

13. Conflicts of Interest. No director, officer, official, representative, agent or employee of any Party shall have any financial interest, direct or indirect, in this Agreement.

14. Rights and Remedies are Cumulative. Except as may be otherwise expressly stated in this Agreement, the rights and remedies of the Parties are cumulative, and the exercise by any Party of one or more of its right or remedies shall not preclude the exercise by it, at the same time or at different times, of any other rights or remedies for the same default or any other default by another Party or Parties.

15. Cooperation. The Parties acknowledge that it may be necessary to execute documents other than those specifically referred to herein in order to complete the objectives and requirements that are set out in this Agreement. The Parties hereby agree to cooperate with each other by executing such other documents or taking such other actions as may be reasonably necessary to complete the objectives and requirements set forth herein in accordance with the intent of the Parties as evidenced in this Agreement.

GRANTOR

Orange Unified School District

Dated: December 20, 2017

By: _____

Print Name: Ronald N. Lebs

Title: Assistant Superintendent, Facilities & Planning

COUNTY

County of Orange,
a political subdivision of the State of California

Dated: _____

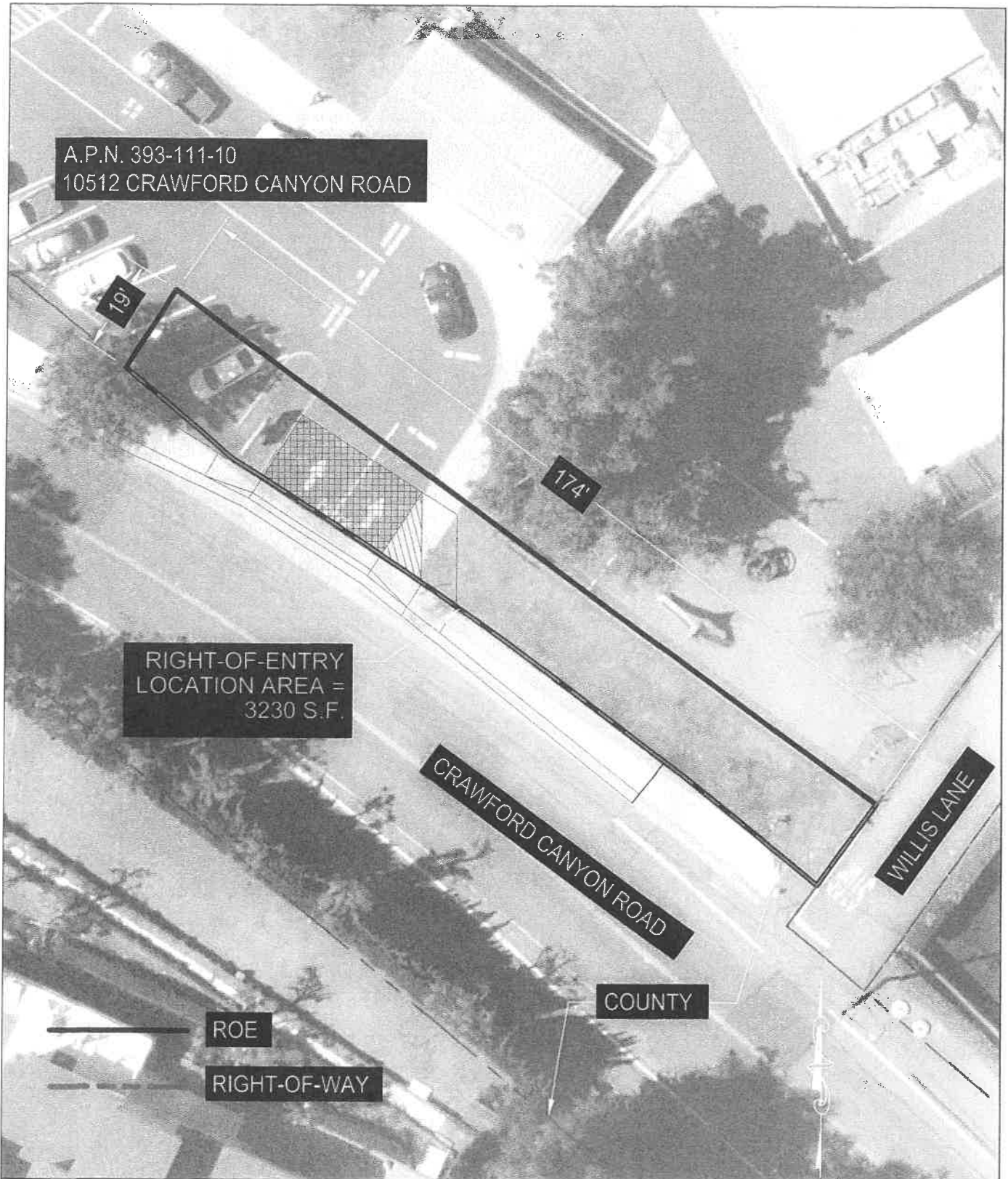
By: _____

Shane L. Silsby,
Director, OC Public Works
Per Resolution No. 08-151

Approved as to Form
Office of the County Counsel
Orange County, California

By: _____
Deputy

Dated: _____



Crawford Canyon Road Improvement &
Drainage Reconstruction, Phase 2
Right of Entry Location Exhibit

A.P.N. 393-111-10
10512 CRAWFORD CANYON ROAD
EXHIBIT A

