

This document was provided, as is, to the California Department of Education (CDE) by the **Los Angeles County Office of Education** for Item 18 of the July 2022 State Board of Education Meeting Agenda. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.



2021-2022 Annual Report to the Los Angeles County Board of Education Report Period: 2020 - 2021

T.I.M.E. Community Schools

Grade Levels Served: 9-10

School Administrator: Dr. Gabriel Ramirez

School Address: 2100 West Cleveland Avenue,
Montebello, CA, 90640

School Telephone: (323) 424-6910

School Website: www.timecommunityschools.org

CDS Code: 19-10199-014075

Table of Contents

- I. Charter Specific Accountability**
 - Progress Toward Meeting Measurable Pupil Outcomes
- II. Status Update for 2021-2022**
- III. 2021- 2022 NWEA Data & Student GPA Growth Data**

I. CHARTER SPECIFIC ACCOUNTABILITY

Progress Toward Meeting Measurable Pupil Outcomes (MPOs)

For 2020-2021, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

Measurable Outcomes	School Reported Performance	Outcome Met?
1. All teachers will be appropriately credentialed and placed, in compliance with Education Code 47605(l). <i>(Priority 1)</i>	T.I.M.E. Community Schools was not open in 2020-2021 due to a planning year. There is no MPO reporting for this year.	
2. All instructional materials, instructions, and resources will be aligned to state standards for all students, including English Learners. <i>(Priority 1)</i>		
3. The facility will achieve a rating of “Good” on the Facilities Inspection Tool. <i>(Priority 1)</i>		
4. All students will have their own, individual copies/access to all standards aligned materials. <i>(Priority 2)</i>		
5. TCS will conduct monthly principal coffees for parents. <i>(Priority 3)</i>		
6. TCS will establish a parent advisory council that meets monthly and reports to the Principal. The principal will include parent concerns and recommendations to the board as a standing item on the board’s agenda. <i>(Priority 3)</i>		
7. TCS will administer an annual parent survey and use the results to inform the development of the LCAP, advise the board on the allocation of resources, and resolve concerns. <i>(Priority 3)</i>		

Measurable Outcomes	School Reported Performance	Outcome Met?
8. TCS will conduct quarterly learning walks for all stakeholders to engage them in the development of improved services, support, and problem solving. <i>(Priority 3)</i>		
9. TCS will invite parents who are experts in a variety of fields to participate in PBL activities through mentoring and/or co-teaching with general education teacher. <i>(Priority 3)</i>		
10. TCS will establish a baseline for student performance on the ELA SBAC in its first year of operation. Subsequent performance will increase by a minimum of 2% annually within each anticipated significant subgroup. <i>(Priority 4)</i>		
11. TCS will establish a baseline for student performance on the Math SBAC in its first year of operation. Subsequent performance will increase by a minimum of 2% annually within each anticipated significant subgroup. <i>(Priority 4)</i>		
12. Eighty-five percent (85%) of students school wide and within each significant subgroup will complete all A-G courses required for admission to UC and CSU systems. <i>(Priority 4)</i>		
13. Eighty-five percent (85%) of students taking AP courses will pass the AP exam for that course with a score of 3 or higher. <i>(Priority 4)</i>		
14. Eighty-five percent (85%) of students school wide and within each anticipated significant subgroup will score 'college ready' on the SBAC. <i>(Priority 4)</i>		

Measurable Outcomes	School Reported Performance	Outcome Met?
15. Seventy (70%) of English learners will progress toward fluency with ELPAC increases of 2 points annually. <i>(Priority 4)</i>		
16. Seventy (70%) of English learners will reclassify with ELPAC increases of 2 points annually. <i>(Priority 4)</i>		
17. English learners scores on the ELA SBAC will increase 2 points annually. <i>(Priority 4)</i>		
18. <u>Attendance rate</u> : 95.5% school wide and for each subgroup anticipated. <i>(Priority 5)</i>		
19. <u>Chronic absenteeism rate</u> : Reduce chronic absenteeism by at least 1% a year school wide and within each significant subgroup. <i>(Priority 5)</i>		
20. <u>High School dropout rate</u> : TCS dropout rate will be less than 2% school wide and within each significant subgroup. <i>(Priority 5)</i>		
21. <u>Graduation rate</u> : Eighty-five (85%) of students school wide and within each significant subgroup who enter TCS at ninth grade will graduate from TCS within 4 years. <i>(Priority 5)</i>		
22. <u>Suspension rate</u> : TCS will have a suspension rate of less than 3% school wide and for each subgroup. <i>(Priority 6)</i>		
23. <u>Expulsion rate</u> : TCS will have an expulsion rate of less than 1% school wide and for each subgroup. <i>(Priority 6)</i>		

Measurable Outcomes	School Reported Performance	Outcome Met?
24. TCS will administer the California Healthy Kids Survey annually, evaluate trends contained in the data, and report them to the governing board. <i>(Priority 6)</i>		
25. <u>Career readiness</u> : Eighty-five (85%) of students school wide and within each anticipated subgroup will complete UCCI courses, which are career based and are required form TCS high school graduation. <i>(Priority 7)</i>		
26. College admission rate: Seventy-five (75%) of TCS graduates will attend college immediately after high school. <i>(Priority 8)</i>		
27. <u>Community based internships</u> : Ninety-five (95%) of students school wide and within each anticipated subgroup will complete at least two career based internships. <i>(Priority 8)</i>		

II. Status Update for 2021-2022

TIME Community Schools opened its doors on July 1, 2021 in the city of Montebello. In a short span of time, TIME has successfully implemented its board and operational policies, academic programs, extracurricular programs, and its partnership with families -- in an extraordinarily challenging context with the COVID-19 pandemic and an unfriendly district.

Highlight & Accomplishments:

Educational Partners

The TCS Founders, since the genesis of the idea for TIME, have been committed to ensuring all educational partners know their value, including their role in ensuring the school stays true to and actualizes its mission, vision, values, and purpose. For example, the Executive Director and the board created TCS' Pillars of Board Governance. It is a policy created to support board members in effectively executing their duties and it is an assurance that everyone, despite possible disagreement, will treat each other with respect and dignity.

Faculty Handbook

TCS' Faculty Handbook is an achievement because few schools, let alone a start-up, have created guidelines for instructional success. TCS believes that our innovative T.I.M.E. Learning Model will only truly be effective when all teachers and staff know how to thoughtfully and clearly implement the TCS way of learning, which includes instructional and cultural components. This map is a guiding light for program implementation. The Handbook provides explanations on the “why” and “how” of the tools. Teaching should not be a guessing game. Instead, it must be rooted in evidence and research-based practices.

Professional Development

TCS is committed to building the capacity of its faculty and staff by providing high-quality professional development and the opportunity to participate in a Professional Learning Community. Professional development is thoughtfully planned and carefully implemented to ensure the time invested is meaningful and productive. Professional development advances the core values of continuous improvement and life-long learning. Weekly professional development occurs every Monday and for a week during quarter breaks.

Collaboration

One example of collaborative practices our faculty and staff employ is our Planning Charrette Protocol. The Planning Charrette is a term and process borrowed from the architectural community. Individuals or teams call for a Charrette when they are “stuck” or when they want to flesh out ideas for curriculum and lesson planning. The individual or team brings their current ideas, or the actual work in progress, to the Charrette, and then asks the group to “work on the work” with them. Charrettes are used to scrutinize and improve work while it is still in progress, before it is ever placed in a high stakes environment. They can be used whenever an individual or small group has a design problem or issue.

Disciplined Approach to Finances

The pandemic had a substantial and material impact on enrollment and therefore our finances. With lower numbers than expected, there was a ripple effect on our access to funds that would have been made available to us had we met our enrollment numbers. TCS has been incredibly disciplined and diligent in how it manages its resources and, despite the challenges, has stayed true to our vision.

Academics

Although TCS is a small school consisting of 41 students and a lean faculty and staff in its start-up year, we have been able to offer a variety of classes, including courses to meet A-G requirements for grades nine and ten. TCS continues to be intentional about course offerings so that students are college and career ready.

Students have completed one semester at TCS. Since they have enrolled, the vast majority of students' GPA have improved as compared to the last semester they completed at their previous school. (please appendix)

- 65% of 9th grade students GPA's improved S1 as compared to previous school
- 75% of 10th grade student GPA's improved S1 as compared to previous school
- 64% of 9th grade students improved GPA from S1 to S2
- 67% of 10th grade students improved GPA from S1 to S2

Individualized Learning Plans

At the beginning of each year and semester, students update their Individualized Learning Plans (ILP) with their advisory teacher and /or counseling team. The purpose of the ILP is to have students engage in their learning process through discussing interests, reviewing diagnostic assessments, and discussing coursework. ILP have been a great tool to spur conversation on academic needs and to visually demonstrate a clear plan for success, which is another name we have been calling the ILP – Plan for Success. Also, we have share ILP with parents, which has been received well as it gives them a clearer picture of expectations and the supports offered by TCS. Students have walked away from ILP meetings very encouraged and with a clearer sense of purpose.

Areas of Growth/Challenge:

While TCS made great efforts to involve all stakeholders, TCS needs to continue to reach out to all educational partners to let them know how much we value their input. We have a small group of parents who have consistently made themselves available; however, we realize that with more outreach, we can increase this number. We need to continue to create opportunities that speak to parents' needs and interests, knowledge, and experience. Our families and community are our greatest resource.

An area that has been challenging has been the implementation of PowerSchool and related platforms such as Schoology and Performance Matters. PowerSchool took a very long time to properly setup our SIS, which has impacted our ability to run reports and upload data. PowerSchool has acknowledged its poor performance and continues to work with TIME to get the platform to run properly.

Finally, an area of growth is to continue to find strategies to enroll new students. While TIME believes it has done a good job recruiting students considering the circumstances, including the COVID-19 pandemic and a hostile district, TIME continues to look for best practices and groups to help us grow. TIME has made great connections with the city and organizations and looks forward to increasing the size of our student population.

End of School Year

TCS ended its first school year on May 26, 2022. On the last day of school TCS students participated in the Spring Community Showcase which is where students presented their Demonstrations of Mastery to their parents and community. This demonstration of mastery was collaborative and part of the students finals. Most families attended the event and parents commented on how proud they were of their child and the progress they made.

In regards to facility, since the district denied TIME’s Prop 39 application, TCS found a private facility and signed a lease. The building is larger and will allow TCS to better meet its instructional model through providing more collaborative space.

Approximately 65% of TCS students improved their GPA’s from S1 to S2. In examining this data, the majority of TCS students have improved their GPA’s over the course of the entire school year. In examining class GPA’s, both 9th and 10th grade classes improved quite noticeably. 9th grade average class GPA was a 1.7 prior to attending TCS and now the class average is a 2.7 after one year at TCS. 10th grade average GPA was a 1.2 prior to attending TCS and the class average is a 2.5 after one year at TCS. In examining students GPA prior to attending TCS, most students were not passing classes; however, now most students are passing classes and/or have made significant gains. We are please with the upward trend.

III. NWEA DATA 2021-2022

9th grade Students

	Fall Algebra 1 Score	Fall Geometry Score	Fall Reading Score	Fall Language Usage	Winter Score Algebra 1	Winter Scores Geometry	Winter Reading Score	Winter Language Usage Scores	Spring Algebra 1 Score	Spring Geometry	Spring Reading Score
NA			Not enrolled		197		165		181		179
210			221		230		227	218	221		220
245			233		249		225		246		221
202			210		213		217		201		218
192					194		195	205	198		205
NA			not enrolled		199		187				
225			218		225		210		217		215
219				218	228		209		227		220
219				198	200		208		217		215
191				208	203		182		201		190
NA			Not enrolled	201	223		191		236		206
223					235		224		222		204
205				212	203		211		199		209
NA			Not enrolled		193		191		191		188
197				213	202		212		208		209
213			209	204	202		201				210
207					211		206		210		210
187				183	188		172		195		176
221			216	212	210		213		219		213
204					190		186		201		194
	255			246		251	254			247	252
191			203	202	204		188		197		186
217				221	221		218		222		218
			222		232		217		279		224
207				205	205		207		208		201

10th grade Students

Fall Algebra 1 Score	Fall Geometry Score	Fall Reading Score	Fall Language Usage	Winter Algebra 1 Score	Winter Geometry Score	Winter Reading Score	Winter Language Usage	Spring Algebra 1 Score	Spring Geometry Scores	Spring Reading Scores	GPA 2020-21	GPA 2021-22 @ TCS (Semester 1)	GPA 2021-22 @ TCS (Semester 2)
na		not enrolled			216	222			214	224	0.4	1.37	2.25
na		not enrolled			223	223			214	207	2.4	1.87	2.375
		not enrolled			211	205			210	201	0.16	2.87	2.5
	241				249	232			247	237	1	3	3.125
195		not enrolled	187	210		195		208		176	0	1	1.5
206		not enrolled	219	223		220		213		222	0.5	2.5	2.25
na		not enrolled		204		219					0.67	student enrolled S2	2.625
214		194		213		195		209		187	1.2	2.62	2.625
		not enrolled	207	219		189		211		187	1.7143	2.25	2.375
	213	207			218	215			207	209	4	3.57	3
		not enrolled							228	228	0	not enrolled	
na		not enrolled		198		210			202	215	0.8	student enrolled S2	2.375
195		185		198		200		201		205	0.45	2.87	2.375
na		not enrolled		184		177					0.28	Student enrolled S2	1.875
		238			240	236			237	240	3.71	3.62	3.875
210		216	214	217		231		217		227	0.66	3	3.375

IV. GRADE POINT AVERAGE GROWTH

9th Grade

Student Name	Student ID's	GPA 2020-21	GPA 2021-22 1st semester @ TCS	GPA 2nd Semester	TCS S1 GPA compared to previous school	S1 to S2
		none	1.25	2.25	Transcript not received	improved
		0.5	3.12	3.25	improved	improved
		4	4.125	4		
		3.16	3.5	3.625	improved	improved
		1.12	2.75	2.5	improved	
		none	na	2.5	transcript not received	improved
		2.3	3.12	3	improved	
		0.73	2.62	3	improved	improved
		0	1.62	1.875	improved	improved
		2.6	3	2.625	improved	
		1.75	2.75	2.875	improved	improved
		1.7	2.37	2.375	improved	
		0.85	3.25	2.625	improved	improved
		0	na	2.375		improved
		0.66	2.62	2.5	improved	
		1.75	2.12	1.875	improved	
		0.78	2.62	2.75	improved	improved
		1.1	1.87	2.125	improved	improved
		1.87	3	2.875	improved	
		none	1.5	1.75	transcript has not been received	improved
		3.68	3.75	3.875	improved	improved
		0.83	2.62	2.75	improved	improved
		3.24	3.25	3.5	improved	improved
		4	3.75	3.875		improved
		1	2	2.625	improved	improved

- 65% of 9th grade students GPA's improved S1 as compared to previous school
- 64% of 9th grade students improved GPA from S1 to S2
- 9th grade Class GPA prior to entering TCS: 1.71
- 9th Grade Class GPA S1 @ TCS: 2.72
- 9th Grade Class GPA S2 @ TCS: 2.775

10th Grade

Student Name	Student ID's	GPA 2020-21	GPA 2021-22 @ TCS (Semester 1)	GPA 2021-22 @ TCS (Semester 2)	TCS S1 GPA compared to previous school	S1 to S2
		0.4	1.37	2.25	improved	improved
		2.4	1.87	2.375		improved
		0.16	2.87	2.5	improved	
		1	3	3.125	improved	improved
		0	1	1.5	improved	improved
		0.5	2.5	2.25	improved	
		0.67	student enrolled S2	2.625		Improved from previous school
		1.2	2.62	2.625	improved	
		1.7143	2.25	2.375	improved	improved
		4	3.57	3		
		0	not enrolled		Enrolled last 3 weeks of school	
		0.8	student enrolled S2	2.375		improved from previous school
		0.45	2.87	2.375	improved	
		0.28	Student enrolled S2	1.875		improved from previous school
		3.71	3.62	3.875		improved
		0.66	3	3.375	improved	improved

- 75% of 10th grade student GPA's improved S1 as compared to previous school
- 67% of 10th grade students improved GPA from S1 to S2
- 10th grade Class GPA prior to entering TCS: 1.2
- 10th Grade Class GPA S1 @ TCS: 2.545
- 10th Grade Class GPA S2 @ TCS: 2.56