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Documentary Record from the Orange County Board of Education

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**Charter Petition Intake Information form from Orange
County Department of Education and Tustin
International Charter Petition submitted September 25,
2024 to Tustin Unified School District**



CHARTER SCHOOL PETITION INTAKE INFORMATION

(Must be completed by petitioner)

SCHOOL INFORMATION

Name of Proposed Charter School Tustin International Charter School

Nonprofit Corporation Mandarin Immersion Schools Inc

Charter Management Organization (CMO) _____

School District of Facility Location Tustin Unified School District

Proposed Grade Span Year 1 TK-4th Proposed Grade Span Year 5 TK-5th

Total Students Year 1 228 Total Students Year 5 436

PETITIONER INFORMATION

Name Petitioner 1 Steven Chuang Email wenchangchuang@yahoo.com

Proposed Title Lead petitioner Phone 267-679-5052

Mailing Address 14685 Red Hill AVE Tustin 92780
Street City Zip Code

Name Petitioner 2 Joe Liu Email ludinc@outlook.com

Proposed Title Co-petitioner Phone 949-903-3858

Mailing Address 911 E 2nd Street Santa Ana 92701
Street City Zip Code

Facility Information

Has facility been secured?

☐

Facility Address _____

Street

City

Zip



No

Facility Being Considered
(Include Prop 39 requests)

300 South C St.

Street

Tustin

City

92780

Zip

Related Business Organizations and Other Corporate Affiliations

If a board member, school leader or petition development team member has an affiliation or connection with another authorized, denied or in progress charter school petition, please provide a description of the connection, including the name of school(s).

None.

List all corporations or business entities related to the corporation proposed to operate the charter school, including founding members, petition development team members, and lead petitioners. Explain whether, and to what extent, those entities will participate in operating the charter school (use additional pages if necessary).

Related or Affiliated Entity Name _____

Contact Information _____

Services to be Provided (if any) _____

Related or Affiliated Entity Name _____

Contact Information _____

Services to be Provided (if any) _____

Related or Affiliated Entity Name _____

Contact Information _____

Services to be Provided (if any) _____

Petition Review and Presentation Timelines (OCDE Use Only)

☐ County Petition

☐ Countywide Petition

☐ Appeal Petition

District that Denied Petition (if on appeal) or District(s) Where Charter School Proposes to Locate (countywide):

Submission _____

Public Hearing _____

Board Action _____

Extension Requested?

☐ No

☐ Yes

How many days? _____

Tustin International Charter School

塔斯町雙語國際學校

Cultivating Global Citizens

Charter Petition

Submitted to the Tustin Unified School District

September 25th, 2024

For the Term July 1, 2025 – June 30, 2030

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Budget Documents
Petition signatures

INTRODUCTION

We, a group of educators, parents, community members, and concerned citizens of Tustin are writing to express our strong support and enthusiasm for the school board of Tustin Unified School District to consider opening a Mandarin immersion charter school within our district. Mandarin Chinese is the most widely spoken language in the world, and its importance in the global economy is growing. Learning Mandarin will give our students valuable job skills and open up new opportunities in the global marketplace. A Mandarin immersion charter school would not only teach the language but also immerse students in Chinese culture, history, and traditions. This cultural exposure will foster respect, appreciation, and understanding of diverse perspectives, promoting a more harmonious and inclusive community.

By attending a Mandarin immersion school, students will be able to develop a high level of language proficiency, to enhance cognitive flexibility, critical thinking, and problem-solving skills, which will help them succeed in an increasingly globalized world. Furthermore, students can achieve bilingualism, which is linked to improved cognitive development and academic performance.

The introduction of a Mandarin immersion charter school will attract families seeking a unique and enriching educational experience for their children. This influx of students can help increase enrollment and bolster the overall reputation of our school district.

The establishment of a Mandarin immersion charter school is an opportunity for our community to come together and build strong partnerships between parents, educators, local businesses, and organizations. The collaborative effort will further strengthen the support network for our student's educational journey.

The organizers of Tustin International Charter School ("TICS") respectfully submit this charter school petition to the Tustin Unified School District and request that the charter petition be granted for a term running from July 1, 2025, through June 30, 2030.

TICS is pledged to contribute to the TUSD and to the city of Tustin as well as its neighboring communities by offering our students an engaging bilingual education that equips them with the knowledge, character, and 21st-century skills they will acquire to succeed in competitive colleges, careers, and our global society.

We recognize the intricacies involved in establishing a new charter school, encompassing meticulous planning, allocation of dedicated resources, and synergistic collaboration among diverse stakeholders. In light of this, we are resolute in our commitment to proactively engage in this endeavor, extending our specialized knowledge, time, and unwavering support to actualize this vision. We hereby submit this petition, endorsed by a considerable number of parents and community members who resonate with our aspiration for a Mandarin immersion charter school. We earnestly implore the School Board to give our proposal its due diligence and consideration. We are confident that facilitating access to a premier Mandarin immersion program is not only an investment in our children's future but also a cornerstone for the continued prosperity of the Tustin community.

TICS believes that the Charter School makes essential contributions to the legislative intent of the Charter Schools Act, by providing an immersed, bilingual learning environment for students and broadening pupil learning to include an additional language (Education Code Section 47601(a)), using immersion language strategies which were not provided in the TUSD.

The Charter Schools Act of 1992 provides that a petition must contain reasonably comprehensive descriptions of the elements described in Education Code Section 47605(c)(5). These subsections of law and the required reasonably comprehensive descriptions are included herein.

We respectfully request the opportunity to meet with the school board to discuss the potential steps, address any concerns, and explore the possibilities of establishing a Mandarin immersion charter school in Tustin. Together, we can shape the educational landscape for our children and create a vibrant, globally-minded generation.

Thank you for considering our petition and for your commitment to providing the best educational opportunities for our students. We eagerly await your positive response and look forward to working with you to bring this vital initiative to fruition.

Sincerely,

Tustin International Charter School Founding Families

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, **Steven Chuang**, hereby certify that the information submitted in this petition for a California public charter school to be named Tustin International Charter School (“TICS” or the “Charter School”), to be operated by Mandarin Immersion Schools, Inc., and to be located within the Tustin Unified School District (“TUSD”) boundaries, is true to the best of my knowledge and belief; I also certify that this establishment 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 Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that Mandarin Immersion Schools, Inc. shall be deemed the exclusive public-school employer of the employees of TICS for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(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 it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). 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(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate based on the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating to

students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).

- 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 the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605(1)(1) and 47605.4(a)]
- 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. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the

student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- 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 comply with all applicable laws regarding legally permissible pupil fees and charges, and the constitutional “free schools” guarantee. [Ref. California Constitution, Article IX, Section 5; Education Code Sections 49010-49013]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 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 California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]

Steven Chuang

9/23/2024

Lead Petitioner’s Signature

Date

EXECUTIVE SUMMARY

Tustin International Charter School is poised to be a distinguished public charter school situated within the Tustin Unified School District, serving students from Transitional Kindergarten up to the 5th grade. Our avant-garde educational paradigm seamlessly amalgamates Mandarin language immersion, comprehensive social-emotional learning, and a curriculum meticulously aligned with the Common Core State Standards, all delivered through an inquiry-based pedagogical approach. This holistic framework is designed to equip our students with the acumen to thrive in a multicultural academic milieu.

Our innovative partial Mandarin immersion program, based on the 50-50 model, employs the Mandarin language as the primary medium for curriculum delivery. We are committed to the integration of cutting-edge technology in daily instruction, ensuring a balanced bilingual exposure in both English and Mandarin. Furthermore, our teaching methodologies are anchored in inquiry-based techniques, ensuring that students are not just passive recipients but active participants in the learning process. Adherence to the California common core standards remains paramount across all subjects.

Anticipating a launch in the fall of 2025, TICS has charted a strategic rollout plan. The inaugural academic year will witness the establishment of two classes of Transitional Kindergarten, two classes for kindergarten, 1st grade, and 2nd grade, followed by a single section for both 3rd and 4th grades. During our inaugural year, we consider the strategic decision not to offer classes for the 5th grade. This decision is rooted in the prevailing sentiment among parents, which indicates a reluctance to enroll their children for a single academic year. We have carefully considered this feedback and believe it is in the best interest of the school and our prospective students to focus our resources and efforts on the elementary level initially. This approach will allow us to provide a robust and comprehensive Mandarin immersion program to the students who will be enrolled, setting a strong foundation for their language learning journey.

VISION AND MISSION

Vision: We will create lifelong learners and engage global citizens by offering a positive and robust learning environment for transitional kindergarten through 5th-grade students.

Mission: We will offer a bilingual and bi-literate education that promotes high academic achievement and cultivates students' emotional intelligence, empathy, and curiosity, equipping them with the essential skills to thrive in our dynamic global society.

PROGRAM HIGHLIGHTS – HOW LEARNING BEST OCCURS

TICS will create learning experiences that allow learners to develop their linguistic and cultural competence. Delivering inquiry-based instruction, our educators will ensure that students are engaged in meaningful, real-world learning experiences that prepare them to use the target

language beyond the classroom as well as to increase our student's natural curiosity and explore their passions in order to achieve their full potential.

Our instructional methods and school composition will address the needs of the 21st century and our students will develop skills in critical thinking, problem-solving, creativity, communication, collaboration, civic responsibility, and cultural awareness.

The TICS program is based on the following components:

- **Mandarin Immersion:** The Common Core State Standards will be delivered in Mandarin and English through a partial immersion model, starting with a 50:50 ratio of Mandarin to English instruction in grades K-5th grade. Chinese Language Art, Mathematics, and half of the Social Science will be taught in Mandarin while English Language Arts, Science and half of the Social Science will be taught in English. The goal is to develop academic competency and advanced proficiency in both English and Mandarin.
- **Inquiry-Based Learning Incorporating STEAM Framework:** Students will engage in collaborative, experiential, and interdisciplinary projects in Science, Technology, Engineering, Arts, and Mathematics to investigate and respond to “real-world” questions, problems, and challenges. These meaningful projects will integrate the STEAM disciplines into a single focus to create a unique academic environment.
- **Social-Emotional Learning:** To best prepare students to be citizens of a 21st century interconnected world, they will have to be proficient in academic skills and content, as well as the social-emotional skills of self-awareness, self-management, and self-direction. We will implement these social-emotional skills with the Positive Behavioral Interventions and Supports program and provide opportunities for practice throughout the school day.
- **Integrating Language, Content, and Culture:** Teachers use thematically organized units to design lessons that are culturally rich and cognitively engaging, creating a context in which learners use their language skills to learn more about the target culture(s) and the world they live in. Students build, reinforce, and expand their knowledge of other disciplines and the world while using the target language. Students interact frequently with authentic resources, exploring the products, practices, and perspectives of the target culture(s). They will have opportunities to communicate and interact appropriately with others who speak the target language through language exchange programs organized by the school. Student and parent volunteers will also participate in the annual Hollywood Christmas Parade, which often features elements from various cultures, reflecting the diversity of the United States. Participants can see how different cultural traditions are incorporated into the celebration, promoting a sense of cultural exchange and appreciation.
- **Technology in the Classroom to Assist Differentiated Learning:** To increase learning opportunities for all pupils and offer a more personalized approach, we will use technology such as Google Classroom or Canvas on a daily basis on campus to offer differentiated learning activities to meet individual student needs through flexible grouping and blended learning.

FOUNDING GROUP

The esteemed Founding Team of our institution is an eclectic assembly of experts spanning diverse domains, including education, school governance, legal affairs, psychological sciences, public health, technological innovation, strategic consulting, operational management, marketing, and financial stewardship. This distinguished collective is unified by a shared ethos and fervor for championing equitable opportunities to ensure every student is adeptly equipped to navigate the complexities of the 21st-century global landscape. A significant majority of our team members are bilingual, enriching our institution with their multifaceted international experiences, whether from their formative years, academic pursuits, professional engagements, or extended residencies in foreign territories. This confluence of backgrounds and expertise underscores our unwavering commitment to forging a Mandarin immersion public education system of unparalleled excellence.

The table below summarizes the expertise of the Founding/Advisory Team:

Founder/Advisor	Curriculum/ Instruction/ Assessment	Finance	Governance & Law	Consulting	Marketing/ Marketing Research	Psychology	Facilities	Child Advocacy/ Student Mentoring	School Administration	Student Services	Human Resources	Technology	Outreach
Christy Lao, PhD	X		X	X		X				X	X		X
Destiny Chiang	X			X	X			X					X
Ruby Costea, MS	X	X	X		X			X	X	X	X	X	X
Steven Chuang MS	X	X	X	X			X	X	X	X	X	X	X
Anko Hsiao	X		X	X				X	X	X	X		X
Sophia Chen, PhD		X	X						X				
Joe Liu, M.Ed.	X		X	X	X	X	X	X	X	X	X		X
Vanessa Lai	X			X				X		X			
Tony Liao	X			X		X		X		X			
Timothy Jones, PhD	X	X	X		X				X	X	X	X	X
Delano Jones		X	X						X				
Josie Chu, MS	X			X	X	X	X	X	X	X	X		
Luyi Lien, PhD		X	X		X		X			X		X	X
Juping Lin	X				X			X		X			X
Kate Hsu	X		X	X	X	X	X	X	X	X	X	X	X
Paoling Chang										X			X
James Lin	X			X				X	X	X	X		X
Tsun-Ju Lin, MS		X	X						X				
Shuhan Wang, PhD	X			X				X			X		X
Anthony Tsai, PhD	X			X	X	X		X			X		X

Ms. Ruby Costea (Board member)

Ms. Costea is currently the Academic Dean for Paint Branch Elementary School in the Prince George's County Public Schools system. Ms. Costea previously served as a World Language Specialist at the Maryland State Department of Education. She is on the National Council of State Supervisors for Languages. She served as a coordinator of McDaniel College's master's program in TESOL for ten years and an instructor of Chinese at Montgomery College since 2006. As a supervisor of elementary foreign language instructors at the Johns Hopkins University Center for Talented Youth, she developed the Chinese curriculum for grade K-8 learners. Ms. Costea has the knowledge and skills to organize the program and support the instructional team to implement best practices, including the ACTFL World-Readiness Standards and STARTALK-endorsed principles.

Dr. Sophia Chen (Board member)

Dr. Chen has two Ph.D. degrees from Fordham University in New York and the National Taipei University of Technology in Taiwan. She served as the Secretary of the Department of Education, Keelung City Government from 2015 to 2019. During her term, she initiated a partnership between Google and many schools to develop the SMART technology to improve STEM programs and built the partnership between many public schools in California. She has been serving as the Executive Director of the National Museum of Marine Science and Technology since 2019. Dr. Chen is committed to building partnerships between the U.S. and Taiwan public schools with a focus on bilingual education.

Dr. Anko Hsiao (Board member)

Dr. Anko Hsiao is a highly motivated, experienced, and accomplished healthcare executive with over 20 years of experience in leading successful hospitals and healthcare organizations. He holds MD, DDS, and MPH degrees, as well as a proven track record of developing and implementing strategies that enhance operational efficiency, improve patient care outcomes, and drive revenue growth. Dr. Hsiao has two sons who went to Chinese weekend school where he was deeply involved with their bilingual education.

Mr. Joe Liu (Board member)

Joe Liu, who earned his Master of Education and Graduate Diploma in Education and received a TEFL Certificate from the University of Melbourne, is a successful education entrepreneur. Currently, Liu is the Executive Director at Sylvan Learning of Irvine, CA, specializing in helping international students learn English and get acquainted with the American education system. His passion for education is rooted in his family background, as both his mother and grandfather were teachers. During his formative years, he spent a lot of time with his mother as she taught after-school programs and held various administrative roles in higher education, including Loyola Law School, Saddleback College, and Irvine Valley College. In 2013, he founded LUD, Inc., which provides educational services to international students with a holistic approach. LUD's success gave Liu the confidence to become a franchisee of Sylvan Learning in 2017.

Dr. Timothy Jones (Board member)

Dr. Jones has been a long-time learner for the Chinese language over 15 years. He has been involved with Chinese language learning and teaching in many public schools. He travelled to Taiwan and China several times to meet with the location educational agencies and public schools to share the successful models of developing bilingual schools in the past.

Mr. Steven Chuang

Mr. Chuang was the founding principal of the first public charter school in Irvine, the Irvine International Academy which opened in 2021. Before assisting IIA to open its first Mandarin Immersion program in the City of Irvine, he served as the school principal at College Park Elementary School overseeing the Mandarin immersion and GATE program in the San Mateo-Foster City School District from 2016 to 2020. Under his leadership, the school was awarded as a 2018 California Distinguished School and was awarded over \$180,000 from the National Security Agency to operate the 2017 and 2018 STARTALK Student Program to improve their Mandarin proficiency. Mr. Chuang previously taught Mandarin at a prestigious public high school, Central High School, in the city of Philadelphia, Pennsylvania from 2001 to 2016.

Dr. Shuhan Wang

Dr. Wang has held a variety of prominent positions in language education, including as former Deputy Director of the National Foreign Language Center (NFLC) at the University of Maryland and as Co-Principal Investigator of the STARTALK Project. She was the Executive Director for Chinese Language Initiatives at the Asia Society, Education Associate for World Languages and International Education for the State of Delaware, and President-Elect for the National Council for the State Supervisors for Languages and the National Association of Chinese Heritage Language Schools. She has been serving as an advisor to the Ministry of Education in Singapore on the Mother Tongue and Chinese Primary Curriculum Projects since 2012. Presently she is an advisor to the Confucius Institute U.S. Center and the Hunter College Chinese K-16 Language Flagship Pipeline Project, and co-editor of a series of CELIN Briefs published by the Asia Society.

Her experiences of teaching in K-12, heritage language schools, universities, and teacher preparation programs have deepened her understanding of a wide range of issues from establishing to sustaining effective language programs and staffing. Dr. Wang has collaborated with numerous schools, school districts, immersion programs, international schools, and state governments including the Center for Applied Linguistics, North Carolina Online Mandarin Program, the Maryland Elementary World Language-STEM Curricular Modules and Elementary Language Teacher Development, the Sesame Workshop Mandarin Project, and the Delaware Chinese Dual Language Immersion Programs. She has co-authored several textbooks including Flying with Chinese, a series of standards and performance-based learning systems for K-6 learners, and a high school textbook. In recent years, she has also led a group of experts to develop a culture history-based curriculum for K-12 learners for Ross Institute, New York. Her work has been published in books and peer-reviewed journals. She is also highly sought after as

a speaker for workshops and conferences nationally and internationally. Dr. Wang received her BA in Foreign Languages and Literatures from National Taiwan University, an MA in Communication from Ohio State University, and a second MA in Bilingualism/TESOL from the University of Delaware. She received her PhD in Educational Linguistics from the University of Pennsylvania.

Ms. Josie Chu

An educator for over 20 years, Josie Chu is also a mother of three school-age children. She obtained her Master's Degree in Education at the University of Pennsylvania (UPenn) and has devoted herself to teaching Chinese as a foreign language to students with various language and cultural backgrounds in the United States.

She started her career on the East Coast, where she worked for almost a decade. She was a Chinese lecturer at UPenn, the Chinese project coordinator at the Lauder Institute/Wharton School dual degree program, and a lecturer and course coordinator in Princeton University's Princeton in Beijing program.

After she moved to San Francisco and started her own family in 2012, she extended her expertise in teaching Chinese from adult learners to children. She became a teacher at a well-known Chinese immersion international school in San Francisco. In 2018, she relocated to Irvine and co-founded a highly reputable Chinese immersion preschool in Irvine, California.

Spending decades in classrooms and seeing students' success and struggles, she truly believes that cultivating positive learning experiences that create happy memories for children into adulthood is the key to their long-term success. With a love of seeing students learn and grow in her classes, Josie feels that it is her mission in life to inspire and guide children on this exciting journey.

Dr. Christy Lao

Dr. Christy Lao is an Associate Professor of Education, Founding Director of the Confucius Institute at SFSU and Principal Investigator and Director of four major federal projects: (1) Bay Area National Professional Development Project, (2) Project ChiLI: Chinese Literacy Instructional Materials & Curriculum Development, (3) STARTALK Teacher Training Program, and (4) STARTALK Student Program at SFSU. As the founding director of Confucius Institute at SFSU, Dr. Lao initiated, negotiated, and established the first CI on the West Coast in 2005. Under her direction, CI-SFSU provides programs and services including Chinese teacher training, Chinese curriculum development, Chinese language learning as well as being a clearinghouse of Chinese language and cultural materials. Dr. Lao has also directed and taught in the Chinese Bilingual Teacher Education Program and has provided leadership in curriculum development and professional development in the areas of Chinese language pedagogy and Chinese literacy development. Currently, Dr. Lao is serving on SFSU's Teacher Credentialing Committee.

Previously, she was a faculty member of the Bilingual/Bicultural Program of Teachers College, Columbia University, and at Hong Kong Baptist University. For the past 20 years, she has worked with Chinese bilingual schools, Chinese Immersion schools and teachers in San Francisco, New York City, Hong Kong, Taiwan, and China. While a faculty member at Teachers College, Columbia University, Dr. Lao collaborated in numerous projects with the Office of Bilingual Education of the New York City Board of Education and developed a professional development relationship with PS184 (Shuang Wen Academy, New York), the first public school in the nation to provide a dual language program in Mandarin Chinese and American English. Dr. Lao has provided professional development in Chinese as a Second Language (CSL) to Chinese bilingual teachers in the U.S. as well as in many parts of the world with a focus on literacy development.

Dr. Lao's recent international professional collaborations have included projects with (1) Centre for Advancement of Chinese Language Education and Research, University of Hong Kong; (2) Centre for Enhancing English Learning and Teaching, Chinese University of Hong Kong; and (3) Graduate Institute of Children's Literature, National Taitung University. Dr. Lao also serves as External Examiner for the Post Graduate Education Program on Teaching Chinese as a Second Language, and as an external member of the doctoral dissertation committee at the University of Hong Kong. Dr. Lao also serves as an external project evaluator for government funded research projects at both Hong Kong University and the Chinese University of Hong Kong.

Dr. Tony Liao

Dr. Tony Liao has more than 20 years of experience in educational research and about 15 years of experience in the management and execution of government projects. He brings expertise and hands-on experience with project management, research, and development, application engineering, international agreements with other countries, and appropriations. He is an innovative thinker and contributor with demonstrated ability to take on challenges and find opportunities, with outstanding communications skills.

Dr. Luyi Lien

Dr. Luyi Lien has been the Academic Director of Yinghua Academy since the school was chartered in 2006. Dr. Lien received her Ph.D. in Education from the University of Minnesota. She has a Bachelor of Arts in Chinese Literature, and Bachelor and Master of Science degree in Applied Psychology from Fu-Jen Catholic University in Taiwan. Dr. Lien has taught and developed curricula at Yinghua Academy since the school opened in 2006. Her duties include overall design and alignment of Chinese curriculum with state, national and foreign language learning standards; procuring and developing classroom materials; and planning and directing Data-Driven Instruction, all-school total subject assessments, Mandarin literacy assessment tools, and program evaluation. She provides ongoing direct supervision, support, assessment and resources for Yinghua Academy teachers, and evaluates and suggests areas for individual and group professional development of instructional staff. As an experienced Chinese immersion educator, she has presented at national and international conferences on a variety of topics addressing Chinese language learning, immersion, action research, and Chinese literacy instruction and evaluation.

Mr. James Lin

James Lin is the Chief Executive Officer and a founding member of Better Chinese. He has worked with educators in over 25 countries to develop successful Chinese programs. Mr. Lin graduated from Brown University with honors for both his bachelor's and master's degrees. He has more than 15 years of experience in technology, education, and strategy consulting. Prior to Better Chinese, he was a founding member of L Labs and a senior management consultant at Monitor Group. He is passionate about making learning fun, effective, and relevant by combining results-oriented pedagogy with technology.

North Compass Consulting

Delano Jones has led North Compass Consulting, LLC for many years. North Compass Consulting uses a true fund accounting software system. They customize the Chart of Accounts to be in compliance with the California Schools Accounting Manual (CSAM) and the Standard Account Code Structure (SACS). FEATURING 24/7 dashboard access to real-time data Customized Reports, Charts & Graphs Collaborative Budgeting Module, Optional Purchasing Module ,and Additional tracking codes set up to client specifications

Los Angeles County Charter SELPA

In accordance with the educational framework of the state of California, a Special Education Local Plan Area (SELPA) is a distinguished regional consortium, encompassing one or multiple charter schools, educational districts, or county offices of education. Its primary mandate is to guarantee the comprehensive provision of services to students with disabilities residing within its designated jurisdiction. It is imperative to note that, as stipulated by California law, every charter school operating within the state is mandated to be affiliated with a SELPA.

The Los Angeles County Charter SELPA, in its esteemed capacity, collaborates both with well-established charter schools and those in their nascent stages, with the objective of delivering unparalleled support and services in the realm of special education. Our SELPA is committed to offering a spectrum of support, ranging from aiding in initial start-up expenditures to facilitating connections with dedicated service providers. Our overarching aim is to work in tandem with educational institutions, guiding them meticulously at every juncture, to ensure the optimal functioning and success of their special education programs.

Young, Minney & Corr, LLP

Young, Minney & Corr, LLP (YM&C) stands as the preeminent legal firm in California, specializing in the intricate domain of charter school law. With an unparalleled depth of knowledge and experience, YM&C has been at the forefront of charter school representation since the inception of California's Charter Schools Act in 1992. Their esteemed clientele encompasses over half of the charter schools operating within the state, a testament to their unmatched expertise and reputation.

YM&C offers a comprehensive suite of services that cater to every dimension of charter school establishment, growth, and daily operations. This includes, but is not limited to, meticulous guidance on charter petitions, adept negotiations, drafting and interpretation of Memoranda of Understanding (MOU), counsel on nonprofit incorporation, employment law advisories, board governance strategies, facilities management, student-related concerns, and the development of robust policies.

Furthermore, YM&C adopts a proactive legal approach, emphasizing the importance of foresight in legal matters. Their primary objective is to equip clients with the tools and knowledge to foresee potential legal complications, thereby mitigating the risk of legal claims, minimizing associated costs, and averting operational hindrances. This forward-thinking methodology underscores their commitment to ensuring the seamless operation of charter schools while safeguarding their legal interests.

ELEMENT A: DESCRIPTION OF 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.

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, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

*Education Code Section
47605(c)(5)(A)(i)-(ii)*

Our primary goal is to offer our community a highly demanded bilingual education that is designed to meet the academic and social-emotional needs of each child. TICS’s expectations for students are to:

- Achieve high academic levels in all subjects, including English Language Arts.
- Follow Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively, the “State Standards”).
- Listen, speak, read, write, and type in Mandarin Chinese as well as English which is appropriate to the grade level instruction model.
- Acquire a profound understanding of Chinese cultures which are practiced in Taiwan, China, or other overseas communities.
- Develop integrity as a leader, such as setting a good example, taking responsibility for their own actions, honoring their commitments, and respecting others around them in school and the global community.
- Become self-motivated, competent, and lifelong learners.

At TICS, students not only will be taught to be successful in academics but also to be molded as change-makers in the greater community. Throughout the curriculum, students will make connections between their studies and the outside world. There will be opportunities to participate in community service projects, in order to develop increasing empathy and responsible decision-making that will help students build better relationships in school and in the community.

VISION AND MISSION

Vision: We will create lifelong learners and engage global citizens by offering a positive and

robust learning environment for transitional kindergarten through 5th-grade students.

Mission: We will offer a bilingual and bi-literate education that promotes high academic achievement and cultivates students' emotional intelligence, empathy, and curiosity, equipping them with the essential skills to thrive in our dynamic global society.

CORE VALUES

We will build, sustain, and grow the TICS with families, teachers, support staff, leaders, and board members who demonstrate alignment with the following core values:

- We believe that all children can, and will, **achieve their highest potential** if they are willing to invest in the work, believe in themselves, and respect other languages and cultures. We value equity, initiative, tenacity, and righteousness.
- We implement **student-centered learning**. We aim to develop students who pursue inquiry collaboratively with critical and inventive minds. We value exploration, perspective, and determination.
- We believe in **global citizenship**: School leaders, teachers, parents, and community members work collectively to help our students develop and grow global and cross-cultural awareness as well as the inclusion of diverse perspectives.
- We believe in public charter schools that allow parents to choose their child's school from a variety of options which provide parents with the opportunity to select the educational approach and environment that best suits their child's individual needs and interests.

STUDENTS TO BE SERVED—TARGET STUDENT POPULATION

Tustin International Charter School is poised to progressively expand its educational offerings to serve students ranging from Transitional Kindergarten up to the 5th grade, primarily from the Tustin Unified School District as well as the neighboring regions. Projecting forward to the academic year of 2029-30 (year 5 of operation), TICS envisions reaching its optimal operational capacity, accommodating an impressive cohort of 436 students. In its inaugural academic year, spanning 2024-25, the institution has meticulously crafted a plan to provide educational services to an estimated 228 students, encompassing levels from Transitional Kindergarten through to the 4th grade. Following this strategic roadmap, the subsequent academic year will witness the integration of the 5th-grade level, further enhancing our comprehensive academic offerings.

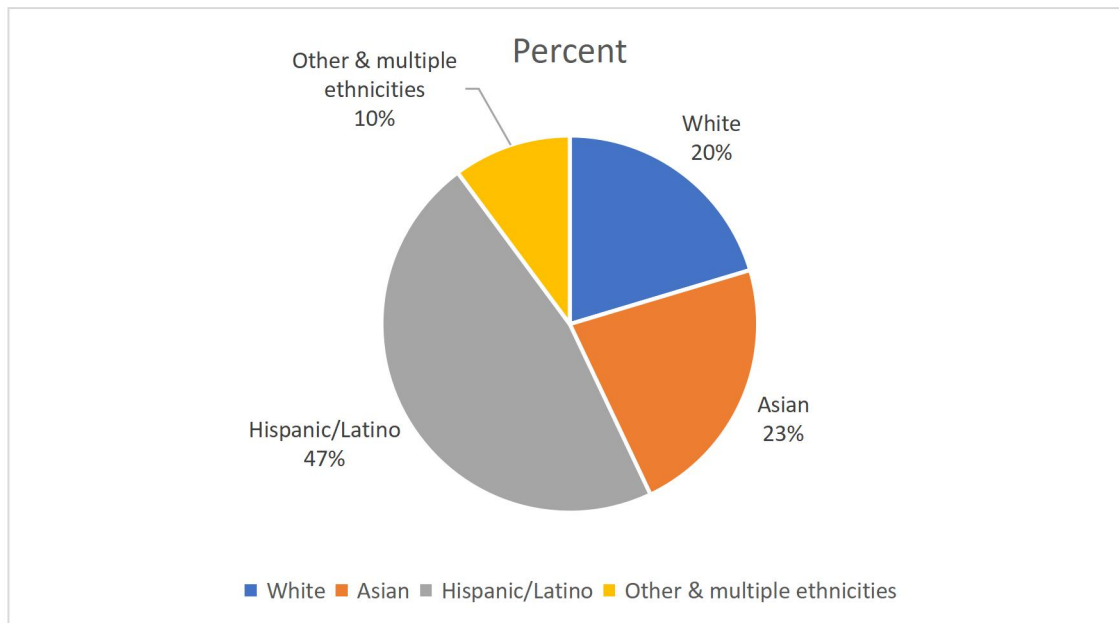
This projection is based on the increasing demand for the Mandarin immersion program from its two neighboring schools: Irvine International Academy and Irvine Chinese Immersion Academy. Irvine Chinese Immersion Academy have enrolled 5 Transitional Kindergarten and 5 Kindergarten classes in the 2024-25 academic year, and there is still a long wait list of families, including those from Tustin Unified School District. There is a similar situation from Irvine International Academy, which also has a long waiting list for their Transitional Kindergarten and Kindergarten classes.

Tustin International Charter School Projected Enrollment from 2024 to 2029

Grade	Year 1 2025 – 26	Year 2 2026 – 27	Year 3 2027 – 28	Year 4 2028 – 29	Year 5 2029 – 30
TK	20	20	20	20	20
K	52	78	78	78	78
1	52	52	78	78	78
2	52	52	52	78	78
3	26	52	52	52	78
4	26	26	52	52	52
5		26	26	52	52
Total	228	306	358	410	436

STUDENT POPULATION AND DEMOGRAPHICS OF TARGETED SCHOOL COMMUNITY

Our goal is to serve most families residing within the boundaries of the Tustin Unified School District. We also expect to serve families who reside in and outside of the boundaries of the Tustin Unified School District, such as Irvine, Costa Mesa, Santa Ana, Orange, Lake Forest, etc.



Information is based on TUSD's [the 2024 LCAP Budget Overview for the 2024-25 School Year](#).

Ethnicity	Number of Students	Percentage

American Indian Students	35	0.2%
Asian Students	4,855	22.24%
Hispanic Students	10,081	46.2%
African American Students	356	1.6%
White Students	4,520	20.7%
Pacific Islander Students	67	0.3%
Two or More Races of Students	1,330	6.1%

TICS's outreach initiatives for enrollment are meticulously crafted to appeal to families seeking a language immersion program for their children. The increasing enrollment numbers and extensive waitlists for Mandarin immersion programs across the U.S. underscore the model's capability to attract a diverse student body, encompassing various racial, ethnic, urban, suburban, socio-economic, and learning profiles.

It's imperative to note that the interest in Mandarin immersion isn't limited to any specific racial or ethnic lineage. For instance, YingHua Academy, situated in Minneapolis, Minnesota, established in 2004, is a pioneering K-8 Chinese immersion institution in the state. Currently, it caters to over 400 students, offering them an intensive program that integrates Chinese language, culture, and academic subjects. The institution is committed to fostering a secure, nurturing, and culturally attuned educational environment, promoting creativity and academic distinction. Remarkably, over 82% of its students have no prior exposure to Mandarin. Moreover, YingHua Academy is dedicated to molding students into global citizens and leaders equipped for the 21st century.

Shuang Wen Public School #188, located in New York City, garnered attention in a New York Times front-page feature as a beacon for African-American scholars. It's noteworthy that when Mandarin was introduced in Chicago's public schools in 1999, the initial enrollment was around 250 students. Presently, out of approximately 421,000 students, nearly 6,000 are engaged in Mandarin studies, with a significant portion being of African-American or Hispanic descent. YuMing Charter School, distinguished as a 2019 National Blue Ribbon School and a 2020 California Distinguished School, operates in Oakland, CA. This public charter school boasts a diverse demographic composition, with students from varied ethnic backgrounds, socio-economic statuses, and educational trajectories. The student population comprises roughly 50% Asian/Pacific Islander, 25% White, 15% Latino, 5% African American, and 5% from other ethnic/racial groups. Predominantly, students hail from middle-income households, although a broad spectrum of income levels are represented. A significant number of students are English Language Learners (“ELs”), coming from diverse linguistic backgrounds, and a near-equal distribution of male and female students.

College Park Elementary School is a year-round, grade K–5 public school, one of 21 schools in the San Mateo-Foster City School District in San Mateo, California. In the past, the school had a history of poor academic student outcomes. This was likely due to many factors, including a high percentage of students learning English (EL students); a high percentage of students with

emotional disturbances (“SED”); and high staff turnover, including multiple principals.

The Charter School’s new emphasis on Mandarin and on diverse and changing populations also resulted in a collection of mini-communities of languages, cultures, and backgrounds that were loosely related in the context of school. Connecting those separate communities into a single cohesive school identity was a challenge and a joy. While school staff continue to seek and celebrate diversity, the connections between groups are equally exciting. Particularly rewarding is watching a student speak one language with his/her parent(s); in the next breath, use a different language with his/her teacher; and then dash out the door, using a third language with his/her peer group. Finding common ground and common goals through multiple connections is the school’s second signature practice.

In April 2018, College Park Elementary School was named a 2018 California Distinguished School for its high academic performance. The California Distinguished Schools Program recognizes elementary schools that have made exceptional gains in implementing academic content and performance standards adopted by the State Board of Education. The schools represent examples of excellent teaching, learning, and collaboration, and successful school climate efforts.

COMMUNITY NEED

The presence of a Mandarin immersion program within the Tustin Unified School District responds to a significant community need, as evidenced by the District’s demographic composition and the expansion of two neighboring Mandarin immersion programs in the city of Irvine. Over 60 TUSD families enrolled their children in these two Mandarin immersion schools. With 22% of the student population being of Asian descent, there is a clear and growing interest in offering educational opportunities that not only cater to the cultural and linguistic backgrounds of these students and their families, but also benefit a diverse range of students, including Latino, African American, and those from various backgrounds.

Firstly, a Mandarin immersion program offers an inclusive educational environment where students of all backgrounds can thrive. By immersing themselves in a language and culture different from their own, students develop a broader worldview and an appreciation for diversity. This fosters a sense of inclusivity and acceptance, ultimately promoting a more harmonious and culturally aware school community.

For Latino students, in particular, there are notable advantages. Many Latino families speak Spanish at home, and immersion in Mandarin provides a unique opportunity for these students to become multilingual, which can be a significant asset in future career prospects. Bilingualism and multilingualism have been linked to cognitive benefits and greater economic opportunities. Additionally, the ability to communicate in Mandarin can be valuable in industries with international ties, benefiting Latino students pursuing various career paths. Several Latino parents who signed the petition have expressed their excitement about enrolling their child once it opens.

For students from other backgrounds, the benefits are equally significant. Learning Mandarin

offers a chance to engage with a culture different from their own, fostering cultural competence and broadening their perspectives. Furthermore, the program equips them with a valuable skill that can enhance their academic skills as well as can provide a competitive advantage in an increasingly globalized job market.

Furthermore, a Mandarin immersion program aligns with the broader goals of promoting global citizenship and competitiveness in a globalized world. Mandarin Chinese is one of the most widely spoken languages globally and is increasingly recognized as a valuable skill in various fields, including business, diplomacy, and academia. By providing students with the opportunity to become proficient in Mandarin, the district equips them with a valuable asset that can open doors to future career opportunities and enhance their global awareness.

Additionally, the program contributes to bridging cultural gaps and promoting cross-cultural understanding. It allows students from diverse backgrounds to engage with and appreciate the Chinese language and culture. This not only benefits students of Asian descent but also fosters cultural exchange and tolerance among all students, promoting a more inclusive and harmonious community.

In conclusion, the community need for a Mandarin immersion program in the Tustin Unified School District is rooted in the desire to meet the educational and cultural aspirations of its diverse student population. By offering such a program, the district not only responds to the demographic composition but also strives to create a more inclusive, globally aware, and culturally enriched educational environment that benefits all students and prepares them for success in an interconnected world.

Moreover, a paramount objective of our educational strategy is to adeptly equip our students with the requisite skills and acumen to navigate and thrive within the intricate tapestry of the 21st-century global economic landscape. This strategic imperative resonates seamlessly with the visionary initiative championed by the Former California State Superintendent of Public Instruction, Mr. Tom Torlakson. He articulated “*The Mission of Global California 2030*” as a commitment to endow students with world language proficiencies, enabling them to deeply appreciate and actively engage with the rich mosaic of cultures, heritages, and linguistic diversities inherent to both California and the broader global community. This, in turn, positions them to excel in an increasingly interconnected global marketplace.

California stands as a nexus of global economic activity, spearheading sectors that command global prominence, including technology, entertainment, and agriculture. Furthermore, the state boasts a demographic tapestry that encapsulates a majority of the world's spoken languages, underscoring its multicultural richness. This demographic dynamism has catalyzed public school districts to inaugurate an increasing number of language immersion programs, responding to the palpable demand for early-stage multilingual education. For instance, the Anaheim Elementary School District has pioneered Vietnamese and Korean immersion initiatives. In a recent development, the Anaheim Elementary School District, with the endorsement of the Board of Education and the backing of District families, announced the expansion of its dual language immersion curriculum to encompass Mandarin Chinese, slated for and began enrolling students in the program in the 2023-24 academic year. Additionally, marking a significant milestone in

2023, the Irvine Unified School District sanctioned its inaugural charter institution, the 'Irvine Chinese Immersion Academy' which commenced its operations in 2023, offering a Mandarin immersion curriculum to students spanning Transitional Kindergarten to the 3rd grade.

Aligning with “*The Mission of Global California 2030*,” TICS offers incredible language and cultural benefits, both for young learners and professionals.

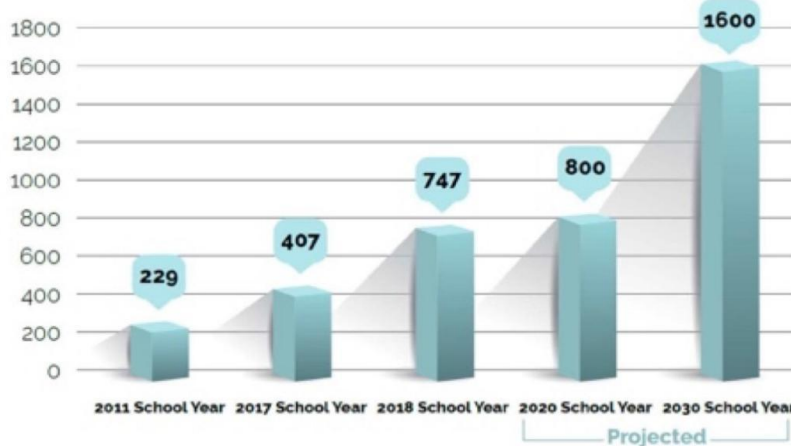
Dual-language immersion programs most frequently use English and Spanish. But California also has programs that offer English/Mandarin, English/Korean, English/Vietnamese, and English/Portuguese, to name a few.¹²

These programs, beginning in kindergarten, deliver instruction in both English and another language. Typically, they start with the majority of instruction in the other language and less in English. Gradually, instruction is half in each language, giving students fluency in two languages. Students typically stay in the program throughout elementary school.

Researchers have found these programs to be extremely beneficial to students, helping them learn all subjects while also giving them the tools to more easily acquire a third language.¹³

Requests by parents for these programs are already on the rise, especially since the passage of Proposition 58 removed barriers to setting up these programs. As part of Global California 2030, we are striving for even more dramatic growth, with the goal of quadrupling the number of programs from 407 in 2017 to 1,600 in 2030.

Number of Dual Immersion Schools



12. California Association for Bilingual Education. 2017. Dual-Language Immersion Directory. <https://resources.gocabe.org/index.php/home/programs/> (accessed May 1, 2018).

13. CDE. 2010. Improving Education for English Learners: Research-Based Approaches. Sacramento: CDE.

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Why Mandarin Immersion is Important

Global Economy

Asia, especially China is a huge player in the global economy and business relations, making a strong foundation in Mandarin an invaluable asset for students and professionals alike.

Cultural Appreciation

As the most spoken language in the world, learning Mandarin is a doorway to understanding the incredibly rich and diverse culture of China, Taiwan, Singapore, and their people.

Brain Development

Research shows that learning a second language at a young age can significantly improve cognitive abilities, enhance problem-solving skills, and overall brain development.

COGNITIVE BENEFITS

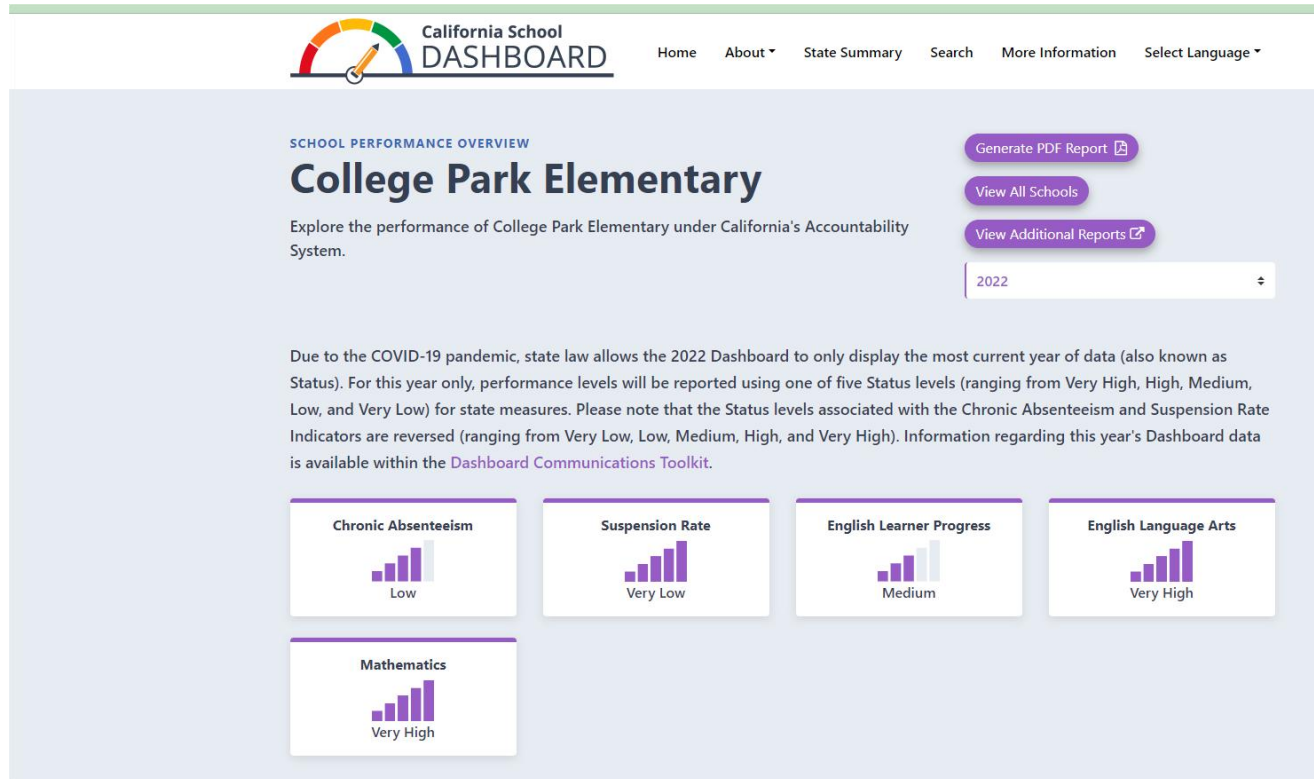
Language immersion has been linked to cognitive benefits, such as improved problem-solving skills, enhanced creativity, and better multitasking abilities. Learning a new language also stimulates brain plasticity, which can have positive effects on overall cognitive development. Research is clear that exposing children to a second language at an early age stimulates the development of critical thinking and problem-solving skills. Students who are competent in more than one language consistently outscore monolinguals on tests of verbal and nonverbal intelligence suggesting that immersion students have greater cognitive flexibility.

Furthermore, studies have shown there are specific benefits to learning a second language:

- The ability to shift easily between symbol systems, such as mathematics and literacy.
- Higher performance on divergent thinking tasks indicating a greater ability to solve problems in creative ways.
- Metalinguistic awareness, which includes phonemic awareness, awareness of language as a tool to communicate, and the understanding that words are arbitrary symbols.
- Improved overall school performance and superior problem-solving skills.
- Higher scores on standardized tests, including the Scholastic Aptitude Test (SAT), which shows that students who had studied a foreign language for four or more years, outscored other students on the verbal and mathematics portions of the test.
- Students who are skilled in a second language learn other languages more quickly.

ACADEMIC BENEFITS

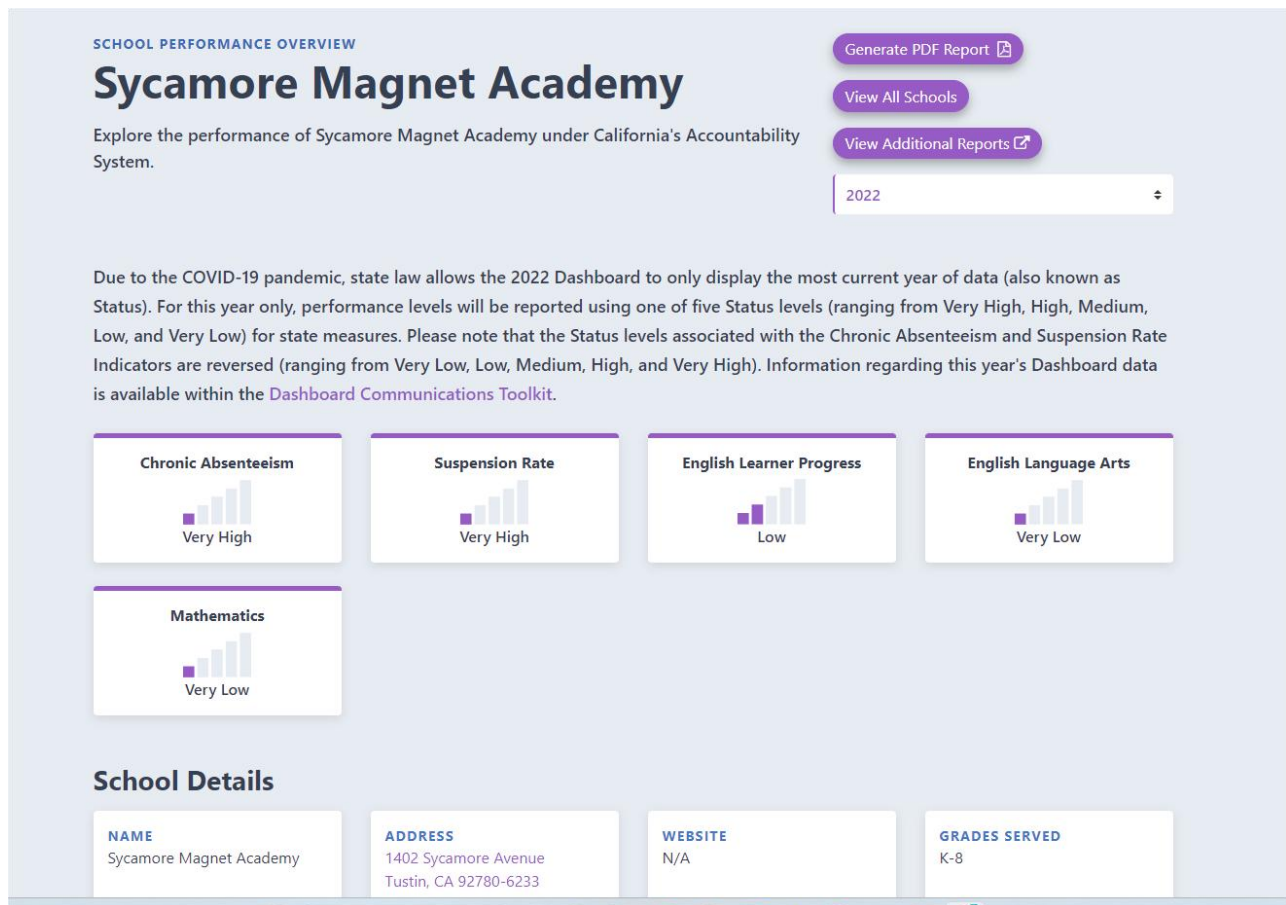
College Park Elementary School in the San Mateo-Foster School District is only 5% Chinese speakers. Notice their scores on the 2023 California School Dashboard site:



College Park has consistently demonstrated academic excellence and has been duly recognized for its efforts. In 2018, the institution was honored as one of the California Distinguished Schools, a testament to its outstanding academic performance and its commendable efforts in bridging achievement disparities. Fast forward to 2023, the data from the California School Dashboard further underscores College Park's commitment to excellence. The school has achieved a 'Green' rating in English Language Arts (ELA), surpassing the standard by an impressive 99.97 points. Similarly, in Mathematics, the school has been rated 'Green', exceeding the standard by 87.9 points. Furthermore, 67.4% of English learners at College Park have shown significant progress. The school also boasts commendable metrics in terms of Absenteeism and Suspension rates for the year 2023.

TICS will duplicate the successful model from College Park Elementary School to provide one-way, partial immersion (50:50), which is half-day Mandarin instruction, and half-day English instruction in different subjects. The neighboring schools, Irvine Chinese Immersion Academy and Irvine International Academy have been successfully increasing their enrollment numbers each year, which is a strong support for the successful academic program models.

Compare with Sycamore Magnet Academy from the TUSD:



Language immersion programs offer numerous academic benefits for students. These programs involve full or substantial exposure to a target language, allowing students to develop their language skills through real-life interactions.

The Key academic benefits are as follows:

- **Improved Language Proficiency:** Language immersion programs provide an immersive environment where students are consistently exposed to the target language. This constant exposure helps them improve their listening, speaking, reading, and writing skills faster and more effectively than traditional language learning methods.
- **Enhanced Pronunciation and Accent:** By hearing and mimicking native speakers in an immersion setting, students tend to develop more authentic pronunciation and accent in the target language. This can be challenging to achieve in a conventional classroom setting where native speakers may not be readily available.
- **Increased Fluency and Comprehension:** Regular practice and interaction in the target language help students become more fluent in expressing themselves and understanding others. They become comfortable using the language in everyday situations, which boosts

their overall language proficiency.

- ***Greater Cultural Understanding:*** Language and culture are closely intertwined. Language immersion programs expose students to the cultural context of the target language, promoting a deeper understanding and appreciation of the customs, traditions, and history of the people who speak it.
- ***Increased Academic Achievement:*** Studies have shown that students who participate in language immersion programs often outperform their peers in standardized tests, especially in language-related subjects. The improved cognitive skills gained from language learning can transfer to other academic areas.
- ***Global Perspective and Intercultural Competence:*** Language immersion programs foster a global perspective, enabling students to communicate with people from diverse backgrounds and cultures. This intercultural competence is increasingly valuable in today's interconnected world.
- ***Long-Term Language Retention:*** Immersion programs promote deeper learning and longer retention of the target language. Since students engage with the language in meaningful ways, they are more likely to retain their language skills beyond the program's duration.
- ***Higher Proficiency Levels in Multilingualism:*** Language immersion programs can be especially beneficial for students who aim to become multilingual. The experience of learning a second language through immersion provides valuable skills and strategies for learning additional languages later in life.
- ***Boosted Confidence and Motivation:*** Success in language immersion programs can significantly boost students' confidence in their language abilities and their motivation to continue learning and exploring languages and cultures.
- ***State Seal of Biliteracy:*** The seal serves as a testament to students' linguistic achievements, which can be advantageous for college admissions and employment opportunities.

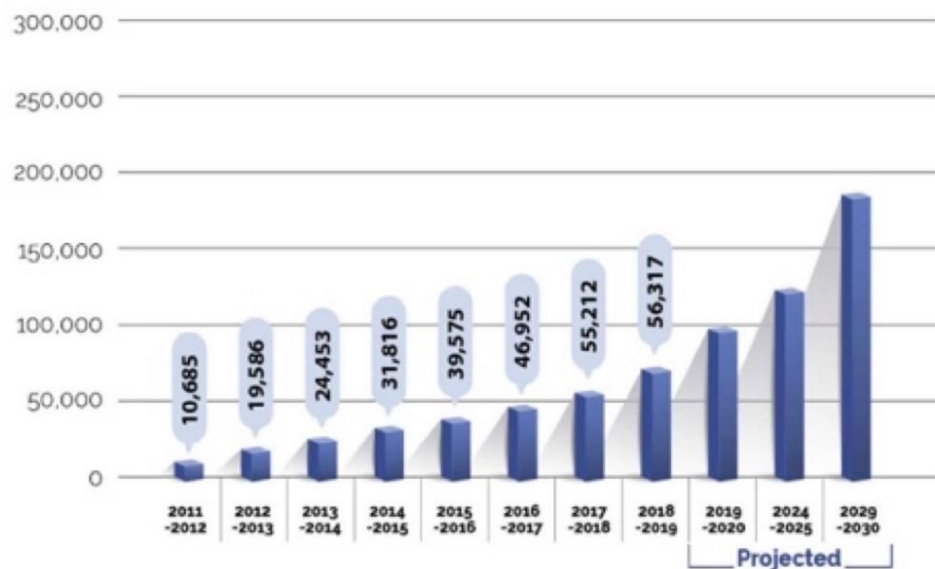
In six years, the number of students receiving the award has quadrupled from 10,685 in 2011-12 to 46,952 in 2016-17. In the 2016-17 school year, graduating high school students earned the State Seal of Bilingualism in 34 different languages.

As part of Global California 2030, our goal is to vastly expand the number of students who know at

least two languages. In 12 years, we want to more than triple the number of students who earn this distinction in 2030.

More students earning the Seal of Bilingualism means more young people will enter the workforce with the skills and knowledge to keep California's economy thriving and to continue its role as a global leader.

State Seal of Bilingualism



Graph show the number of State Seals of Bilingualism earned by year. 2011-12 - 10,685; 2012/13 - 19,586; 2013/14 - 24,453; 2014/15 - 31,816; 2015/16 - 39,575; 2016/17 - 46,952; 2017/18 - 55,212; 2018/19 - 56,317; projected 2019/20 nearly 100,000; 2024/25 - around 125,000; 2029/30 - around 175,000.

10 11

10. CDE, English Learner Support Division internal data, 2012-2018.

11. Projection

Dual immersion programs, often referred to as two-way immersion or bilingual immersion, aim to provide students with proficiency in two languages, typically the majority language of the region and a second language. These programs are designed to benefit both native speakers of the majority language and native speakers of the target language. For instance, in a Spanish-English dual immersion program in the United States, English-speaking students learn in Spanish, while Spanish-speaking students learn in English. The goal is to develop bilingualism and biliteracy in both languages, creating a balanced language proficiency among all students.

On the other hand, our program will be a one-way Mandarin immersion model, which includes all students learning both Mandarin and English regardless of their ethnicity, language, and cultural background.

Currently, the Tustin Unified School District offers the Dual Spanish Immersion Program. This English and Spanish two-way language-oriented program is designed to develop biliteracy in both languages. However, there is no Mandarin Immersion Program available for interested parents to sign up for their kids.



TUSD

Dual Immersion Program

Starting the school year of 2016-2017

Tustin Unified School District is offering a **English/Spanish Dual Immersion Program** at Marjorie Veeh Elementary School to incoming Transitional Kindergarten, Kindergarten and First Grade students for the 2016-2017 school year.



Program does require at least a 5-7 years commitment from all participants and their families.

English speakers can enter at kindergarten and first grade. Spanish speakers may be admitted at any grade level after meeting program criteria.

This English and Spanish two-way language oriented program, is designed to develop biliteracy in both languages. It is a **high** quality instructional program focused on student academic success in accordance to Tustin Unified School District Curriculum and the California State guidelines.

Program Goals:

- To develop bilingualism and biliteracy in English and Spanish as well as proficiency in both languages.
- Success in all academic subjects according to District and State guidelines.
- To cultivate an understanding and appreciation of other cultures in the classroom setting and school community.
- To develop and foster leadership and self-esteem.
- To develop 21st Century technology skills.

Benefits:

- Develop flexibility, critical thinking problem solving, higher conceptualized and analytical reasoning in two languages.
- Develop an improved academic achievement and understanding of the English and Spanish languages, with a fine key sensitivity to differences in structure, vocabulary and syntax.
- Develop academic achievement in core subjects.



Curriculum and Instructional Focus:

- All subjects are taught based on the California Content and Performance Standards.
- The program adheres to the District's core curriculum.
- Use of 21st Century Technology
- Thematic units are integrated across the curriculum.
- Language rich environment focuses on oral and written communication skills.

Program Design:

Two-way Dual Immersion framework is designed with a majority language and a minority language. Students are immersed in 90% of the teaching time in the majority language and 10% in the minority language beginning in Kindergarten. The minority language increase 10% every academic year and the majority language decreases 10%.



Grade	Core subjects in Spanish	English Development
TK-K	90%	10% (30 min. daily)
1	80%	20% (45 min. daily)
2	70%	30% (90 min. daily)
3	60%	40% (120 min. daily)
4-5	50%	50% (150 min. daily)

Note: Instruction taught through regular curriculum instruction in all subjects(reading, writing, math, science and social studies).

Results and Studies:

Studies indicate this model is successful in teaching a second language.

- English speaking students become bilingual/biliterate without risk to their academic achievement in reaching English Proficiency.
- Spanish speakers acquire higher levels of English language achievement while conserving and continuing to develop their primary language.

Frequently Asked Questions:

Q: Has Dual Immersion been proven to be an effective education paradigm?

A: Yes. In large-scale studies over many years, University researchers have documented a very high rate of success in achieving academic proficiency for both Spanish and English speaking students. On standardized tests, both groups outperform their counterparts in monolingual classrooms.

Q: Is this method of early language in wide use?

A: Yes. There are over 300 elementary Dual Immersion Language Programs throughout the US, according to the Center for Applied Linguistics in Washington, D.C.

Q: Do you need two teachers per classroom to implement a dual immersion program?

A: No, one teacher who is proficient in the target language and English can successfully implement a Dual Immersion Program. It's recommended however, that teachers team teach for the language, especially in the primary (K-2nd) grades. This helps students identify with a target language speaking model and an English-speaking model.

For more information visit the Advanced Center for Research in Language Acquisition, one of the US Department of Education National Language resource Centers, <http://www.carla.umn.edu>

We see the strong need to start a Mandarin Immersion Program to serve the students of the Tustin Unified School District since the location of the program matters to many families. Tustin is a distinct community within Orange County, and parents and students might find it more convenient and accessible to have a Mandarin immersion program within their own school district. This reduces commute times, makes it easier for parents to participate in school activities, and foster a stronger sense of community engagement.

Furthermore, the specific curriculum and approach for the proposed Mandarin immersion

program in Tustin might offer unique features or advantages not found in other programs. It could be tailored to meet the needs and preferences of the local community. Even though multiple programs exist, they may not be able to accommodate all the students and families interested in such an educational opportunity. Introducing a new program in Tustin could help address this demand and ensure that more students have access to Mandarin immersion education.

SOCIETAL BENEFITS

Even more importantly, immersion students are engaged in meaningful, motivating, purposeful tasks that allow them to use the second language to communicate with others in a practical context. Students have the immediate motivation to want to understand what is being said and to make themselves understood.

Immersion students develop critical skills needed to become contributing citizens in our interconnected global society. According to educators at Stanford University, world language instruction in California is undervalued and underfunded and must be supported for Californians to keep pace with global developments.

STEAM FRAMEWORK

The STEAM framework is an interdisciplinary approach to learning that integrates the fields of Science, Technology, Engineering, Arts, and Mathematics. This educational paradigm seeks to bridge the gap between technical and creative disciplines, emphasizing the importance of holistic education. Here's a deeper dive into each component:

- **Science:** This is the systematic study of the universe and the natural world around us. It seeks to understand and explain phenomena through empirical evidence and theoretical frameworks. Science encourages curiosity, observation, and experimentation. From biology to physics, it encompasses a vast array of disciplines that explore the mysteries of the universe and the intricacies of life on Earth.
- **Technology:** More than just computers and gadgets, technology represents the practical application of scientific knowledge. It's the machinery in factories, the software in our devices, and the infrastructure that powers our modern world. As technology continues to advance at an unprecedented rate, its role in education and the broader society becomes increasingly significant.
- **Engineering:** Often seen as the bridge between theory and application, engineering is about designing and building solutions to real-world problems. Whether it's constructing a skyscraper, developing a new medical device, or creating a more efficient transportation system, engineering combines scientific principles with innovative thinking.
- **Arts:** While STEM focuses on analytical and logical thinking, the addition of Arts in STEAM brings in creativity, design, and human expression. The arts, which can range from visual and performing arts to literature and humanities, play a crucial role in

fostering imagination, cultural appreciation, and emotional intelligence. They remind us of the human element in problem-solving and innovation.

- **Mathematics:** The universal language of numbers, mathematics provides the foundation for understanding and describing the quantitative aspects of our world. From basic arithmetic to complex calculus, mathematics offers tools and theories to analyze patterns, structures, and relationships.

The STEAM framework is not just about teaching these disciplines in isolation but emphasizes their interconnectedness. It promotes project-based learning, where students tackle real-world problems and come up with solutions that require a blend of technical knowledge and creative insight. By integrating the arts into the traditional STEM curriculum, STEAM acknowledges that the challenges of the 21st century require both analytical rigor and creative thinking.

In essence, the STEAM framework prepares students for a world where the boundaries between disciplines are blurring. It equips them with a diverse skill set, fostering adaptability, collaboration, and a lifelong love for learning. As the future becomes increasingly complex and interconnected, the holistic approach of STEAM ensures that students are ready to navigate it with confidence and creativity.

BENEFITS OF INCORPORATING THE STEAM FRAMEWORK

- **Holistic Learning Experience:** STEAM emphasizes a well-rounded education, combining both technical and creative disciplines. When integrated with Mandarin immersion, students not only learn the language but also gain insights into how science, technology, engineering, arts, and mathematics are approached and valued in Chinese culture.
- **Cultural Context:** The arts component of STEAM can be used to explore traditional and contemporary Chinese arts, music, literature, and history. This provides students with a richer understanding of the cultural nuances and historical contexts, making their Mandarin learning experience more meaningful.
- **Real-world Application:** STEAM's project-based learning approach can be used to tackle real-world problems relevant to Chinese society. For instance, students could study environmental challenges in China and propose sustainable solutions, all while communicating and presenting in Mandarin.
- **Enhanced Engagement:** The hands-on, interactive nature of STEAM activities can make Mandarin learning more engaging. For example, students could design a technology project with instructions in Mandarin or explore mathematical concepts using traditional Chinese methods.
- **Interdisciplinary Thinking:** By studying subjects like science and mathematics in Mandarin, students are encouraged to think across disciplines. This not only deepens their language skills but also fosters a mindset that values interdisciplinary collaboration and innovation.

- Preparation for Global Opportunities: As China and Taiwan continue to be major players in the global economy, proficiency in Mandarin combined with STEAM skills prepares students for diverse career opportunities in technology, business, arts, and more.
- Cognitive Development: Research has shown that bilingualism can enhance cognitive abilities, including problem-solving and critical thinking. When combined with the STEAM framework, students are likely to experience even greater cognitive growth.
- Cultural Exchange and Collaboration: STEAM projects can facilitate collaboration between students from diverse cultural backgrounds. This not only enhances Mandarin proficiency but also fosters cultural exchange, understanding, and mutual respect.
- Innovative Thinking: The combination of Mandarin immersion with STEAM can lead to unique perspectives and innovative solutions. Students are exposed to different ways of thinking, which can spark creativity and out-of-the-box ideas.
- Enhanced Motivation: By seeing the practical applications and cultural relevance of what they are learning, students are likely to be more motivated. This can lead to increased enthusiasm, participation, and retention in the Mandarin immersion program.

Incorporating the STEAM framework into a Mandarin immersion program offers a multifaceted approach to education. It not only equips students with valuable language skills but also prepares them to be global citizens, ready to navigate and contribute to an interconnected world.

TICS DEFINITION OF AN EDUCATED PERSON IN THE 21ST CENTURY

Tustin International Charter School's founders believe an educated person in the 21st century goes beyond traditional academic knowledge and qualifications. In this rapidly changing and interconnected world, an educated individual possesses a diverse set of skills, attitudes, and qualities that enable them to thrive personally, socially, and professionally.

To be an educated person in the 21st century, one needs to be:

- **Critical thinking and problem-solving:**
- An educated person can analyze complex situations, think critically, and make informed decisions. They can identify problems, propose innovative solutions, and adapt to new challenges.
- **Information literacy:** In the digital age, being educated means knowing how to find, evaluate, and use information effectively from various sources while being mindful of fake news and misinformation.
- **Digital literacy and technology skills:** An educated person is proficient in using technology and can navigate digital tools and platforms for communication, learning, and

productivity.

- **Creativity and innovation:** Education today encourages creativity, allowing individuals to think outside the box, generate original ideas, and apply them to real-world contexts.
- **Communication skills:** Being an educated person involves being an effective communicator, both in written and oral forms. This includes active listening, articulating ideas clearly, and engaging in respectful dialogue.
- **Collaboration and teamwork:** Education emphasizes the ability to work collaboratively, respect diverse perspectives, and contribute constructively to group efforts.
- **Cultural awareness and global citizenship:** An educated person appreciates diversity, is culturally sensitive, and understands their role as a global citizen, contributing positively to the world community.
- **Adaptability and resilience:** The 21st-century educated individual can embrace change, adapt to new situations, and demonstrate resilience in the face of challenges.
- **Ethical and moral responsibility:** Being educated involves understanding the importance of ethical behavior, integrity, and social responsibility in all aspects of life.
- **Environmental consciousness:** In the 21st century, an educated person is aware of environmental issues and the need for sustainable practices to protect the planet for future generations.
- **Health and well-being:** Education encompasses knowledge of physical and mental health, promoting overall well-being and a balanced lifestyle.
- **Entrepreneurial mindset:** An educated individual may possess an entrepreneurial mindset, demonstrating initiative, creativity, and a willingness to take calculated risks.
- **Emotional intelligence:** Being educated includes recognizing and understanding one's emotions and those of others, fostering empathy, and managing emotions effectively.

LIFELONG LEARNERS

It is the objective of TICS to enable students to become competent, initiative-taking, and empathic lifelong learners. Education is no longer confined to formal schooling; an educated person values continuous learning, seeking opportunities for personal and professional growth throughout life. In addition to content knowledge, our students will have the metacognitive skills to understand their own learning processes. They will strive to learn because TICS will instill a love of learning and a desire to see knowledge because knowledge is transformative. Our TICS students will be immersed in an authentic language environment, allowing students to pick up natural expressions, tones, and nuances that textbooks alone may not convey. Through consistent practice and exposure to the Mandarin language and culture, students will gradually become

lifelong learners because they will understand that our society is not static, and the world's challenges and information are rapidly evolving and becoming increasingly complex, so they will need to continuously learn and adapt in order to thrive to succeed.

CURRICULUM AND INSTRUCTIONAL DESIGN

The pedagogical framework and architectural design of the TICS educational environment, as delineated in this section, have been meticulously crafted to optimize the academic experiences of all students. This comprehensive approach encompasses a diverse range of instructional strategies and a robust curriculum, ensuring that students of varying abilities are catered to in the most effective manner. The overarching objective is to facilitate holistic learning experiences that cater to a wide array of student proficiencies and aptitudes.

Educational Learning Environment

TICS is committed to fostering an academically rigorous, secure, and nurturing learning ecosystem. Within this environment, individuals—students, parents, and educators—of diverse backgrounds, capabilities, and requirements collaboratively engage in the educational process, ensuring mutual growth and understanding.

For instance, TICS places a significant emphasis on promoting teamwork. A classroom scenario might involve students working in diverse groups on a project, with teachers facilitating discussions, ensuring that each student's voice is heard and valued. Such collaborative endeavors not only enhance academic comprehension but also instill essential life skills like cooperation and collaboration.

Central to TICS's educational philosophy is the holistic development of each student. Beyond mere academic achievements, the institution recognizes the paramount importance of social and emotional growth. By cultivating a school ambiance that is both positive and respectful, TICS ensures that every child feels valued and understood. Research has consistently demonstrated the profound impact of Emotional Intelligence Quotient programs on students. By integrating these into the curriculum, TICS aims to bolster academic outcomes, foster positive interpersonal interactions, diminish behavioral issues, and alleviate emotional distress.

Furthermore, TICS employs a multifaceted instructional approach. While subjects like Mandarin, English, and Mathematics benefit from differentiated instruction tailored to individual student needs, other disciplines, such as History or Science, are explored through immersive project-based learning experiences. This blend ensures that students are not only academically proficient but also adept at applying their knowledge in real-world contexts.

Instructional Strategies

At TICS, we are committed to personalizing learning through a multifaceted approach that is tailored to the unique needs and abilities of each student. This approach is stratified across various age groups and skill levels, ensuring that every student receives an education that is both challenging and supportive.

Differentiated Instruction

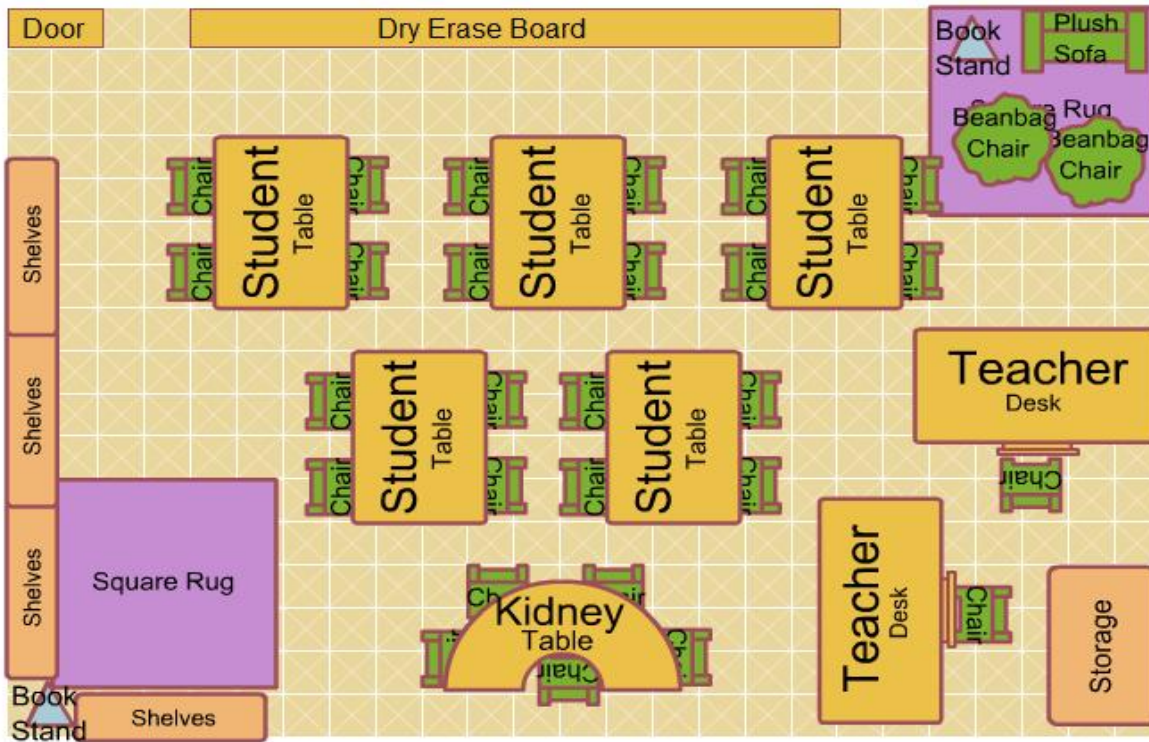
Teachers at TICS utilize a diverse array of techniques to differentiate instruction across the curriculum. This includes:

- **Flexible Grouping:** Based on assessment data, interests, learning preferences, or specific learning objectives, students are grouped dynamically. For example, a student excelling in Mathematics might be placed in an advanced group for that subject, while being in a standard group for English Language Arts.
- **Whole Group Instruction:** This is interwoven with flexible grouping and independent work, allowing for a cohesive learning experience. A lesson on literary analysis, for instance, might begin with a whole group discussion before breaking into smaller groups to analyze specific texts.
- **Blended Learning:** For upper elementary and middle school students, technology is integrated into the learning process. This might include using educational software to reinforce mathematical concepts or virtual labs for scientific exploration.

Subject-Specific Approaches- Mandarin Language Arts, English Language Arts, and Mathematics

The role of the teacher in these core subjects extends beyond mere instruction. They are tasked with designing learning environments that foster self-paced progression toward competency in key areas of literacy and numeracy. We will implement the following strategies.

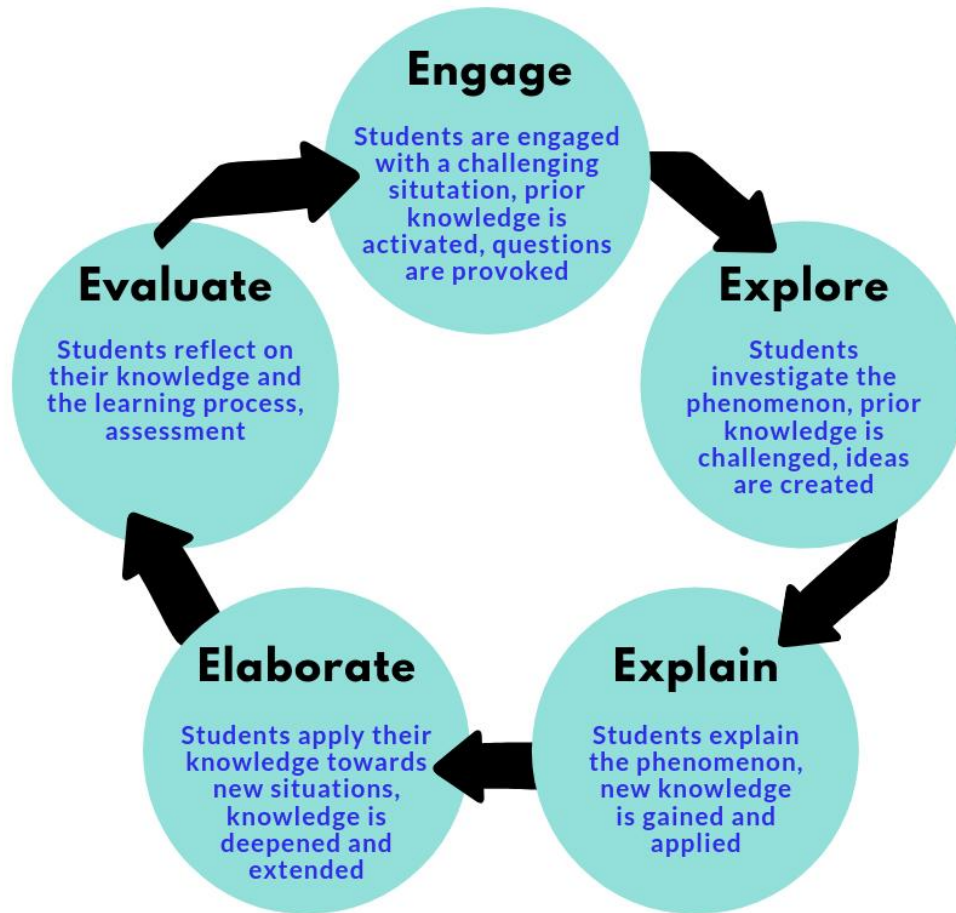
- **Small Group Instruction:** Students who are struggling in a particular area may receive additional support through targeted small group instruction. For example, a group struggling with fractions might meet with the teacher for specialized lessons.
- **Individual Conferencing:** One-on-one sessions allow for personalized attention, akin to a coach working with an athlete on specific skills.
- **Customized Independent Learning:** Similar to how a gym offers various equipment to cater to different fitness levels, TICS provides diverse learning resources. Students can engage in whole group, small group, one-on-one, or independent learning, depending on their needs. For example,
- **Mathematics and English Language Arts Blocks:** These blocks typically commence with a whole group lesson, followed by a rotation through various learning modalities:
- **Teacher-Led Group:** Guided instruction and practice, such as a teacher working with students on algebraic expressions.
- **Computer-Led Group:** Independent online instruction and practice, such as an older student working through a grammar module.
- **Peer Group:** Group independent practice, such as collaborative problem-solving in geometry.



Through these innovative and adaptive instructional strategies, TICS ensures that each student's educational journey is personalized, engaging, and effective, setting the stage for lifelong learning and success.

Inquiry-Based Instruction

At TICS, we focus on moving students beyond general curiosity into critical thinking and understanding. Teachers must encourage students to ask questions and support them through the investigation process. Learning activities can be run in the form of 1) Case studies, 2) Group projects, 3) Research projects, 4) Fieldwork (especially for science lessons), and 5) Unique exercises tailored to students. Students must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must present with what they have learned.



Inquiry-based learning offers a range of benefits, including an improved understanding of curriculum concepts, the development of transferable skills, and a greater appreciation for learning's inherent rewards. By understanding and implementing this approach, teachers can create a more engaged and effective learning environment.

Here is an example of how a Mandarin lesson will be implemented, using Inquiry-Based learning.

Objective: Introduce basic Mandarin vocabulary related to family members and their traits.

Engage: Show pictures of different family members and ask students to describe what they see.

Explore: Introduce new words related to family members and traits

Explain: Use flashcards to match pictures with Mandarin characters. Encourage students to form sentences.

Elaborate: Request students to do a survey to find out each family member's traits.

Evaluate: Assess students' understanding through their oral presentation.

An Inventory of My Traits – Survey

What combination of these traits do you have? Complete the survey to find out.

1. I have detached earlobes	☐ Yes	☐ No
2. I can roll my tongue	☐ Yes	☐ No
3. I have dimples	☐ Yes	☐ No
4. I am right-handed	☐ Yes	☐ No
5. I have freckles	☐ Yes	☐ No
6. I have naturally curly hair	☐ Yes	☐ No
7. I have a cleft chin	☐ Yes	☐ No
8. I have allergies	☐ Yes	☐ No
9. I cross my left thumb over my right when I clasp my hands together	☐ Yes	☐ No
10. I can see the colors red and green (I am not color blind)	☐ Yes	☐ No
11. The hairline on my forehead is straight.	☐ Yes	☐ No
12. I am a:	☐ Male	☐ Female

PROPOSED SCHEDULE AND CALENDAR FOR THE SCHOOL YEAR

The academic calendar of the Charter School shall adhere to annual instructional minutes requirements set forth in Education Code Section 47612.5, specifically concerning the minimum annual instructional minute requirements. The educational framework for the proposed institution will encompass a total of 180 instructional days. This allocation is further subdivided into 136 regular instructional days and 44 days designated for early release.

In addition to the instructional days, there will be 8 dedicated workdays exclusively for teachers. During these teacher workdays, as well as the afternoons of the early release days, the faculty will engage in activities centered around professional development. These activities are integral to enhancing the skills and competencies of the teaching staff, thereby contributing to the overall educational excellence of the institution.

It is noteworthy that the academic calendar may undergo modifications to align with the priorities of Tustin International Charter School. Such alterations shall be considered routine adjustments and will not be classified as material revisions to the charter. Consequently, they will not necessitate formal amendments to the existing agreement. This structure ensures a comprehensive and well-balanced academic schedule, fostering an environment conducive to

both learning and professional growth.

DAILY AND WEEKLY SCHEDULES

The daily schedule and annual instructional minutes amount (54,200 for grades 1-5) to more than the minimum number of instructional minutes set forth in Education Code Section 47612.5 and the annual days, at 180 for the 2025-26 school year, are more than the required number of 175 school days. Education Code Section 47612.5 requires the following annual instructional minutes:

- For students in transitional kindergarten: 36,000 minutes
- For students in kindergarten: 36,000 minutes
- For students in grades 1 to 3 inclusive: 50,400 minutes
- For students in grades 4 to 8 inclusive: 54,000 minutes

2025-2026 TICS Instructional Days and Minutes

A	B	C	D	E	F	G	H	I
Input Worksheet 2024-2025								
		Number of Days	Start Time	Dismissal Time	Minutes @ Recesses	Minutes @ Lunch	Minutes @ Passing	
TK	Regular Days	180	8:13:00	12:35:00	20			
	Minimum Days	0			20			
	Super Min Days	0						
Kindergarten	Regular Days	180	8:13:00	12:35:00	20			
	Minimum Days	0	8:13:00	12:35:00	20			
	Super Min Days	0						
Grades 1-3	Regular Days	136	8:13:00	14:45:00	20	50		
	Minimum Days	44	8:13:00	12:35:00	20	0		
	Super Min Days	0						
Grades 4-5	Regular Days	136	8:13:00	14:45:00	20	50		
	Minimum Days	44	8:13:00	12:35:00	20	0		
	Super Min Days	0						
Regular 2-Week Period:								
	# of regular days in a 10 day period	8	List of Non-Regular Days:		Number of Days	Minimum or Super- Min	Dates	
	# of minimum days in a 10 day period	2	Parent Conferences:		10	M	Nov. 18-22 March 24-28	
	# of super min days in a 10 day period	0	Planning:		35	M	Every Wednesday	
Parent Conferences 2-Week Period	# of regular days in a 10 day period	4	Last Student Day:		M		June 13th	
	# of minimum days in a 10 day period	6	Pay-back:		0	M	June 6th and 21st	
	# of super min days in a 10 day period	0	Total # of Minimum Days		44			
			Full Staff Development days:		5	Full Day	8/19, 8/20, 8/21, 8/22, 1/6	

Tustin International Charter School				Date:	10/23/2023 18:24:24
Calendar Type: Tradtional					
Results					
TK	180	Regular Days	242 min	43560	
	0	Min Days	min	0	
	0	Super Min Days	min	0	
				43560	Total Minutes
Kindergarten	180	Regular Days	242 min	43560	
	0	Min Days	242 min	0	
	0	Super Min Days	0 min	0	
				43560	Total Minutes
Grades 1-3	136	Regular Days	322 min	43792	
	44	Min Days	242 min	10648	
	0	Super Min Days	0 min	0	
				54440	Total Minutes
Grades 4-5	136	Regular Days	322 min	43792	
	44	Min Days	242 min	10648	
	0	Super Min Days	0 min	0	
				54440	Total Minutes
10 Day Averages:					
Regular Period					
Grades 1-3	306				
Grades 4-5	306				
Parent Conf					
Grades 1-3	274				
Grades 4-5	274				

SCHOOL CALENDAR

The Executive Director, School Principal, or a designated representative thereof, shall undertake the responsibility of presenting the proposed school calendar for the subsequent academic year to the Board. This presentation shall take place annually at a Board meeting in late spring prior to the proposed school year.

The school calendar, as proposed, must be in strict compliance with all applicable legal requirements and must also be considerate of the specific needs and expectations of the community it serves. It shall be meticulously crafted to include essential details that define the academic year.

Specifically, the calendar shall delineate the commencement and conclusion dates of the school year, enumerate the regular school days, and specify the total number of teaching days. Additionally, it shall provide a comprehensive listing of legal and local holidays, clearly demarcate vacation periods, and include any other dates that may be pertinent to the school's operation.

This process ensures that the academic calendar is not only aligned with legal mandates but also constructed to reflect the unique characteristics and requirements of the school community. It

further underscores the school's commitment to transparency and collaborative planning, fostering an environment that is both responsive and accountable to the needs of all stakeholders.

Tustin International Charter School

2025- 2026 School Calendar

August '25							September '25							October '25						
M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

November '25							December '25							January '26						
M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	

February '26							March '26							April '26						
M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su
						1							1			1	2	3	4	5
2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

May '26							June '26							July '26						
M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

Documentary Record from the Orange
County Board of Education

accs-aug25item02
Attachment 4
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	School Closed/ Holidays		Teacher Professional Development Day (no school for students)
	Half Day		First and Last Day of School
	Offices Closed		Parent-Teacher Conference Days

08/22/2025 First Day of School
11/24~11/28 Thanksgiving break
02/16~02/20 Lunar New Year break
05/25/2026 Memorial Day

09/01-Labor Day
12/22~01/02 Winter Recess
02/16/2026 Presidents Day
06/12/2026 Last Day of School

11/11-Veterans Day
01/19/2026 Martin Luther King's Day
03/30~04/03 Spring break

Total School Days= 180
Teacher PD Days= 5
Teacher's In-Service Days= 3
Teacher Work Days= 188

School Days per month
August= 6
September= 21
October= 23
November= 14
December= 15
January= 18
February= 15
March= 20
April= 19
May= 20
June= 9

2025-2026 TENTATIVE SCHOOL CALENDAR

STUDENTS' FIRST DAY OF SCHOOL August 22, 2025

LAST DAY OF SCHOOL June 11, 2026

LEGAL HOLIDAYS

September 1, 2025	Labor Day
November 11, 2025	Veterans Day
November 24-28, 2025	Thanksgiving Day/Holiday
December 25, 2025	Christmas Day
January 1, 2026	New Year's Day
January 19, 2026	Dr. Martin Luther King Jr.
February 16, 2026	President's Day
May 25, 2026	Memorial Day

SCHOOL DATES

September 16, 2025	Back to School Night
November 18-21, 2025	First Trimester Parent Conference
November 17, 2025	First Trimester Ends
December 22,2025 – January 2, 2026	Winter Break
Second Trimester Parent Conference	March 17-21
March 20, 2026	Second Trimester Ends
March 30 - April 3, 2026	Spring Break
April – May TBD	California Assessment of Student Performance Testing
May 21, 2026	Open House

(This calendar may be modified when TUSD releases its 2025-2026 calendar)

EDUCATIONAL PROGRAM

The core academic disciplines within our educational framework encompass Mandarin Language Arts, English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Instruction in Mandarin Language Arts, Mathematics, and half of the Social Studies curriculum will be conducted in Mandarin. Conversely, English Language Arts, Science, and the remaining 50% of Social Studies will be facilitated in English. In addition to these core subjects, our curriculum will integrate supplementary disciplines vital for holistic development, such as Physical Education and Creative Arts.

As we initiate this curriculum, rigorous evaluation mechanisms will be in place to determine the optimal language of instruction for each subject area. This assessment will be informed by the academic performance of our student body, as well as best practices gleaned from other institutions specializing in Mandarin immersion education.

To ensure pedagogical coherence and alignment with the Common Core State Standards, our Mandarin teaching staff will be responsible for curriculum development in the subjects instructed in Mandarin. Faculty meetings will be held every Wednesday afternoon—coinciding with a minimum-day schedule—to facilitate collaborative curriculum development. During these sessions, educators will focus on crafting curricula for Mandarin Language Arts, Mathematics, and Social Studies, while concurrently developing English-based curricula for English Language Arts, Science, and Social Studies. These curricula will be formulated utilizing instructional materials that have been approved by the State Board of Education.

The school's principal or designated instructional leader will actively participate in this curriculum development process. Their role will include reviewing the curricula generated during these collaborative sessions and offering targeted guidance and recommendations for further refinement.

CURRICULUM DESIGN

Summary of Curriculum

Fulfilling our educational objectives necessitates a multi-faceted approach that integrates a comprehensive understanding of California educational requirements and alignment with the Common Core State Standards. In addition, we must remain agile in adapting Mandarin-specific resources and curricula to meet the evolving needs of our Mandarin immersion student body.

Our current curriculum choices, sourced from the textbooks we have selected, are outlined below. These selections are informed by their alignment with state and national standards, their relevance to our immersion goals, and their proven effectiveness in similar educational settings. However, it is important to note that these selections are not static. As part of our commitment to delivering a high-quality educational experience, the Charter School regularly reviews the effectiveness, cost-efficiency, and availability of these curricular resources. Any changes in vendors or educational materials will not necessitate a material modification of the charter petition, thereby providing us with the flexibility to adapt as needed.

Scheduled calendar reviews serve as designated periods for the evaluation and potential adjustment of curriculum choices. These reviews are integral to our ongoing efforts to optimize educational outcomes and ensure alignment with both state and national standards. Through rigorous assessment and data analysis, we continuously monitor the efficacy of our chosen programs, making adjustments as necessary to maintain the highest standards of education.

The programs we currently intend to implement are listed below. These programs have been selected based on their alignment with our educational goals and standards, but they remain subject to change as we continue to evaluate their performance and suitability for our students' needs.

MANDARIN PROGRAMS

Better Immersion <https://www.betterimmersion.com/>

"Better Immersion" is an educational platform designed to support Mandarin language instruction. It aims to alleviate the workload of teachers by providing comprehensive daily lesson plans and instructional support. The platform employs a variety of teaching strategies, including a Balanced Literacy Approach and Backward Design, to ensure effective learning outcomes. It offers a complete course structure from Starter to Level 8, ensuring seamless articulation through a comprehensive scope and sequence. The platform extends its reach beyond the classroom by offering an app, e-books, games, and other resources for both in-class instruction and home-school connections. Its key factors are as follows.

- Rich Support for Teachers: The platform offers differentiated instruction to meet varied language targets and ensures consistency through comprehensive lesson plans.
- Sustainable and Future-Ready: It provides complete Starter-Level 8 articulation, ensuring that the course structure is progressive and cohesive.
- Beyond the Classroom: The Better Immersion App, e-books, and games extend the

learning experience beyond the classroom, allowing for home-school connection and additional practice opportunities.

The curriculum is designed to be progressive and cohesive, ensuring seamless articulation through the various levels.

Assessments for Mandarin Language Proficiency

Formative Assessments

- Oral Checks: Quick, one-on-one conversations between the teacher and student to gauge speaking and listening skills.
- Flashcards: Use of vocabulary or sentence structure flashcards to quickly assess recognition and understanding.
- Interactive Activities: Activities such as matching games or puzzles that require students to use Mandarin vocabulary and grammar.
- Classroom Polls: Real-time, multiple-choice questions or true/false questions asked in Mandarin to gauge understanding.
- Peer Assessments: Students evaluate each other's oral presentations or written work, providing feedback in Mandarin.
- Teacher Observations: Continuous monitoring of students' participation and language use during class activities and discussions.
- Exit Tickets: Short, written responses to questions posed at the end of a lesson, written in Mandarin, to gauge understanding and inform future instruction.
- Journals: Students write brief entries in Mandarin about what they learned, questions they have, or how they applied their language skills in real-life situations.
- Think-Pair-Share: Students think about a question or problem individually, discuss it with a partner, and then share with the class, all in Mandarin.

Summative Assessments

- Oral Proficiency Exams: Structured interviews or presentations that assess a student's speaking and listening skills in Mandarin.
- Written Exams: Comprehensive tests that evaluate vocabulary, grammar, reading comprehension, and writing skills in Mandarin.
- Project-Based Assessments: Students complete a project that requires them to apply their Mandarin skills, often integrating subject matter knowledge as well.
- Portfolio Assessments: A collection of a student's work over a semester or year, demonstrating growth and mastery in Mandarin.
- Standardized Tests: Language proficiency tests such as the Youth Chinese Test or the Chinese Proficiency Test (HSK, described below) for more advanced students.
- End-of-Unit Assessments: Tests that cover the material taught in a specific unit, conducted in Mandarin.
- Oral Presentations: Students present on a topic they have researched, using Mandarin to convey their findings and answer questions.
- Listening Comprehension Tests: Audio-based exams where students must answer questions based on what they have heard.
- Reading Comprehension Tests: Exams that assess the ability to understand and interpret written Mandarin, often including passages followed by questions.

- Cross-Curricular Projects: Projects that require students to apply their Mandarin skills across subjects like social studies, science, or math, culminating in a presentation or written report.

Each of these assessments can be adapted to fit the specific grade level and learning objectives of your Mandarin immersion program. They can also be combined or modified to provide a more comprehensive evaluation of both language proficiency and academic skills.

Singapore Math <https://www.singaporemath.com/>

Singapore Math is a teaching method based on the national mathematics curriculum used for kindergarten through sixth grade in Singapore. It has gained international acclaim and is now being used in various schools around the world, including the United States. The approach focuses on mastery, drawing from a curriculum that is problem-based, visual, and layered on foundational skills and strategies. It utilizes a three-step learning model, which consists of concrete, pictorial, and abstract learning phases.

The Singapore Math curriculum has garnered international recognition for its effectiveness in teaching foundational mathematical concepts. Singapore Math focuses on:

Focused and Deep Learning:

- Mastery-Oriented: Singapore Math emphasizes deep mastery over a broad range of topics. This ensures that students have a solid understanding of fundamental concepts before progressing to more complex topics.
- Sequential Learning: The curriculum is designed with a logical sequence that builds upon previous knowledge, making it easier for students to grasp new concepts.

Enhanced Conceptual Understanding:

- Concrete-Pictorial-Abstract Approach: This method helps students transition from concrete to abstract thinking, enhancing their conceptual understanding of mathematics.
- Number Bonds: This foundational concept helps students understand the relationships between numbers, which is crucial for operations like addition and subtraction.

Problem-Solving Skills:

- Bar Modeling: This visual technique is used for solving word problems and helps students to visualize mathematical concepts, thereby improving their problem-solving skills.
- Critical Thinking: The curriculum encourages students to think critically by presenting them with non-routine problems that require analytical skills.

Versatility and Global Recognition:

- Adaptability: The curriculum has been successfully implemented in diverse educational settings around the world, demonstrating its adaptability.
- Global Standards: Singapore Math aligns well with international benchmarks, preparing students for a globally competitive environment.

In summary, Singapore Math offers a comprehensive, focused, and deeply conceptual approach to mathematics that can significantly benefit elementary school students. Adopting this curriculum could lead to improved mathematical understanding, better problem-solving skills, and ultimately, higher academic achievement.

Assessments for Mathematics

Formative Assessments

1. Manipulative-Based Assessments: Use of physical objects like counting blocks or number lines to assess understanding of basic concepts.
2. Pictorial Worksheets: Worksheets that require students to draw models such as bar models or number bonds.
3. Mini Quizzes: Short quizzes that focus on a single topic like addition, subtraction, multiplication, etc.
4. Classroom Polls: Quick multiple-choice questions or true/false questions to gauge understanding in real-time.
5. Peer Assessments: Students evaluate each other's work or solutions to problems.
6. Teacher Observations: Informal assessment through observation during class activities.
7. Interactive Whiteboard Activities: Use of digital platforms to solve problems as a class or in groups.
8. Journals: Students write about their mathematical thinking, strategies, and problem-solving methods.

Summative Assessments

1. Unit Tests: Comprehensive tests covering all topics in a unit.
2. Mid-Term Exams: Examinations that cover material from the first half of the academic year.
3. End-of-Term Exams: Examinations that cover material from an entire term or semester.
4. Standardized Tests: Tests like the Singapore Math Placement Tests that are designed to measure skills and concepts according to grade-level standards.
5. Project-Based Assessments: Students complete a project that requires the application of multiple skills and concepts.
6. Oral Examinations: Students are asked to explain their thought process and reasoning for solving specific problems.
7. Portfolio Assessments: A collection of a student's work over a period, demonstrating growth and mastery over time.

Diagnostic Assessments

1. Pre-Assessments: Tests administered before a unit to gauge prior knowledge.
2. Skill Gap Assessments: Tests designed to identify specific areas where a student may be struggling.
3. Post-Assessments: Tests administered after a unit to measure what students have learned.

MANDARIN IMMERSION MODEL

The educational program of our Charter School is predicated on a one-way immersion model, a

specialized form of language immersion pedagogy that fosters additive bilingualism. This model enables students to acquire a second language in a manner akin to their first language acquisition process. In this approach, subject matter in core academic disciplines is delivered through the target language—Mandarin in our case—thereby facilitating efficient mastery of both the language and the subject content.

The ratio of instruction in Mandarin to English will be dynamically calibrated as students progress through grade levels. Drawing inspiration from successful Mandarin immersion initiatives, such as the College Park Elementary School in San Mateo, our programmatic structure is designed as follows: Transitional Kindergarten (“TK”) will feature a 50% immersion in Mandarin to lay a robust linguistic foundation. Same model from Transitional Kindergarten, the Kindergarten through 5th grade, instructional time will be evenly divided, with 50% of the content being delivered in Mandarin and the remaining 50% in English.

This tiered approach not only aligns with proven methodologies in language immersion but also allows for a gradual transition that accommodates the cognitive and linguistic development stages of our students. It aims to produce individuals who are proficient in both languages and are well-equipped to engage in a multicultural and multilingual world.

Grades	Mandarin Instruction %	English Instruction %	Subjects Taught in Mandarin	Subjects Taught in English
TK	50%	50%	Mandarin Language Arts, Social Studies, & Art.	English Language Arts, Science, & Mathematics,
K	50%	50%	Mandarin Language Arts, Social Studies, Physical Education & Art.	English Language Arts, Science, & Mathematics,
1	50%	50%	Mandarin Language Arts, Social Studies, Physical Education & Art.	English Language Arts, Science, & Mathematics,
2	50%	50%	Mandarin Language Arts, Social Studies, Physical Education & Art.	English Language Arts, Science, & Mathematics,
3	50%	50%	Mandarin Language Arts, Social Studies, Physical Education & Art.	English Language Arts, Science, & Mathematics,

4	50%	50%	Mandarin Language Arts, Social Studies, Physical Education & Art.	English Language Arts, Science, & Mathematics,
5	50%	50%	Mandarin Language Arts, Social Studies, Physical Education & Art.	English Language Arts, Science, & Mathematics,

Traditional and Simplified Chinese

Within the realm of Chinese language education, a robust debate persists regarding the pedagogical merits of teaching traditional versus simplified Chinese characters. Traditional characters, characterized by their intricate strokes, are predominantly used in Taiwan, Singapore, Hong Kong, and overseas Chinese communities. Conversely, simplified characters, which have been reduced in complexity, are the standard in the People's Republic of China. Our Charter School's decision in this matter is guided solely by educational efficacy rather than geopolitical or cultural considerations. Initially, the curriculum will focus on imparting knowledge of traditional characters, with the subsequent integration of simplified characters at a later stage.

It is important to contextualize this debate by acknowledging that the dichotomy between traditional and simplified characters affects only a fraction of the entire corpus of Chinese characters, which comprises approximately 45,000 to 50,000 characters. Of these, a mere 2,350 have been simplified, and among those, only around 500 exhibit significant differences from their traditional counterparts.

Drawing a parallel to the teaching of cursive writing alongside print, or the instruction of common abbreviations like "gym", "fridge", or "bike", our Charter School posits that it is entirely feasible to educate students in both variations of these 500 divergent characters without compromising the pace of their overall language acquisition. This dual-instruction approach aims to equip students with a comprehensive understanding of the Chinese written language, thereby enhancing their linguistic versatility and cultural literacy.

English Language Arts Programs

Our charter school will use Benchmark Advance/Adelante for our K-5th grade English Language Arts instruction. <https://www.benchmarkeducation.com/benchmark-advance-adelante>
Benchmark Advance/Adelante serves as a comprehensive English Language Arts/English Language Development program meticulously aligned with California State Standards. The program is predicated on an interdisciplinary approach, incorporating subject matter from science and social studies to provide students with foundational background knowledge at the commencement of each academic grade level. This foundational knowledge is then systematically expanded upon each year, in accordance with state standards, to cultivate a progressively sophisticated understanding of key concepts and vocabulary.

BUILD Knowledge, Vocabulary & Perspectives

Build Knowledge Across and Within Grades

A Knowledge-Based Framework Is Key to Comprehending Text

Knowledge Strands Are Consistently Mapped Across All Grade Levels
Students begin each grade with essential background information, and then expand their topic knowledge and vocabulary in each new year.

Unit 1 LIFE SCIENCE

Vertically Aligned Unit Topics and Texts
10 topic-based units per grade integrate social studies, science, and literary topics with multiple text sets per topic.

UNIT	1	2	3	4	5	6	7	8	9	10
Grades K-6 Vertically Aligned Knowledge Strands	Life Science	Character Matters	Government and Citizenship	Perspectives in Literature	Technology and Society	Themes Across Cultures	History, Culture, and Geography	Earth Science	Economics	Physical Science

Text Sets Align to the Unit Topic
Text sets for each unit include above-grade-level read-aloud texts, knowledge-building libraries, reader's theater, and grade-level complex text for every student.

Unit-Specific Essential Questions Increase in Complexity as Grades Progress
3-week units guide students to build concepts, vocabulary, and content knowledge around an Essential Question focused on the unit topic.

UNIT	KNOWLEDGE STRAND	GRADES	1	2	3	4	5	6
1	Life Science	Plants and Animals Have Needs	Plants and Animals Grow and Change	Plants and Animals in Their Habitats	Animal Adaptations	How do living things survive in their environment?	Observing Nature	Cultivating Natural Resources

16 Benchmark Advance • Program Overview • ©2022 Benchmark Education Company, LLC. 17

The curriculum employs text sets that are strategically designed to deepen content knowledge while simultaneously engaging students in rigorous textual analysis. These text sets serve as a platform for students to identify and annotate textual evidence, thereby honing their analytical skills. This approach is particularly effective in fostering critical thinking and enhancing comprehension.

As an academically rigorous, knowledge-based curriculum, Benchmark Advance/Adelante is structured to facilitate daily engagement in the Three Key Shifts delineated in the Common Core State Standards. These shifts are:

1. **Reading Complex Text:** The program incorporates a range of complex texts that challenge students to engage in close reading and thoughtful interpretation, thereby elevating their reading proficiency.
2. **Evidence-Based Writing:** Students are guided through the process of constructing well-reasoned arguments and opinions in their writing, substantiated by textual evidence. This not only enhances their writing skills but also instills a methodical approach to the evaluation of information.
3. **Academic Discussion:** The curriculum promotes academic discourse by encouraging students to articulate their understanding and viewpoints, thereby facilitating the development of effective communication skills and fostering a deeper understanding of the subject matter.

Benchmark Advance/Adelante also includes Dual Language Implementation. They are parallel, cohesive, and equitable ELA and Second Language Acquisition programs. They share the same

program and architecture and framework, features, and components, supporting any dual language model.

Standards-based instruction is integrated within aligned units and lesson structures.	Parity of resources in digital and print addresses key differences in languages and authentic literature.	Powerful technology delivers multisensory experiences, eAssessments, and a multilingual glossary.
Dual language support includes customized language and resource allocation training.	Sociocultural development enables all students to feel comfortable, confident, and eager to learn.	Home-school connections celebrate diversity and empower parents to support their children's learning.

In summary, Benchmark Advance/Adelante offers a multifaceted, standards-aligned English Language Arts/English Language Development program that integrates content from science and social studies. It is meticulously designed to engage students in a range of cognitive activities that align with the Three Key Shifts of the Common Core, thereby ensuring a holistic development of linguistic and academic competencies.

Science

The Charter School will use Twig Science for our K-5th grade science instruction.
<https://www.twigscience.com/>

Twig Science is a unique educational program meticulously designed to align with the Next Generation Science Standards. Each instructional module within the program is structured around a central Module Anchor Phenomenon, which serves as the focal point for student inquiry and exploration.

For instance, in the first grade, students engage in an interactive project called the "Museum of Leafology," where they delve into the similarities and differences among various plant species. In the second grade, students learn about the life cycle of plants, from seeds to full-grown plants. They will also learn animal habitats, weather, seasons, and states of matter. In the third grade, the curriculum focuses on the scientific principles of force, specifically push and pull, by tasking students with the conceptualization and design of an optimal playground. Meanwhile, fourth-grade students explore the conservation of energy through hands-on experiments involving the construction and testing of egg racers to understand the dynamics of energy transfer during collisions.

Throughout each module, students are encouraged to define, investigate, and articulate

explanations for real-world phenomena that are directly related to the subject matter of the module. This approach not only fosters a deeper understanding of scientific concepts but also equips students with the critical thinking and problem-solving skills essential for academic and lifelong success.

Twig Science Next Gen was designed from the ground up from three-dimensional Science standards by award-winning STEM education specialists.

Highlights of Twig Science Next Gen include:

Designed for Three Dimensions

Twig Science Next Gen was designed from the ground up for three-dimensional science standards by award-winning STEM education specialists.

Highlights of Twig Science Next Gen include:

- Phenomena and 3-D Performance Expectation bundles, including Engineering, Environmental Principles, Earth Science, Life Science, and Physical Science.
- Coherence, progressions, and spiral review within grade-level modules and across the program to deepen understanding and identify interventions.
- Three-dimensional lessons and assessments that clearly outline the dimensions applied.
- Phenomena and Investigative Problems at the heart of each module, with grade-level Scope and Sequence tables that show how the dimensions flow and build in sophistication across each grade.
- Module overviews that tell the story of how students apply the three dimensions in a module, with Driving Questions that scaffold their learning journeys.

3-D Standards Alignment				
GRADE	TOPIC ARRANGEMENTS	MODULE	MODULE PHENOMENON	CORE PERFORMANCE EXPECTATIONS
GRADE K 	Interdependent Relationships in Ecosystems	My Big Nature Adventure	Different plants and animals live in different places.	K-LS1-1, K-ESS3-1
	Forces and Interactions; Engineering Design	Marble Run Engineer	What happens when we push, pull, and drop objects? How can we change their speed and direction?	K-PS2-1, K-PS2-2, K-2-ETS1-1
	Weather and Climate; Engineering Design	Be Prepared	How do we observe weather and collect data to describe weather patterns over time?	K-ESS2-1, K-ESS3-2, K-PS3-1, K-PS3-2, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
	Interdependent Relationships in Ecosystems	I Can	How can I protect the environment from changes that harm it?	K-ESS2-2, K-ESS3-3, K-2-ETS1-1
GRADE 1 	Structure, Function, and Information Processing; Engineering Design	Museum of Leafology	How are all plants alike and how are they different?	1-LS1-1, 1-LS3-1, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
	Waves; Structure, Function, and Information Processing; Engineering Design	Animal Reporters	How do animals use their body parts, communicate with their young, and make sounds?	1-LS1-2, 1-LS3-1, 1-PS4-1, 1-PS4-4, K-2-ETS1-1, K-2-ETS1-2
	Waves	Shadow Town	Why is the town of Rjukan in a shadow?	1-PS4-2, 1-PS4-3
	Space Systems	Patterns in the Sky	What patterns do we observe in the sky?	1-ESS1-1, 1-ESS1-2
GRADE 2 	Earth's Systems	My Journey West	How can we understand and describe the land and water on Earth?	2-ESS2-2, 2-ESS2-3
	Structure and Properties of Matter; Engineering Design	Master of Materials	How can we describe materials as different from one another and understand how their properties relate to their use?	2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4, K-2-ETS1-2, K-2-ETS1-3
	Earth's Systems; Engineering Design	Save the Island	How do natural processes shape the Earth?	2-ESS1-1, 2-ESS2-1, K-2-ETS1-1, K-2-ETS1-2
	Interdependent Relationships in Ecosystems; Engineering Design	A Garden for Life	How do living things in an environment depend on one another and what do they need to grow?	2-LS2-1, 2-LS2-2, 2-LS4-1, K-2-ETS1-1, K-2-ETS1-2

GRADE	TOPIC ARRANGEMENTS	MODULE	MODULE PHENOMENON	CORE PERFORMANCE EXPECTATIONS
GRADE 3 	Forces and Interactions; Engineering Design	The Ultimate Playground	How are objects affected by the forces of push and pull?	3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
	Inheritance and Variation of Traits	Welcome to the Biodome	How do plants' and animals' life cycles help them survive?	3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS4-2
	Interdependent Relationships in Ecosystems	How to Survive an Ice Age	What is the relationship between an organism and its environment?	3-LS3-2, 3-LS4-1, 3-LS4-3, 3-LS4-4
	Weather and Climate	Weather Warning HQ	What is the weather like around the world?	3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2
GRADE 4 	Energy; Engineering Design	Egg Racers	What happens to energy when objects collide?	4-PS3-1, 4-PS3-3, 3-5-ETS1-3
	Energy; Engineering Design	Sparks Energy, Inc.	How do people produce and transfer energy for their use?	4-ESS3-1, 4-PS3-2, 4-PS3-4, 3-5-ETS1-1, 3-5-ETS1-2
	Earth's Systems	Time-Traveling Tour Guides	How have weathering and erosion sculpted some of Earth's most interesting landscapes?	4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-2, 3-5-ETS1-2
	Earth's Systems; Engineering Design	Earthquake Engineering	How can we reduce the damage caused by earthquakes?	4-PS4-1, 4-ESS2-2, 4-ESS3-2, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
	Waves; Structure, Function, and Information Processing	Super Survivors	How do the many parts of my body work together to help me live in the world? Communication involves transferring information through waves or signals.	4-LS1-1, 4-LS1-2, 4-PS3-2, 4-PS4-1, 4-PS4-2, 4-PS4-3, 3-5-ETS1-3
GRADE 5 	Structure and Properties of Matter; Engineering Design	Matter Mysteries Hotline	What is matter made of?	5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4, 3-5-ETS1-3
	Matter and Energy in Organisms and Ecosystems	Yellowstone: Uncovered	How do matter and energy move through an ecosystem?	5-LS1-1, 5-LS2-1, 5-PS3-1
	Earth's Systems; Engineering Design	H2O Response Team	Why do some places lack fresh water and what can we do to protect it?	5-ESS2-1, 5-ESS2-2, 5-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
	Space Systems	Galactic Guidebook	What patterns do we notice when we observe the sky?	5-PS2-1, 5-ESS1-1, 5-ESS1-2
GRADE 6 	Structure, Function, and Information Processing; Engineering Design	BioTech Systems Worldwide	How do human body systems and subsystems work together?	MS-LS1-1, MS-LS1-2, MS-LS1-3, MS-LS1-8, MS-ETS1-1, MS-ETS1-2
	Weather and Climate; Energy; Engineering Design	Destination Everywhere!	Weather and climate vary around the world, but we can use science and past trends to predict them.	MS-ESS2-4, MS-ESS2-5, MS-ESS2-6, MS-PS3-3, MS-PS3-4, MS-PS3-5, MS-ETS1-1, MS-ETS1-3
	Growth, Development, and Reproduction of Organisms	The Red List	How do the environment and genetics affect animals and plants?	MS-LS1-4, MS-LS1-5, MS-LS3-2, MS-ETS1-1, MS-ETS1-2
	Weather and Climate; Human Impacts; Engineering Design	Cities of the Future	How can we reduce harmful impacts on the environment in the places where people live?	MS-ESS3-3, MS-ESS3-5, MS-LS1-4, MS-LS1-5, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4
See how these features help Twig Science Next Gen score highly on rubrics such as NextGen TIME on the evaluations rubric page at www.twigscience.com				

Kindergarten Science

APPENDIX I-E: SCIENCE CURRICULUM MAPS

KINDERGARTEN SCIENCE

In Science, students learn about the scientific process and content through hands-on investigations in the STEAM project-based learning period. Literacy is integrated into every unit as students read content specific materials, develop scientific vocabulary, and write about the process.

The lessons are based on the Next Generation Science Standards for California. The California Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects are also integrated. Teachers may use Full Option Science System (FOSS) and the Science and Technology Concepts (STC) Program developed by the Smithsonian Science Education Center.

	Unit	Key Concepts
July, August, September, & October	Animals Two by Two Students observe and compare common land and water animals. They learn about animal parts (arms, legs, etc.). As part of their study, they draw pictures and diagrams. They observe differences in structure and behavior and learn about the basic needs of animals. They listen to or read fictional stories about animals, which they compare to real life.	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Animals can change their environment Living things need water, air and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impact on the land, water, air and other living things. Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

November, December, January, & February	Materials and Motion Students investigate how the properties of materials can change. They observe water in its liquid and solid form and transform it from one state to another. They explore and observe ways (i.e., heating, freezing, mixing, cutting, etc.) that properties of materials can be changed. Students explore how objects are put into motion and investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop. They develop basic	Water has different states Properties of materials can be changed Pushes and pulls can have different strengths and directions Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it When objects touch or collide, they push on one another and can change motion A bigger push or pull makes things speed up or slow down more quickly A situation that people want to change or create can be approached as a problem to be solved through
	understanding of what makes something move or creates a force. Students also study the sun and understand that it's an energy source. They use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. They listen to or read informational text about the effects of the sun's energy on animals and plants.	engineering. Such problems may have many acceptable solutions. People encounter questions about the natural world every day People depend on various technologies in their lives; human life would be very different without technology

March, April, May, & June	Trees and Weather Students observe trees and leaves over the seasons to form a better understanding of the trees' place at school and in the community. Students observe day-to-day changes in weather over the year, as well as the impact weather has on living things. They learn about plant parts (stems, leaves, roots). As part of their study, they plant seeds and monitor their growth. They listen to or read fictional stories about plants, which they compare to real life. Students study the weather and how it changes from day to day and across the seasons. They learn how to describe weather conditions and track it on a daily basis. Students engage in discussions about how weather conditions affect plants and how they change across the seasons.	Plants need water and light to live and grow Plants and animals can change their environment Living things need water, air and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things. Sunlight warms the Earth's surface. Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to detect patterns over time. Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. Trees as resources that are used in everyday life

FIRST GRADE SCIENCE

In Science, students learn about the scientific process and content through hands-on investigations in the STEAM project-based learning period. Literacy is integrated into every unit as students read content specific materials, develop scientific vocabulary, and write about the process.

The lessons are based on the Next Generation Science Standards for California. The California Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects are also integrated. Teachers may use Full Option Science System (FOSS) and the Science and Technology Concepts Program developed by the Smithsonian Science (STC) Education Center.

	Unit	Key Concepts
July, August, September, & October	Sound and Light Students investigate how sound is produced and how it can make objects vibrate. They learn about light and observe what happens to its path when something is placed in front of it. Students use their knowledge to design and build a device that uses light or sound to solve the problem of communicating over a distance. Students read fiction and informational text and connect what they read to what they observe and experience in their everyday life.	Sound can make matter vibrate, and vibrating matter can make sound Objects can be seen if light is available to illuminate them or if they give off their own light Different types of materials allow different amounts of light to pass through them People use a variety of devices to communicate over long distances People depend on various technologies in their lives; human life would be very different without technology
November, December, January, & February	Organisms Students investigate the needs of animals and plants and the different ways they meet their needs in order to grow and develop. They observe the structure of plants and discover how new plants propagate from mature plants. Students observe how animals and plants coexist and determine the basic needs of every living thing, as well as needs that are unique to each organism. Students apply what they have learned about organisms to humans, exploring how human beings are similar to, and different from, other living things. They use materials to design a solution to a human problem by mimicking how animals/plants use their external parts to help them survive, grow and meet their needs. Students read informational text and view photos and videos to further their understanding of the topic.	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also use different parts that help them survive and grow. Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways. Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

March, April, May, & June	Air and Weather Students learn about air and that it takes up space. They investigate how the pressure from compressed air can move things. They observe weather and use scientific tools to measure the phenomena they observe with their senses. They record their own data and discuss their findings on cloud cover, precipitation, wind and temperature. They apply their new skills and knowledge to make predictions about the weather in their area. They compare their own weather predictions to the predictions of the local meteorologist and what actually happens with the weather where they live. Students also learn about the sun and the moon. They observe the sun and moon and understand that their	Air is a gas and is all around us Air is matter and takes up space Weather describes conditions in the air outside; it occurs both during the day and night Wind is moving air The pressure from compressed air can move things; air resistance affects how things move Weather changes from day to day and week to week Features of weather include cloud cover, precipitation, wind and temperature Weather conditions (temperature, wind, snow, rain) can be measured using tools such as thermometers, wind vanes, anemometers and rain
	locations change during the time of the day. They also learn about stars. Students read fiction and Informational text and connect what they read to what they observe and experience in their everyday life.	gauges. Meteorologists are scientists who study, observe and record information about the weather, and who use that information to forecast the weather Daily changes in temperature, precipitation and weather type can be observed, compared and predicted. Weather affects the decisions people make about the clothing they will wear and about their outside activities The moon can be seen sometimes at night and sometimes during the day The moon looks different every day, but looks the same again about every 4 weeks There are more stars in the sky than anyone can easily see or count The sun can be seen only in the daytime The Sun and Moon can be observed moving across the sky; we see them at different locations in the sky, depending on the time of day or night Patterns of the motion of the sun, moon and stars in the sky can be observed, described and predicted Seasonal patterns of sunrise and sunset can be observed, described and predicted Patterns in the natural world can be observed, used to describe phenomena and used as evidence

Social Studies/History

The Charter School will use *Reflections: California K-5 Harcourt School Publishers Series* for our K-5th grade social studies instruction.

The Social Studies Common Core Framework and Standards adopt a multi-layered approach to education, encouraging students to explore the world through a range of perspectives that span from the local to the global level. This pedagogical model is structured in a deliberate sequence, designed to facilitate the progressive acquisition of knowledge and skills.

The framework places a strong emphasis on thematic and conceptual understandings, allowing students to make connections across various disciplines and topics. By examining issues and events through multiple lenses—be it geographical, historical, cultural, or political—students are equipped to develop a nuanced understanding of complex global phenomena. This comprehensive approach aims to cultivate not only subject-matter expertise but also critical thinking, analytical reasoning, and empathetic understanding.

The sequential nature of the curriculum ensures that learning is scaffolded, building upon prior knowledge and experiences to deepen students' understanding over time. This enables educators to introduce more complex concepts and discussions as students advance through their educational journey, thereby fostering a more robust and integrated understanding of social studies. Lessons are and will be aligned to History-Social Science Framework.

APPENDIX I-D: SOCIALSCIENCE CURRICULUM MAPS

KINDERGARTEN SOCIAL SCIENCE

In Social Science, students learn about their community, country, and world. In kindergarten, the concepts are closely tied to their own experiences. Literacy is integrated through shared reading of content specific texts and through writing about their learning and experiences. The units are based on California History-Social Studies Content Standards and the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Teachers will be using programs like Houghton Mifflin's History/Social Studies as a basis to plan their lessons.

	Unit	Key Concepts
July & August	Being a Good Citizen Students learn about rules, consequences and citizenship. They learn about characteristics of good citizens through stories and folktales.	Understand and follow class and school rules Learn about characteristics of good citizens Understand that actions have consequences
September	My School Students study their school. They learn about the people there and their jobs. They map out and describe the school's layout.	Relative locations (near/far, right/left) The school's layout People at the school
October & November	Jobs People Do Students learn about the work that people do in the school and in their community.	- Familiar jobs
December & January	Maps Students study their community and neighborhood using maps. They	Identify land and water on maps Identify traffic symbols and map symbols Construct maps and models

	construct maps and models. They connect places on maps to historical stories.	
February	Being an American Citizen Students learn about national and state symbols and icons.	Identifying flags Identifying symbols (bald eagle and Statue of Liberty)
March & April	Time Students reinforce their learning about time and calendars from their mathematics lessons. They sequence events in temporal order and use calendars.	Ordering events in time Identify and order days, weeks and months
May & June	Learning about the Past Students learn about the past by studying holidays and American legends. They read historical accounts of famous people. They also study how daily life was different for people in the past.	Identifying reasons for commemorative holidays Historical figures (George Washington, Pocahontas, etc.) Comparing and contrasting their lives with daily life in the past

In summary, the Social Studies Common Core Framework and Standards provide a well-structured, multi-perspective approach to education, aimed at developing thematic and conceptual understandings that are essential for informed citizenship and lifelong learning.

Physical Education

Physical Education (“PE”) constitutes an integral component of the educational curriculum, designed to be a planned and progressive learning experience that is accessible to all students. The pedagogical approach to PE is twofold: it encompasses both “learning to move” and “moving to learn.”

The “learning to move” aspect focuses on the development of physical competence and literacy. This includes the acquisition of fundamental motor skills, coordination, and physical fitness, which are essential for effective participation in various forms of physical activity. The aim is to equip students with the necessary skills and confidence to engage in a lifetime of healthy living. Conversely, the “moving to learn” dimension extends beyond mere physical activity to incorporate a broader range of skills and understandings. This includes the development of social competencies such as teamwork, cooperation, and sportsmanship. Through structured physical activities, students learn to collaborate, adhere to rules, and engage in ethical behavior, which are valuable life skills that transcend the realm of physical education.

The context for this multifaceted learning is provided through a diverse array of physical activities. Students are exposed to a broad spectrum of experiences, ranging from fitness challenges and traditional sports to dance and other expressive movements. This varied approach not only enhances physical skills but also contributes to the students' emotional, social, and cognitive development.

In California traditional public schools, all students in grades 1 through 5 are required to receive a minimum of 200 minutes of standards-based PE instruction every ten days, in addition to their recess and lunch periods. Even though this requirement does not apply to charter schools, we anticipate students will attend PE on Monday, Tuesday, Thursday, and Friday for 25 minutes each day to make sure they are not only academically competitive, but also to ensure they maintain a healthy and active lifestyle. This commitment to providing regular physical education aligns with our school's dedication to the holistic development of our students. Physical education not only promotes physical fitness but also fosters essential skills such as teamwork, discipline, and goal-setting, which are valuable for their overall growth and well-being. By offering PE instruction on these designated days, we aim to instill a sense of responsibility towards their health and encourage a balanced approach to their education. It's an integral part of our mission to prepare well-rounded individuals who are academically proficient and physically fit for the challenges of the future. Besides, this implementation will assist the Mandarin instructors to deliver the small group learning activities to offer differentiated instruction to meet individual students' needs. PE will take place during the Mandarin instructional time.

Tentative PE Schedule

Mondays, Tuesday, Thursday, and Fridays

Times	Min	Coach A for Year 1 and 2			Coach B for Year 3 and after		
		Class 1	Class 2	Total # of students	Class 1	Class 2	Total # of students
8:35-9:00	25	3rd Grade 13	4th Grade 16	29	1 st grade 13	1st grade 13	26
9:00-9:25	25	3rd Grade 13	4th Grade 16	29	2 nd Grade 13	2 nd Grade 13	26
9:25-9:50	25	2nd Grade 13	2nd Grade 13	26	4th Grade 16	5 th grade 16	32
9:50-10:15	25	2nd Grade 13	2nd grade 13	26	4th Grade 16	5 th grade 16	32
10:15-10:35	20	Recess Duty - Main Playground P.E. is 100 minutes a week or 200 every 10 days. Small groups will occur with teachers in class for remaining students.					

10:35-10:55	20	Break						
10:55-11:20	25	1 st grade 13	1 st grade 13	26	3 rd grade 13	3 rd grade 13		26
11:20-11:45	25	1 st grade 13	1 st grade 13	26				26
11:45-12:10	25	Lunch	Lunch					
12:10-12:35 Lunch	25	Lunch	Lunch		Lunch	Lunch		
12:35-1:00	25	Coach on supervision – Main Playground						
1:00-1:25	25	Coach on supervision – Main Playground						
1:30-1:55	25	1 st grade 13	2 nd grade 13	26				
1:55-2:20	25	1 st grade 13	2 nd grade 13	26				
2:20-2:45	25	Put away equipment and open/supervise gates for afternoon pick-up until 3:00pm						

No PE will be offered on Wednesdays because they are all minimum days and students are to be dismissed at 12:35pm.

Creative Arts

The Visual and Performing Arts curriculum is meticulously integrated across all subject areas and is grounded in the Visual and Performing Arts Content Standards for California Public Schools, established in 2001. Implementation of these standards will be guided by the Visual and Performing Arts Framework for California Public Schools, published in 2004.

The Arts serve as a multi-sensory and multi-modal conduit through which students can engage with core academic subjects. This approach not only enriches the educational experience but also offers students alternative avenues for demonstrating their understanding and mastery of subject matter. For example, students may be tasked with creating a theatrical performance to synthesize and communicate their understanding of a specific historical event.

Furthermore, students will participate in weekly instructional sessions dedicated to the visual and performing arts. These sessions will offer a diverse range of opportunities for students to conceptualize and communicate ideas through various artistic mediums, including visual art, music, and performing arts such as drama and dance. The curriculum will incorporate both Western and Chinese artistic traditions, thereby providing a culturally expansive educational experience.

Students will be actively encouraged to utilize these art forms as vehicles for the expression of creativity, emotion, and imagination. Through this comprehensive and integrated approach to the Visual and Performing Arts, the curriculum aims to foster not only artistic skills but also critical thinking, emotional intelligence, and cultural awareness, thereby contributing to the holistic development of each student.

COMPUTER SKILLS

At TICS, the incorporation of computer technology skills serves as an indispensable cornerstone of our educational framework. Our curriculum is designed to equip students with the proficiency required to adeptly operate computing devices, navigate the Internet, and engage with a diverse array of multimedia platforms. These skills are imparted not merely as isolated competencies, but as integral tools for pedagogical engagement and effective communication. By fostering these capabilities, we aim to prepare our students to adeptly navigate the complex, digitally-oriented landscape that characterizes the 21st century.

INSTRUCTIONAL DAY

The instructional day at TICS is designed to reflect the Charter School's mission and vision. In Transitional Kindergarten, all subjects and activities will be taught in Mandarin. In Kindergarten to 5th Grade, Mandarin, Social Studies, Physical Education, and Art will be taught in Mandarin. English Language Art, Science, and Math will be taught in English. The schedule may be modified to coordinate with TICS priorities and professional development partners and will not constitute a material revision to this charter.

REGULAR SCHEDULE

GRADE	START	RECESS	LUNCH	DISMISSAL
TK/Kindergarten	8:13	10:15-10:35	Bagged Lunch	12:35

1 st to 3 rd Grade	8:13	10:15-10:35	12:35-1:25	2:45
4 th to 5 th Grade	8:13	10:15-10:35	12:35-1:25	2:45

MINIMUM DAY SCHEDULE

Every Wednesday & Teacher Parent Conference Days

GRADE	START	RECESS	DISMISSAL
TK/Kindergarten	8:13	10:15-10:35	12:35
1 st to 3 rd Grade	8:13	10:15-10:35	12:35
4 th to 5 th Grade	8:13	10:15-10:35	12:35

A DAY AT TUSTIN INTERNATIONAL CHARTER SCHOOL – BELL SCHEDULE

Regular Days (Monday, Tuesday, Thursday, Friday)

7:45	Office opens <i>Morning Homework help is available.</i>
7:55	Campus opens <i>Playgrounds and hallways closed until 7:55am</i>
8:13	Instruction begins
10:15	Recess
10:35	Instruction resumes
12:35	Lunch
1:25	Instruction resumes
2:00	Kindergarten dismissed
2:45	Grades 1 st – 5 th dismissed
3:15	Library closes (<i>After school Homework help is available.</i>)

Minimum Days (Every Wednesday plus conference days)

7:45	Office opens <i>Morning Homework help is available.</i>
7:55	Campus opens – <i>Playgrounds and hallways closed until 7:55am</i>
8:13	Instruction begins
10:15	Recess
10:35	Instruction resumes
12:35	School dismissed

PROFESSIONAL DEVELOPMENT

Professional development at TICS is aligned with both the school's overarching instructional objectives and the individualized learning goals of each faculty member. To facilitate this, every Wednesday afternoon is designated as a truncated academic day, specifically earmarked for the pursuit of professional development and collaborative faculty engagement.

On-site professional development sessions are conducted by a cadre of subject-matter experts and seasoned staff members, ensuring a high caliber of instructional enrichment. In addition to in-house training, faculty members will be compensated to become a member of California Association for Bilingual Education (CABE) <https://www.gocabe.org> to participate in external free courses, workshops, and seminars that align with their specialized areas of expertise. Besides, Southern California Council of Chinese Schools <https://www.scccs.org> offer great resources and a local professional network among other Mandarin immersion programs and schools. Upon their return to the school, teachers are encouraged to disseminate the acquired knowledge and insights among their colleagues, thereby fostering a culture of continuous learning and collaborative improvement.

SUPPORT

Teachers at TICS will have access to a diverse array of resources to support their professional development endeavors. These resources encompass several key avenues:

Peer Collaboration: An integral facet of TICS educational community is the emphasis on collaborative engagement among faculty members. Each teacher will be paired with a grade-level partner, facilitating ongoing dialogue and shared pedagogical objectives. For example, the 5th-grade English instructor will engage in collaborative planning and assessment with the 5th-grade Mandarin Language teacher, as they will be instructing the same cohort of students. This collaborative model extends across grade levels, allowing teachers to align their professional learning goals and share best practices.

School Leadership: The Principal will play a pivotal role in orchestrating professional development activities. Responsibilities include the formulation and execution of professional development protocols, oversight of collaborative initiatives, and supervision of the faculty evaluation process. Furthermore, the Principal will act as a conduit to external professional development opportunities, ensuring that the faculty remains abreast of cutting-edge educational practices.

External Partnerships: TICS will leverage relationships with external organizations to augment its in-house professional development offerings. Potential collaborations may include partnerships with esteemed educational institutions such as the School of Education at University of Southern California (“USC”), California State University, Long Beach (“CSULB”), University of California, Los Angeles (“UCLA”), and the University of California, Irvine (“UCI”), which could serve as a laboratory school for research, development, and advanced teacher training.

By integrating these diverse resources, TICS aims to create a robust, multi-dimensional professional development framework that not only enhances individual teacher efficacy but also contributes to the collective advancement of the institution's educational mission.

2025-2026 TENTATIVE PROFESSIONAL DEVELOPMENT FOR EACH MONTH

August School Safety Plan, Keenan Safe Schools, ADA reporting

September	SELPA and Special Needs, 504 Plans and IEPs
October	Report Cards, SST, Pre-IEP procedures
November	Inquiry-based Instruction, Multi-Tiers System of Support
December	Positive Behavioral Intervention and Support
January	Small Group Learning Activities, Differentiated Instruction
February	Social Emotional Learning, CAASPP State Assessments
March	ACTFL Proficiency Guidelines
April	Formative and Summative assessments
May	Performance Based Assessments

GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES – LOCAL CONTROL FUNDING FORMULA (“LCFF”) COMPLIANCE

In alignment with the stipulations set forth in Education Code Section 47605(c)(5)(A)(ii), TICS has provided a reasonably comprehensive description of its annual goals and actions in the State Priorities, in a comprehensive table in Element 2. These goals and actions are designed to address the State Priorities on a school-wide basis as well as for all numerically significant pupil subgroups, in accordance with Education Code Section 52060(d). The table also enumerates the specific annual actions that TICS will undertake to achieve these objectives.

Local Control and Accountability Plan (“LCAP”)

TICS is committed to developing an LCAP in accordance with the template approved by the State Board of Education, as per the guidelines of Education Code Section 47606.5. This LCAP will be submitted annually to both the District and County offices, in compliance with the deadline of July 1, as mandated by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

Maintenance and Revision of LCAP

It is important to note that any revisions to the LCAP, which may be deemed necessary for its effective implementation, will not be considered material amendments to the existing charter. All versions of the LCAP, including any revisions, will be meticulously maintained on-site at TICS.

Strategic Alignment with State Priorities: Introduction of Sub-Priorities

Recognizing the multifaceted nature of each state priority, TICS has instituted a framework of "sub-priorities" to facilitate a more nuanced alignment between our annual goals and the specific actions designed to achieve them. This organizational methodology ensures a comprehensive and targeted approach to fulfilling each element of the state priorities.

Differentiated Instruction to Meet Diverse Learning Needs

To comply with state mandates concerning the provision of educational support for both high-achieving and low-achieving students, TICS employs a differentiated instructional model. This involves the use of small group instruction subsequent to whole-group teaching sessions. The objective is to either reinforce or reteach specific skills and concepts, depending on individual student needs.

Student-Teacher Ratio and Group Composition

The small group instructional approach allows for a reduced student-teacher ratio, typically ranging from four to six students per group. This enables more personalized and focused educational interactions. The Charter School shall adhere to adult to student ratios in TK classrooms, as set forth in Education Code Section 48000(g).

Empirical Support for Small Group Instruction

A substantial body of research corroborates the efficacy of small group instruction. This pedagogical strategy allows teachers to engage more intimately with each student, thereby facilitating a deeper understanding of individual learning strengths and weaknesses. Specifically, it provides an invaluable opportunity for educators to assess gaps in the development of critical skills in reading or mathematics. Armed with this information, teachers can then tailor their instructional strategies to focus on specific learning objectives, thereby delivering targeted and effective instruction to each student.

Tailored Instructional Strategies: A plethora of scholarly research substantiates the efficacy of small group instruction in educational settings. This pedagogical approach enables educators to engage more intimately with each student, thereby offering a nuanced understanding of individual learning profiles. Specifically, it affords teachers the opportunity to assess both the strengths and weaknesses in students' skill sets, particularly in the domains of reading and mathematics.

Formative Assessment and Pacing: Small group instruction also allows for real-time formative assessment, enabling teachers to check for understanding, reinforce skills initially presented in whole-group settings, and adjust the pacing of instruction as needed. For instance, complex concepts can be broken down into more digestible components, while content that is readily understood can be expedited.

Support for Diverse Learning Needs: Small group instruction serves as a versatile platform for differentiated instruction. For struggling students, it provides the opportunity for additional reinforcement and practice, targeting key skills and concepts such as phonemic awareness or numerical operations. Diagnostic assessments further guide the instructional focus, ensuring that each student receives the requisite support.

Enrichment Opportunities for High Achievers: Conversely, small group instruction can be leveraged to challenge high-achieving students through the assignment of individualized learning projects that allow them to delve deeper into areas of interest or demonstrate advanced knowledge.

Socio-Emotional and Collaborative Learning: The small group format also enhances students' socio-emotional development by encouraging active participation, peer-to-peer learning, and respectful discourse. It cultivates essential life skills such as giving and receiving constructive feedback, maintaining focus, and collaborative problem-solving.

During our PE instructional time, we design our daily schedule by sending half of the student group (13 out of 26) to PE for 25 minutes while the other half stay with their classroom Mandarin teacher for small group instruction. After 25 minutes, students flip the class.

TICS will also form an Individualized Education Program (“IEP”) development team, which consists of the Principal, classroom teachers, Reading Specialist, resource specialist (“RSP”), School counselor, school psychologist and other relevant staff to provide 504 plans or (“IEP”) for students with disabilities. Monthly IEP meetings will be held regularly to ensure that needed accommodations are provided adequately to help each individual student to make progress as well as meet their social emotional needs.

MEET THE INTENT OF THE CALIFORNIA CHARTER SCHOOLS ACT OF 1992 AND OCDE PRIORITIES

TICS is committed to fulfilling the objectives outlined by the California legislature in Education Code Section 47601, as well as aligning with the mission and strategic goals of OCDE. While a comprehensive explanation exceeds the scope of this space, our mission can be succinctly stated as follows:

TICS will deliver a research-based, standards-aligned instructional program tailored to meet each student’s individual needs. The new Charter School will adhere to the Charter School Act of 1992 and align with the California legislature's intent "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following."

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Addressing the needs of academically low-achieving students is a complex and multi-faceted challenge that requires a comprehensive and strategic approach. Below is our proposed detailed plan that outlines various interventions and strategies to support these students. The plan is divided into different phases for ease of implementation and monitoring.

Multi-Tiered System of Supports (MTSS) is a framework that helps provide academic and behavioral support strategies for students with various needs. As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the Response to Intervention (RTI) model of assessments originally sought to identify students who would benefit from more intensive supports.

1. Identification

TICS will implement a comprehensive approach to accurately identify academically low-achieving students and ensure they receive the necessary support. This process begins with the collection of standardized test scores from state or national assessments, providing a broad overview of each student’s academic standing compared to their peers. To facilitate this, the testing department will compile a list of students who score below the 30th percentile in core subjects.

In addition to standardized testing, classroom assessments in both Mandarin and English will be utilized to further assess students' strengths, weaknesses, and specific needs. Teachers will maintain detailed records of each student's performance, including grades and areas where the student may have struggled.

Teacher observations will also play a critical role, offering qualitative insights from those who interact with the students daily. Teachers will complete a standardized observation form, focusing on academic performance, participation, and behavior.

All the data collected from standardized tests, classroom assessments, and teacher observations will be integrated into a centralized database for easier analysis. A data analyst or designated staff member will be responsible for managing this integration and conducting thorough analyses to identify students in need of additional support.

To effectively identify students who are considered "low achieving," TICS will first establish specific criteria based on the collected data. This process will involve convening a committee composed of teachers, administrators, and educational experts to collaboratively determine what qualifies as low academic achievement.

Once the criteria are established, a list of students who meet these qualifications will be generated. This will be accomplished by using the centralized database to filter and identify students who fall within the defined parameters of low achievement. This targeted approach ensures that the support provided is accurately aligned with the needs of those students most in need of assistance.

The initial assessment phase at TICS will begin with the administration of diagnostic tests in core subjects to pinpoint specific skill gaps among students. These tests will be carefully scheduled and conducted, ensuring they are age-appropriate and aligned with current educational standards. In addition to academic diagnostics, a learning style assessment will be carried out to evaluate the preferred learning styles of the identified students. Tools such as the VARK questionnaire will be used to determine whether a student is a visual, auditory, reading/writing, or kinesthetic learner.

Furthermore, an emotional and social assessment will be conducted to identify any non-academic factors that may be influencing a student's performance. This will involve standardized questionnaires or interviews administered by school counselors or educational psychologists.

Following these assessments, a series of consultations will take place. Teacher meetings will be organized to discuss the findings from the initial assessments, with detailed reports prepared in advance to facilitate these discussions. Parental consultations will also be scheduled to inform parents of the results and to discuss potential next steps. Parents will receive a written summary of the assessments, along with proposed intervention strategies.

Involving educational psychologists is a crucial step in this process. They will be consulted to interpret the data and assessments, providing expert recommendations for specific interventions. A meeting will be arranged with the educational psychologist to review all data and assessments.

Finally, a multi-disciplinary team meeting will be convened, bringing together teachers, parents, and educational psychologists to discuss and finalize the intervention plan. Prior to this meeting, an agenda will be prepared, and all stakeholders will be provided with access to the relevant data and assessments to ensure a well-informed discussion.

2. Parent Notification and Involvement

The initial meeting with parents will be a critical step in addressing the student's academic challenges. During this meeting, parents will be provided with a clear overview of their child's academic difficulties, supported by relevant data, and an explanation of the identification process used to assess the student's needs.

Following this, a consistent communication plan will be established to keep parents informed about their child's progress. This plan will include regular updates on the student's achievements, upcoming assessments, and specific areas where improvement is needed.

In collaboration with parents, realistic and measurable academic goals will be set for the student. These goals will be designed to align with the school's interventions, ensuring a cohesive approach to the student's academic development.

To further support the student's learning at home, parents will be given access to a range of resources. This may include educational websites, reading lists, and practical strategies for assisting with homework. These resources are intended to reinforce the school's efforts and provide parents with the tools they need to effectively contribute to their child's academic success.

3. Supports

TICS is committed to providing targeted interventions, Multi-Tiered System of Supports ("MTSS") that effectively address the academic needs to provide varying levels of supports based on students' needs, including those who are low-achieving students.

Tier 1: Classroom-based interventions will include differentiated instruction, small group work, and targeted skill-building activities to address specific academic challenges within the general classroom setting. To enhance in-class support for low-achieving students, TICS will assign teacher aides to classrooms where these students are enrolled. Teacher aides will be thoroughly briefed on each student's IEP and will be prepared to offer individualized support as needed. This direct assistance helps ensure that students receive the attention and guidance necessary to succeed in the classroom.

Tier 2: For students requiring additional assistance, supplemental support will be offered through pull-out or push-in services. This may involve the expertise of reading specialists, math tutors, or other specialized intervention programs designed to reinforce core academic skills. In addition, a Reading Specialist, a Resource Specialist, or a Special Education teacher will collaborate with the classroom teacher in delivering needed intervention for individual students. Regular planning meetings such as Student Success Team (SST) will be scheduled to coordinate lesson delivery

and assessment strategies, ensuring a cohesive approach to teaching that addresses the diverse needs of all students.

Tier 3: Students who need more intensive support will receive individualized interventions, which could include one-on-one tutoring, enrollment in specialized programs, or participation in after-school support sessions tailored to their specific needs. To provide more focused support, small groups will be formed based on similar academic needs or IEP goals. Assessment data will be used to create groups that are homogeneous in terms of academic challenges, allowing for targeted instruction that directly addresses specific skill gaps. Teachers will prepare lesson plans that are specifically designed for these groups, focusing on the areas identified in the diagnostic assessments.

Progress monitoring will be an integral part of small group instruction. Teachers will implement short quizzes or activities that serve as formative assessments, allowing them to track each group's progress and make necessary adjustments to the instruction.

4. Ongoing Evaluation

The ongoing evaluation process at TICS is designed to continuously monitor and assess the effectiveness of interventions, ensuring that adjustments are made as needed to support each student's academic growth. This begins with regular progress monitoring, where formative assessments, benchmark testing, and teacher feedback are used to track student progress. By consistently evaluating how students are responding to the interventions, the school can identify areas where further support may be necessary.

Regular data meetings involving teachers, support staff, and administration are a key component of this process. These meetings provide a collaborative space to review student progress, discuss any challenges, and make informed decisions about adjusting interventions. The insights gained from these discussions help tailor support to meet the evolving needs of each student.

To maintain open communication with families, frequent parent-teacher conferences are scheduled. These meetings are an opportunity to discuss the student's progress, reassess academic goals, and determine if additional support is required. Engaging parents in this way ensures they are informed and involved in their child's educational journey.

As part of the ongoing evaluation, interventions are modified or intensified based on the student's progress. This flexible approach allows the school to respond promptly to the changing needs of students, providing them with the most effective support possible.

At the end of the school year, a comprehensive review is conducted to assess the overall progress of each student. This review evaluates the success of the interventions and informs planning for the next academic year, ensuring that every student continues to receive the support they need to thrive.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Tustin International Charter School anticipates that the majority of students' academic requirements will be adequately addressed through our rigorous and intellectually stimulating curriculum. We are unequivocally committed to facilitating an educational environment that also caters to students who demonstrate academic performance exceeding the standard grade-level expectations. To this end, we will implement specialized academic extensions within the classroom setting to ensure that these students are continually challenged.

The methodology for the development, implementation, and ongoing evaluation of these specialized interventions will closely parallel the established procedures for students who are identified as low-achieving. This approach ensures a consistent, data-driven framework for academic intervention across the student body, while allowing for the specific nuances required to meet the distinct needs of high-achieving students.

In alignment with our commitment to a data-driven approach, TICS will incorporate an analysis of the California Assessment of Student Performance and Progress ("CAASPP") data from the preceding academic year, where available. This will serve as a foundational metric in our evaluative process.

Throughout the academic year, faculty members will employ a multifaceted assessment strategy to continuously monitor student performance. This will encompass both informal evaluative techniques—such as standards-based checklists and observational methods—as well as formal assessment instruments, including but not limited to writing rubrics, standards-aligned examinations, and quizzes.

Criteria for the identification of academically high-achieving students will be explicitly defined. Specifically, students will be categorized as high-achieving if they attain an 'Advanced' designation on the Mathematics and/or English Language Arts segments of the Smarter Balanced Assessments. Alternatively, exceptional performance significantly above that of grade-level peers on other forms of assessments will also qualify students for this categorization.

This comprehensive approach ensures that we are not only identifying but also adequately challenging our high-achieving students, thereby fulfilling our institutional commitment to academic excellence for all student demographics.

PLAN FOR ENGLISH LEARNERS

General Assurances

TICS will comply with all federal, state, and district mandates for English Learners ("EL") and re-designation of EL students. This includes long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and

evaluating program effectiveness, and standardized testing requirements including the requirements of federal and state law relative to equal access to the curriculum for English Learners. TICS will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Students in all grade levels will likely have varying degrees of English proficiency and many will require ongoing support in English Language Development. TICS will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. Our ELD program will meet all applicable federal and state requirements for services to English Learners. Additionally, our program will address the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with English Learners.

Identification

The potential English learner population will likely include newcomers, migrant students, long term English learners, and English learners with disabilities. Newcomers are usually students that just recently immigrated to the United States and need extra help to learn English as a second language. Migrant students may move within the United States regularly due to their family's work situation and thus need extra help in order to keep up with the academic standards in their new school. Long term English learners are those who have been studying English for an extended period of time but still struggle with proficiency in the language. Finally, English learners with disabilities may require individualized accommodations to learn effectively.

At or before the time of a student's initial California enrollment, TICS will conduct, in writing, a home language survey ("HLS") to identify whether the primary or native language of the student is a language other than English. (5 CCR § 11518.5(a)) Upon enrollment into the TICS, all parents will complete a home language survey (available in the language(s) spoken by the parents) to determine what languages are spoken in the home. The home language survey will ask families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home.

TICS will administer the home language survey upon a student's initial enrollment into our school (on enrollment forms). Through an additional survey and conversations with the student and parents, we will find out more about the languages spoken in the home as well as the student's literacy experiences in the home language.

TICS will use multiple criteria to identify Long-Term English Learners ("LTEL") and students at risk of becoming LTEL. This includes data such as current English language proficiency test scores, previous academic performance in both English language and grade-level content,

attendance records, disciplinary records, and survey results from teachers and parents. Once identified, these students will be monitored for progress in both English language proficiency and grade-level academic content on an ongoing basis. This could include tracking their performance on language proficiency exams over time as well as their performance in grade-level courses. The progress of these students will be used to inform the development of instructional strategies to support them in achieving their goals.

English Language Proficiency Assessment

If a parent or guardian response on the HLS indicates a primary or native language other than English, TICS will promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment (5 CCR § 11518.5(c)). All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the most recent California ELD Standards.

The ELPAC consists of two separate assessments:

1. Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in whose primary language is not English to determine their English proficiency status.

2. Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC IA and SA are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year, and annually each year afterward.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window. TICS will notify parents of the school’s responsibility to conduct ELPAC testing.

TICS will notify parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving the test results from the publisher and the number of English Learners will be reported to the state. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Parental / Guardian Involvement and Notification

TICS will notify parents or guardians of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results.

Additionally, parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. Parental / guardian involvement is described in more detail throughout the EL section of this petition.

Supports and Ongoing Evaluation

When creating classroom assessment tools, ELD standards will be incorporated whenever possible. For students who have never tested as English language proficient and are from homes where English is not the primary language the following methods will be used to monitor progress:

- Students will be assessed using the ELPAC upon initial enrollment and at least annually between February 1 and May 31.
- Staff will observe students according to a rubric modeled after the ELPAC in the areas of listening, speaking, reading, and writing skills.

- Staff will monitor student progress in language arts using school-wide assessments.
- During professional development days and weekly faculty collaboration times, staff will discuss progress to develop and refine teaching strategies for these students.

Reclassification Procedures

TICS has a clear process and criteria for reclassifying a student from English learner to proficient in English meets state requirements per Education Code Section 313(f). A student may be re-designated as fluent English proficient using one or more of the following criteria:

- An assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC test;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- Parent opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassified students will continue to be monitored for four years by teaching staff and EL teachers to ensure their continued ability to achieve mastery of state English Language Arts standards as required by the ESSA.

Instructional Strategies

TICS is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. TICS will provide both integrated and designated English language development (ELD) in the school's educational program. The TICS ELD program is designed to be based on sound educational theory, implemented effectively with sufficient resources and personnel, and evaluated for its effectiveness in having English learners overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time.

We will prioritize the hiring of teachers who have a secondary credential as well as bilingual or ESL endorsements (state authorization to teach ELs such as BCLAD, CLAD, SB1969), and who

not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be trained in appropriate methods for teaching ELs at various levels of proficiency. These methods include preview and review strategies and after school tutoring programs that are coordinated with the regular curriculum and designed for ELs.

All English Learners will be fully integrated into the regular classroom setting. Our educational program is designed to reach all learners – and we value the knowledge and experience that every student brings to the classroom. Teachers will encourage students to share that knowledge in a variety of forms so that even students with very little English proficiency can participate. Teachers may also incorporate the home language(s) of the students in the classroom. This may be manifested through printed materials, audio-visual resources, and parents or other volunteers. We recognize and appreciate the particular needs of English Learners and will continually evaluate our educational program with those needs in mind.

As part of our continuing Professional Learning Community work, teachers will be trained in a research-based ELD-instructional strategies grounded in Universal Design for Learning (“UDL”) practices described below. Specific linguistic processes and resources within the context of rigorous academic standards will be utilized as EL learners interact in meaningful ways, learn how English works, and use foundational literacy skills to move through the three stages of English language development. To this end, all teachers with ELs in their classrooms will use the CA ELD Standards in addition to their focal CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. ELs demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. Additionally, teachers will regularly discuss the needs and performance of our ELs during professional development days and weekly faculty collaboration meetings.

Instruction will be made comprehensible to all EL students by the use of Specially Designed Academic Instruction in English (“SDAIE”) instructional methods and strategies, including visuals, graphic organizers, technology-based language development, and interactive communication. This support will enable them to develop the grammatical framework and vocabulary needed to become proficient readers and writers.

We have three primary goals for our English Learners. These goals are based on the overarching goals described in the CA ELD Standards (California Department of Education [CDE], 2023). The goals are:

- Use English to communicate in social settings,
- Use English to achieve academically in all content areas, and
- Use English in socially and culturally appropriate ways.

Achieving these goals will be part of a student's development toward reclassification. The success of the TICS program requires that students acquire proficiency in interpersonal communication and in academic language development. Specific support strategies, most of which will be in place for all students but particularly beneficial for English Learners, will include:

Constructivist, Inquiry-Based Teaching

English learners will be provided access to a full standards-based and relevant curriculum along with appropriate supports and services. English learners, at TICS, have access to full range of instructional programs, including gifted and talented, Advanced Placement (AP), etc. English Learners will benefit from the collaborative, engaging and purposeful teaching methods. ELD strategies at TICS are based on the belief that “communicative competence comes from opportunities to use language in real ways for real reasons with real people.” Teachers provide a context for language development by connecting with students’ prior knowledge and engaging in meaningful learning experiences. The focus on conceptual understanding and contextualized learning supports language development (Aleman et al., 2009).

Scaffolding

Using sheltered instruction, teachers enable English Learners to access grade level content and concepts. As part of sheltered instruction, multiple forms of instructional scaffolding will be used. Scaffolding is a way of temporarily supporting learners as they develop proficiency. Scaffolding will be built into the classroom environment, routines, and schedules. Most importantly, teachers will support risk-taking by creating a safe environment. The development of a safe, nurturing learning environment is central to our mission and vision for all students. Predictable routines and procedures will help English Learners participate in learning activities. Scaffolding will also be used in reading and writing development. Peregoy and Boyle define literacy scaffolds as “activities that provide built-in teacher or peer assistance, permitting students to participate fully at a level that would not be possible without the assistance (Peregoy & Boyle, 2016) .” Such activities may include shared reading, patterned writing, cognitive mapping, closed notes, and interactive journal writing. This type of scaffolding naturally fits in with the balanced literacy approach used at the Charter School. Teachers will carefully monitor, adjust and supplement language to scaffold student comprehension and learning.

Specially Designed Academic Instruction in English

Teachers across all grade levels may use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as: realia and manipulatives; visuals; graphic organizers; planned opportunities for interaction; total physical response; peer tutoring; modified language used during instruction; formative and summative assessments, and family/community involvement, ELD standards and intervention techniques will be incorporated into all units.

Literacy Support

English Learners will also receive specific and appropriate support in English Language Development during language arts lessons. During the literacy skills time, teachers may group English Learners with other ELs or with native English speakers depending on the activities to specifically address learning needs. Teachers will use formative and summative assessments to develop specific small group lessons that will be delivered during the reading and writing workshops. These small group lessons may include specific written and oral language support. Formal vocabulary support and instruction, development of phonemic and phonological awareness and the intersection of common pragmatic language skills will be complemented by the oral language practice within all learning environments. English Learners will have access to appropriately leveled texts in the content areas in addition to material with simplified language. Additionally, specific vocabulary instruction will be incorporated into all lessons so that students develop specific content knowledge aligned to the academic standards.

On-going Assessments

For all English Learners, teachers will use common formative assessments to monitor EL development and literacy progress. This will be observed in the classroom using rubrics based on English Learner Development and California English Language Arts standards. Teachers will also monitor student performance, particularly in language arts to ensure that they are not falling significantly behind their grade level peers. In addition, the Integrated ELD model includes methods for teachers to assess the effectiveness of lessons and ways to monitor comprehension informally.

Monitoring and Evaluation of Program Effectiveness

Evaluation of program effectiveness for English Learners in TICS will include:

- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification placement, reclassification of placement and 4 year follow-up for exited students
- Monitoring of accessibility to adequate resources.
- Guiding students to aid in the development of their own learning goals and objectives.

English Learner Advisory Committee (“ELAC”)

TICS may have a committee of parents, staff, and community members specifically designated to advise school officials on English Learner program services if there are 21 or more EL students. The ELAC shall be responsible for advising TICS on programs and services for English Learners.

How Students Are Assessed as ELs

The school administers the home language survey (HLS) upon a student’s initial enrollment into the school. The HLS is embedded within TICS enrollment forms. Students in the country less than twelve months are given the state’s Designated Primary Language Test, the initial ELPAC, to determine the student’s academic proficiency when tested in his/her home language. The HL consists of the following questions:

1. What language did the student learn when he or she first began to talk?
2. What language does the student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home (parents, Guardians, grandparents, or any other adults)?

TICS will use the results of the HLS to determine as follows:

- English Only (EO) if the answers to all of the four questions on the HLS are “English”. The student will be categorized as English Only.
Or
- Possible English Learner if the answers to any of the first four questions on the HLS indicate a language other than English, or a combination of English and another language. Thus, the child will be assessed to measure his/her level of English proficiency using the initial ELPAC. Until language classification is determined, “TBD” will be entered into the student’s profile in PowerSchool.

Parents hold the right to amend their response to the HLS at any time. However, if the student has already been administered the Initial ELPAC, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to Initial ELPAC administration, the school must honor the changes made.

Transfers

Students who transfer from local district schools, private schools, out of the state or out of the country will follow the guidelines outlines below. Regardless of the sending school, all updates to student information must be entered into PowerSchool by the school staff. “TBD” will be used in PowerSchool until accurate information is obtained by the school, as outlined below. Regardless of the sending school, all students will be looked up in the State longitudinal data system called Cal Pads before assessing the student with the Initial ELPAC.

Transfers from other California public school districts. Student records, including the cumulative file, will be requested by the receiving TICS school upon enrollment. Upon receipt of records, the receiving TICS school must review all records carefully in order to determine that the student is properly placed in the appropriate instructional programs. Cumulative files will ideally include the HLS, state assessment scores, report cards, and language classification (EO, IFEP, EL, RFEP). Student information will be cross-referenced with CALPADS. School staff will meet with the parent to discuss program placement.

Transfers from private schools. Student records will be requested by the receiving TICS school upon student enrollment. The initial identification and assessment process will be used for students entering from a private school. Students will be placed at the grade level assigned with the student age, and/or based on student transcripts. School staff will look up the student in CALPADS to verify if the student was enrolled in a public school setting at any time.

Transfers from out-of-country schools and out-of-state schools. Students enrolling at TICS from outside of California or outside of the country will go through the initial identification and assessment process. Students will be placed in the grade level assigned with the student age, and/or based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

The ELPAC comprises two distinct evaluations: the Initial Assessment (IA) and the Summative Assessment (SA). The IA serves the purpose of initially classifying students as either English Learners or fluent in English. This assessment is administered a single time during a student's educational trajectory in the California public school system and is predicated on the results of the Home Language Survey. For students in grades TK–5 at Tustin International Charter School whose primary language is not English, the IA determines their English proficiency status. The locally scored IA will serve as the official record of the student's English proficiency.

Timeline: Assessment will occur within 30 calendar days at the beginning of the school year or within 2 weeks of the student's enrollment if the student enrolls mid-year.

- Students are given the Initial ELPAC within 30 days of initial enrollment.
- The initial ELPAC is locally scored by the school site.
- Based on the student's overall performance on the initial ELPAC, they may be classified as
 - An EL and must be annually assessed with the Summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient ("RFEP").
 - Initially Fluent English Proficient ("IFEP")

Parents are notified using the initial parent notification letter (see Appendix) when the student's scores and classification are determined by the site, within 30 days of enrollment (20 United States Code (U.S.C.) Section 6312).

The Summative ELPAC will be used to annually assess EL students' progress towards mastery of the English language and reclassification, and will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

The Summative ELPAC will be administered every spring between February and May until they are reclassified as English proficient.

The four areas tested by the ELPAC are Listening, Speaking, Reading, and Writing and the overall scaled score falls within levels one through four. The figure below illustrates how ELPAC performance levels correlate with the 2012 California Framework in which EL students fall within one of three performance levels, Emerging, Expanding and Bridging. The Appendix includes descriptions for each ELPAC level and Framework Level.

EMERGING	EXPANDING	BRIDGING	
Level 1	Level 2	Level 3	Level 4

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.

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 as they continue to build on existing language skills and knowledge.

Regardless of proficiency-level, all ELs are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided with appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level. Three corresponding levels of support match each language level: substantial, moderate, and light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately

implementing the CA ELD Standards at each proficiency level.

However, the descriptors are not intended to prescribe program placement or curriculum choices; schools are encouraged to utilize multiple sources of data to develop a linguistic support program for each EL student.

Both the IA and SA assessments are administered across seven grade spans. In kindergarten and grade 1, all domains are assessed individually, while in grades 2–12, the assessment is group-administered, with the exception of the speaking domain, which remains individually administered. The duration of the test varies depending on grade level, domain, and individual student needs. The IA is administered year-round, while the SA is administered within a four-month window commencing February 1.

In compliance with the ESSA, the ELPAC serves as the annual English proficiency assessment. Parents or guardians will be notified in writing of the ELPAC results within 30 days following the receipt of these results. Furthermore, families will be apprised of their rights and will be actively encouraged to engage in the reclassification process. TICS is committed to translating materials as necessary to ensure that parents of English Learners are fully informed and actively involved in all processes pertaining to their child's English Language Development.

INSTRUCTIONAL PROGRAM

Introduction

This section of the master plan will describe how TICS will adopt curricular and programmatic strategies to support EL students' mastery of the English language, CCSS, Next Generation Science Standards ("NGSS") and access to college and career readiness. 2012 ELD standards were written to correspond to the Common Core ELA standards, and highlight and amplify the critical knowledge about language and skills required to reach the rigor of the new CCSS standards. A major difference from the previous State ELD standards, is that the new 2012 Framework requires fewer, clearer and higher targets for EL students.

ELs deserve engaging, meaningful and relevant, and intellectually rich and challenging learning activities across curriculum and throughout the day. These learning experiences must be appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds content knowledge and academic values and builds on primary language and culture and other forms of primary knowledge.

It is critical that all educators hold a belief in the academic and cognitive potential of each language learner, acknowledging the marriage of language acquisition and the rigor of CCSS and NGSS. In the spirit of this 'marriage,' the 2012 Framework and ESSA goals demand that our ELs meet high levels of achievement as well as master the English language.

As such, this section will also address the criteria and procedures for reclassifying students as RFEP.

Student Achievement Goals & Accountability

In accordance with federal ESSA requirements, the achievement of ELs will be annually reported to the state and published as part of the CDE California Dashboard. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress towards language proficiency and the number of ELs who were reclassified from EL to RFEP in the previous year

In addition to the ELPI measures, TICS is required to track academic achievement and reclassification as a requirement of LCAP.

1. Academic Achievement – ELs must show evidence of academic achievement at the same rate or higher as measured by TICS-made assessments and benchmarks, StarRen, ICA Assessments, Eureka Math Interims for K-5, and the Smarter Balanced Assessment Consortium (“SBAC”). Each school’s individual charter and LCAP provide specific growth targets.
2. Reclassification- All English Learners who meet established criteria are reclassified and their progress is monitored for up to 4 years.

English Language Development Placement and Instructional Design

Support for English Learners varies as much as the individual student. English learners’ needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but each child also brings unique strength to meet those needs. By having a common understanding of students’ needs and the goals for all students, the school provides a needed consistent program no matter if the adult works with a child.

The tenets of the TICS ELD program include these guiding principles:

- The priority for instruction is language learning and exploration by using SDAIE strategies to teach content to students.
- Upon frequent analysis of formative and summative data, students are grouped by proficiency level. Data includes: i-Ready Reading, i-Ready Math, SBAC, module assessments, Interim assessments, end-of-unit assessments, writing samples, oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency.

Students are placed in the appropriate English Language Development (ELD) program based on assessment data from ELPAC, SBAC and TICS-wide assessments. Student placement can change throughout the course of the school year based on progress monitoring or by parental waiver.

TICS provides a general education English instructional placement for all ELs, taught by staff with the appropriate authorization to each ELs.

ELD is the catch-all term that describes all instructional supports for English learners. The purpose of ELD instruction is to advance English learners' knowledge and use of English in increasingly sophisticated ways.

ELD instruction is both embedded into grade level standards and includes explicit language instruction tied to the ELD framework (2014). Current research evidence indicates that providing explicit ELD instruction is valuable for ELs, and there is evidence that ELD instruction should include interactive activities that require critical thinking and collaboration among students. 10 Further, EL instruction should build upon the funds of knowledge within students and apply culturally relevant activities based on student interests.

TICS teachers employ SDAIE strategies as they focus on delivering academic content to students while considering their language proficiency levels. These strategies enable teachers to differentiate instruction to meet the diverse learning needs of EL students and serve as valuable tools for both teaching and assessment by implementing the following key elements:

- Analyzing Material from the Student's Perspective: Teachers approach curriculum materials with the perspective of students who may have limited English proficiency. This involves considering how to make content more accessible and comprehensible.
- Activating Background Knowledge: SDAIE strategies involve activating students' prior knowledge by making connections between current topics and what they have learned previously. Techniques such as visual aids, brainstorming, quick-writes, and think-pair-share activities help bridge prior knowledge to new concepts.
- Oral Presentation and Visual Aids: Instruction is delivered orally to reinforce comprehension. Additionally, teachers increase the use of visuals, graphic organizers, manipulatives, and hands-on learning experiences to support students in grasping complex concepts.
- Simplified Language: Teachers use clear and simple language when communicating with ELL students. They avoid the use of idioms, jargon, and complex sentence structures that might be challenging for students with limited English proficiency.
- Integrated Language and Content Learning: Language development is intertwined with content and curriculum delivery, ensuring that EL students not only acquire subject knowledge but also enhance their language skills simultaneously.
- Ongoing Assessment and Monitoring: Regular assessment and monitoring of student progress are essential components of SDAIE. This allows teachers to gauge the effectiveness of their strategies and make necessary adjustments to support individual student needs.

These goals are achieved through various instructional techniques:

1. Bridging or Activating Knowledge: Teachers help students establish connections between

what they know and new information using activities such as image analysis, brainstorming, and collaborative strategies like think-pair-share.

2. Contextualization: ELL students are exposed to unfamiliar concepts by experiencing them directly through demonstrations, multimedia resources, real-world objects (realia), and hands-on learning opportunities.

3. Metacognitive Development: Teachers equip students with essential skills and vocabulary for learning effectively, fostering metacognition.

4. Modeling: Teachers lead by example, demonstrating the language and communication skills they want students to acquire. They speak clearly, use appropriate vocabulary, and create opportunities for peer interactions and student discussions to promote language development.

5. Schema-Building: Students explore, identify, and compare relationships between concepts through strategies such as jigsaw learning, peer teaching, and project-based learning.

6. Representations: EL students are encouraged to express their understanding of materials through drawings, presentations, and other visual forms.

In summary, SDAIE strategies play a vital role in facilitating academic excellence for ELL students. They enable our instructional team at TICS to deliver content in a way that makes it accessible, comprehensible, and engaging, ultimately supporting ELLs in their academic journey while simultaneously enhancing their language proficiency.

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 **ELD** Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.

Designated ELD is a protected time during the regular school day when teachers use the 2012 **ELD** Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

All ELs participate in **Integrated ELD**, which occurs in all core content areas during core instruction and taught by credentialed staff with EL authorization. Language objectives, vocabulary supports, and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

English Learners at all levels also participate in a **Designated ELD** program. At TICS, EL's are taught in small group by a teacher holding EL authorization. These ELD lessons occur in a small group setting within the general education classroom.

Designated ELD

As stated in the CDE ELD Framework, “designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards...” TICS adheres to

this philosophy by offering Designated English Development during the regular school day at all of its schools.

TK-5th Grade- In Transitional Kindergarten through 5th grade all general education teachers with ELs in their classroom provide a 20-60 minute block of designated ELD instruction daily in small groups. Students are grouped based on grade-level or grade-span, and then further grouped language proficiency level. Students are grouped within one level of their proficiency level. Schools utilize lessons based on ELD Standards.

Student progress is monitored through formative and summative assessments. Teachers analyze assessment data to provide differentiated learning targets and supports within each proficiency level. For example, students at the late stages of the emerging level are taught more advanced vocabulary and language frames than students at the early stages of the emerging level within the same designated ELD class. Supports are given and removed according to a student's proficiency within that level.

Progress of ELs on internal TICS assessments in ELA and Math helps determine if ELs are making adequate progress on CCSS grade level content.

Integrated English Language Development

All EL students in TK – 5th grade participate in Integrated ELD in which students fully participate and access the general education curriculum using CCSS standards. In Designated ELD the focus is the ELD standards. However, in Integrated ELD, the curricular focus is the CCSS or NGSS standards. As outlined by the State, Key components of Integrated ELD include: “Effective instructional experiences for ELs throughout the day and across disciplines, are interactive and engaging, meaningful and relevant and intellectually rich and challenging, are appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.”

Academic understandings and skills are underpinned by language, both in terms of understanding concepts and procedures that are subject specifics. To supplant the curriculum with language instruction, educators integrate research-based strategies such as:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates

- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate support for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

English Language Arts

Our educational institution employs a range of targeted strategies to provide comprehensive support for ELs as they engage with the CCSS in Language Arts and the ELD Standards. These strategies are carefully designed to facilitate vocabulary development, enhance writing proficiency, and foster effective speaking and listening skills.

To bolster vocabulary acquisition, our approach includes instructing students through well-structured units of study. These units are curated to assist students in expanding their vocabulary by drawing from a variety of sources related to a specific topic. This multifaceted approach not only enriches their lexicon but also expedites their grasp of contextual nuances.

In the realm of writing, students are exposed to various forms of written expression. Assignments are thoughtfully designed to resonate with each student, ensuring personal engagement. Assessment criteria extend beyond mere mechanics, prioritizing content comprehension and effective communication.

In the domain of oral language development, we employ a repertoire of instructional strategies tailored to ELs. These strategies encompass academic discourse, Think-Pair-Share, and extensive collaborative activities. These pedagogical approaches encourage active participation and foster language development within meaningful and interactive contexts.

In terms of text comprehension, our educators are dedicated to supporting students in accessing complex texts. This entails a multi-faceted approach, including the cultivation of background knowledge, the explicit instruction of academic vocabulary, and the impartation of metacognitive strategies for text interpretation. The process of close reading is integral, allowing students to initially decipher text for clarity, address misconceptions, comprehend the author's intent, and integrate their insights with other textual and thematic dimensions.

Furthermore, our ELs benefit from the careful selection of texts that resonate with their individual backgrounds and experiences, thus making the content more accessible and relatable. We employ established academic instruction techniques such as Marzano's 6 steps for vocabulary acquisition, complemented by frequent opportunities for practical language use within structured oral language activities.

Instruction is seamlessly embedded within content units, affording students repeated exposure to content-specific vocabulary over time. This pedagogical strategy fortifies their understanding and retention of key terms. Additionally, our teachers are equipped with specialized strategies, such as Guided Language Acquisition Design ("GLAD") or Constructing Meaning (EL Achieve),

when appropriate. These strategies provide invaluable support to students as they work toward mastering the grade-level Common Core State Standards.

Mathematics

During our mathematics instruction, our primary emphasis lies in cultivating mathematical thinking rather than rigidly focusing on linguistic accuracy. This approach aligns with the principles outlined in the English Language Arts/English Language Development Framework, recognizing the paramount importance of oral discourse, particularly for ELs.

Much like our educators prioritize engaging activities designed to foster content knowledge before delving into the intricacies of language, the ELD Standards are organized with an initial emphasis on meaning and interaction, followed by a focus on understanding the mechanics of the English language.

This emphasis on meaning unfolds during key instructional moments, including Student Debrief sessions, Closings, and Problem-Solving activities. Mathematical vocabulary is introduced within the context of the mathematical concepts being explored, rather than in isolation. Moreover, our blended learning software facilitates differentiated instruction by allowing students to manipulate models and receive oral feedback tailored to their individual needs.

When students embark on the journey of mastering new mathematical concepts, they are equipped with functional language frames and academic vocabulary. These tools empower them to effectively communicate about the content standards with their peers. The learning process unfolds systematically, beginning with exploration using 3-D models and manipulatives, progressing to pictorial representations, and culminating in symbolic expression and algorithmic problem-solving.

Mathematical problems presented to students are grounded in real-world scenarios that hold meaning and relevance not only within the classroom but also in the broader context of their communities. Problem-solving sessions, conducted 1-2 times per module, necessitate collaboration, explanation of reasoning with supporting evidence, and constructive engagement with the ideas of their peers. During these sessions, our teachers provide targeted support to ELs in alignment with the Interacting in Meaningful Ways ELD standards. Visual aids and language frames are offered as needed to bolster their participation and contributions. Encouraging students to substantiate their solutions using diverse methods and models is a core practice, fostering deeper conceptual understanding.

In many of our integrated ELD math lessons at TICS, we employ the Three-Phase Lesson strategy. This approach enhances student independence in solving word problems by guiding them through a structured process. Students initially read to comprehend the story, followed by reading to grasp the mathematical concepts, and, finally, reading to devise a solution plan. At each stage, students are provided with sentence frames as necessary to facilitate their ability to ask and respond to questions using structured student-to-student discourse protocols. The Three-Phase Lesson strategy empowers students to engage with the language demands of complex, grade-level problems while actively working to solve them.

Science

Integrated science instruction at our institution employs a strategy centered around extensive models and diagrams. This approach allows learners to describe functions and relationships before delving into the intricacies of technical vocabulary, fostering a deeper understanding of scientific concepts.

Furthermore, ELs engage in extensive academic discourse as part of the instructional process, focusing on oral reasoning before transitioning to written expression. As ELs progress along the ELD continuum, our educators can tailor the level of support to suit each student's evolving proficiency in the academic vocabulary of science.

To facilitate the mastery of the Next Generation Science Standards, students are exposed to various forms of written expression, including journal entries, reports, and other written assignments. These opportunities for written communication, coupled with the chance to revise and refine language usage, are instrumental in helping learners meet these rigorous science standards.

In our inquiry-based learning approach, students actively participate in 5E lesson plans, which guide them through a series of experiences designed to build their understanding of scientific concepts. These hands-on experiences at the outset of each unit serve as the foundation upon which students construct their knowledge. Inquiry lessons are carefully crafted to connect to real-life issues that are not only relevant to students but also resonate with their communities.

A critical aspect of this approach involves repeated exposure to the same topic over an extended duration, aiding students in acquiring essential vocabulary specific to that scientific discipline. Within the context of inquiry-based learning, students collaborate, pose and respond to questions, and challenge one another's ideas. They engage in close reading of scientific texts and are encouraged to support their hypotheses with evidence.

To ensure equitable access to scientific content, teachers provide varying levels of support to students based on their individual proficiency levels. This support may include reading scientific texts aloud to students, supplying additional language frames and models, or furnishing supplementary visual aids, such as strategies derived from the GLAD and Constructing Meaning strategies.

Through the inquiry-based method, EL students actively participate in productive academic struggles, fostering the simultaneous development of their proficiency in English and their comprehension of scientific concepts. This approach empowers them to construct meaningful connections between language and science, facilitating their growth as proficient scientific thinkers and communicators.

Social Studies

Our educational institution places a strong emphasis on developing students' proficiency in ELD while concurrently aligning with the Common Core State Standards for Social Studies. This comprehensive preparation encompasses a variety of instructional strategies and practices.

Academic discourse is a fundamental component of this approach. Students engage in structured

and purposeful discussions, fostering their ability to communicate effectively and reason critically. These discussions are integrated into units of study, where students delve into historical and social science topics over a duration of approximately six weeks.

During these units of study, students embark on a journey to acquire the language of the subject matter. They achieve this by exploring multiple texts on the same topic, thus gaining a holistic understanding. Exposure to both first- and second-hand accounts, including primary and secondary documents, is provided through a diverse range of genres. This multifaceted approach enables students to grasp historical events from various perspectives.

Throughout the course of these units, students actively participate in structured language practice. This practice involves engaging in dialogues, debates, and discussions that are designed to reinforce their language skills. Feedback, provided by both teachers and peers, plays a pivotal role in honing their language proficiency and communication abilities.

As a culmination of their learning experiences, students may engage in culminating projects. These projects serve as a platform for students to demonstrate their comprehension and synthesis of historical and social science concepts. Whether through artistic creations, written compositions, or oral presentations, students showcase their understanding to an audience.

For ELs, tailored support is available as needed. This includes access to differentiated levels of texts to accommodate varying proficiency levels, the use of functional language frames to facilitate effective communication, and the provision of visual supports to enhance comprehension.

By implementing this multifaceted approach, our institution strives to build not only the competence of students in ELD but also their proficiency in content areas aligned with the Common Core State Standards for Social Studies. We seek to empower students with the language skills and knowledge necessary to excel in these critical subjects, fostering both academic achievement and effective communication.

RECLASSIFICATION

The overarching objective of Tustin International Charter School's English Learners plan is to expedite the academic progress of EL students by providing them with high-caliber instructional programs and services. The ultimate aim is to enable EL students to meet the same rigorous grade-level standards as their native English-speaking counterparts in the shortest time feasible.

The reclassification procedures at TICS are multifaceted, incorporating a variety of criteria to make a comprehensive determination regarding a student's proficiency in English. One pivotal component is the assessment of language proficiency through objective instruments, most notably the ELPAC. Additionally, the evaluation process involves the active participation of the student's classroom teachers and any other certificated staff who have direct responsibility for the student's teaching or placement. These professionals assess the student's mastery of the curriculum.

Parental involvement is another crucial element in the reclassification process. Parents or guardians are notified about the reclassification and placement procedures, provided with a detailed explanation of the process, and given opportunities to participate. Their opinions and consultations are actively sought and incorporated into the reclassification process. Furthermore, the student's performance in basic skills is compared against an empirically established range, based on the performance of English-proficient students of the same age. This comparison serves to validate that the student has attained sufficient proficiency in English to participate effectively in a curriculum designed for age-matched, native English-speaking students.

Reclassification is an annual event, and staff members will have access to pertinent data from the preceding academic year to inform their decisions. It is important to note that EL students are not precluded from participating in curricular and extracurricular activities due to language barriers. Moreover, EL status is not a criterion for special education placement. To ensure inclusivity and active parental involvement, TICS is committed to providing notices and information in the parents' native language whenever feasible. This practice aims to facilitate parental participation in the school community, irrespective of their English proficiency level.

TEACHING ELs

In accordance with the California Framework for ELA/ELD, TICS will be supporting its English Learners through a combination of integrated and designated English language development approaches and strategies. We expect that most of our ELs will be supported by the general education program, via our personalized learning (PL), structured supports and teaching strategies. Teachers will designate 20-60 minutes every day for explicit ELD instruction as needed in small groups, in which students are grouped by English language proficiency level and curricular materials target specific language functions.

Integrated support of ELs weaves throughout the day, most notably during our Balanced Literacy program above, particularly the adaptive blended learning, guided reading, explicit vocabulary instruction, strategic shared and close reading instructional strategies, opportunities for academic discourse, and writing workshop. Our newcomers are supported by the explicit ELD time, balanced literacy approach and by immersion in the English language. Finally, ELs and especially newcomers are supported by PL time, where they will have adaptive online ELD instruction. IIA recognizes the importance of teaching academic English and discourse, as well as mainstreaming ELs as soon as possible and setting high expectations.

's Schedule			
	Monday	Tuesday	Wednesday
8:13	Whole Group Instruction in ELA or Math or Social Science	Whole Group Instruction in ELA or Math or Social Science	Whole Group Instruction in ELA or Math or Social Science
8:50	Shared Reading	Shared Reading	Shared Reading
9:00	Reading Mini-Lesson	Reading Mini-Lesson	Reading Mini-Lesson
	Small Group Instruction	Small Group Instruction	Small Group Instruction
	Students:	Students:	Students:
9:13	- Independent Read	- Independent Read	- Independent Read
	- Partner Read	- Partner Read	- Partner Read
	- Listening Center	- Listening Center	- Listening Center
	- Read on Chromebook	- Read on Chromebook	- Read on Chromebook
9:45	Brain Break / SEL	Brain Break / SEL	Designated ELD
9:50	Writing Mini-Lesson	Writing Mini-Lesson	Designated ELD & Small Group Instruction
	Small Group Instruction	Small Group Instruction	Students:
10:00	- Independent Writing	- Independent Writing	- Partner Read
	- Creative Writing	- Creative Writing	- Word Work
	- Typing on Chromebook	- Typing on Chromebook	- Readers' Theatre Group
10:15	Recess	Recess	Recess
	Designated ELD & Small Group Instruction	Designated ELD & Small Group Instruction	Change Classroom to Mandarin
	Students:	Students:	Whole Group Instruction
10:35	- Partner Read	- Partner Read	
	- Word Work	- Word Work	
	- Readers' Theatre Group	- Readers' Theatre Group	
11:15	Change Classroom to Mandarin	Change Classroom to Mandarin	Shared Reading in Mandarin
	Whole Group Instruction	Whole Group Instruction	
	Shared Reading in Mandarin	Shared Reading in Mandarin	Small Group Instruction
12:00			Students:
12:05	Reading Mini-Lesson	Reading Mini-Lesson	
12:35	Lunch	Lunch	12:35 Dismissal
1:25	Small Group Instruction	Small Group Instruction	
	Students:	Students:	
	- Independent Writing	- Independent Writing	
	- Creative Writing	- Creative Writing	
	- Typing on Chromebook	- Typing on Chromebook	
2:40	Interactive Read Aloud	Interactive Read Aloud	
2:45	Dismissal	Dismissal	

Thursday	Friday
Whole Group Instruction in ELA or Math or Social Science	Whole Group Instruction in ELA or Math or Social Science
Shared Reading	Shared Reading
Reading Mini-Lesson	Reading Mini-Lesson
Small Group Instruction Students:	Small Group Instruction Students:
- Independent Read	- Independent Read
- Partner Read	- Partner Read
- Listening Center	- Listening Center
- Read on Chromebook	- Read on Chromebook
Brain Break / SEL	Brain Break / SEL
Writing Mini-Lesson	Writing Mini-Lesson
Small Group Instruction Students:	Small Group Instruction Students:
- Independent Writing	- Independent Writing
- Creative Writing	- Creative Writing
- Typing on Chromebook	- Typing on Chromebook
Recess	Recess
Designated ELD & Small Group Instruction Students:	Designated ELD & Small Group Instruction Students:
- Partner Read	- Partner Read
- Word Work	- Word Work
- Readers' Theatre Group	- Readers' Theatre Group
Change Classroom to Mandarin	Change Classroom to Mandarin
Whole Group Instruction	Whole Group Instruction
Shared Reading in Mandarin	Shared Reading in Mandarin
Reading Mini-Lesson	Reading Mini-Lesson
Lunch	Lunch
Small Group Instruction Students:	Small Group Instruction Students:
- Independent Writing	- Independent Writing
- Creative Writing	- Creative Writing
- Typing on Chromebook	- Typing on Chromebook
Interactive Read Aloud	Interactive Read Aloud
Dismissal	Dismissal

Balanced Literacy (All Content A	Frequency	Student Independent Work Ideas for Small Group Instruction Time:
Reading Mini-Lesson	Daily	Independent Reading
Shared Reading	2-5 times	Partner Reading (K-2)
Close Reading (Grades 2-5)	1-5 times	Book Clubs (3-5)
		Listening Center
Phonics (K-2) / Word Study (3-5)	2-5 times	Readers' Theater Groups
		Reading on Chromebooks
Interactive Read Aloud	3-5 times	Independent Writing
		Creative Writing (Students Choose)
Writing Mini-Lesson	4-5 times	Typing on Chromebooks (TypingClub)
Shared Writing	As needed	Word Work
Interactive Writing	As needed	BrainPOP
Independent Writing	4-5 times	
Small Group InstructionStudents:----	Daily	
Designated ELD	4-5 times	
Science/Social Studies	2-5 times	
Math	Daily	
Brain Break / SEL	As needed	

STAFFING

Tustin International Charter School is unequivocally committed to optimizing the educational experience for its English Learner student population. To this end, a concerted effort will be made to recruit and employ educators who possess specialized qualifications in the instruction of EL students. Specifically, the recruitment strategy will prioritize teachers who hold Crosscultural, Language, and Academic Development (“CLAD”) certifications. Additionally, if feasible, preference will be given to those with Bilingual Crosscultural, Language, and Academic Development (BCLAD) certifications.

Beyond these certifications, TICS will place particular emphasis on recruiting educators who are proficient in the predominant languages spoken by the EL student body. This linguistic alignment not only enhances instructional efficacy but also significantly improves the school's capacity to engage in meaningful communication with parents and guardians. All recruitment and hiring practices will be conducted in strict compliance with the requirements stipulated by the California Commission on Teacher Credentialing (“CTC”).

In the event that the EL student population exceeds 21 individuals, TICS will establish an

English Learner Advisory Committee (“ELAC”). This committee will serve as a specialized body focused on addressing the unique educational needs and challenges faced by EL students.

Through these targeted recruitment strategies and organizational structures, TICS aims to provide a robust and culturally responsive educational environment that effectively serves the needs of its EL students while also facilitating enhanced parental engagement.

SUPPORT FOR STUDENTS WITH DISABILITIES

The foundational ethos of TICS posits that all students possess the inherent capacity for academic excellence and personal growth when provided with instruction that is personalized, aligned, and differentiated to meet their unique needs. This philosophy is particularly salient in the context of students who qualify for Special Education services. Our approach to supporting this demographic is rooted in the provision of differentiated, scaffolded, and personalized instruction within the general education milieu. This ensures that Special Education students are not only exposed to appropriate content and concepts but also receive the requisite supports and modifications to fully access and engage with the curriculum.

In addition to these instructional strategies, TICS has instituted a robust Response to Intervention (“RTI”) program. This program serves as a proactive mechanism for the early identification of students who may require Special Education services. Through systematic monitoring and assessment, the RTI program facilitates the timely provision of targeted interventions, thereby preempting the escalation of academic challenges into more severe learning difficulties.

By integrating Special Education students into general education settings and providing them with tailored instructional support, TICS aims to create an inclusive educational environment. This approach not only aligns with our institutional commitment to educational equity but also ensures that Special Education students are afforded the same opportunities for academic achievement as their general education peers.

General Assurances

TICS is committed to full compliance with all applicable state and federal laws pertaining to the education of students with disabilities. This includes, but is not limited to, adherence to Section 504, the ADA, and the IDEA. TICS recognizes its responsibility to enroll and support students with disabilities. TICS pledges to work in cooperation with the Authorizer and/or SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs.

TICS will directly apply for membership in a Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(a). TICS expects to either join the EL Dorado Charter SELPA or the Los Angeles County Charter SELPA once the petition is approved.

In the event TICS seeks membership in a different state-approved SELPA, TICS shall provide notice to its charter authorizer, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon successful acceptance into a SELPA, TICS will furnish the District with evidence of such membership. It should be noted that TICS's application and acceptance as an independent LEA member of a SELPA will not constitute a material revision to this charter. As an LEA member, TICS will directly receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

Should TICS not secure SELPA membership in its inaugural year, it will, by default, be classified as a "school of the district" for special education purposes as per Education Code Section 47641(b). In this case, TICS will aim for SELPA membership starting in its second year of operation. During the first year, it is anticipated that a Memorandum of Understanding (MOU) will be established with the District to clearly delineate responsibilities between the two entities. Under this scenario, the Charter School anticipates the MOU shall include the following arrangements, whereby the District shall forward all state and federal special education revenues generated by the Charter School's enrollment to the Charter School and the Charter School shall provide all necessary special education instruction and related services in the same manner as special education services are provided in any other school in the District. The Charter School shall use the LCFF to make up any shortfalls from the special education revenues received. The Charter School is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the District to develop the MOU.

TICS shall comply with all state and federal laws related to the provision of special education instruction and related services, as well as all SELPA policies and procedures. Appropriate SELPA forms will be utilized for documentation and reporting. Subject to SELPA approval and availability, TICS may request related resources and services, such as Speech, Occupational Therapy, Adapted PE, Nursing, and Transportation. Alternatively, TICS may opt to provide these services by employing credentialed or licensed providers through private agencies or as independent contractors. TICS is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the District to develop the MOU.

The language is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). Additionally, this language is not meant to preclude alternative arrangements.

Lastly, TICS will bear sole responsibility for ensuring compliance with Section 504 and the ADA. All facilities utilized by TICS will be fully accessible to students with disabilities, thereby affirming our commitment to an inclusive and equitable educational environment.

Services for Students under the "IDEA" – TICS as an LEA Member of a SELPA

The following description regarding how special education and related services will be provided and funded is being proposed by TICS for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon

execution.

Upon obtaining LEA membership in a SELPA in accordance with Education Code Section 47641(a), the Charter School shall be solely responsible for providing services for special education students enrolled in the Charter School. The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. TICS 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, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Will comply with authorizer and SELPA guidelines, and all California laws pertaining to special education students.

TICS will provide services for special education students enrolled. TICS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all authorizer or SELPA inquiries, to comply with reasonable authorizer or SELPA directives, and to allow the authorizer or SELPA access to TICS students, staff, facilities, equipment and records as required to or imposed by law.

Staffing

TICS is committed to delivering special education services in strict compliance with both the Education Code and the IDEA. To ensure the highest standards of service delivery, all special education services will be provided by individuals or agencies that are duly qualified in accordance with these legal frameworks.

Staff development is a critical component of our special education program. All staff members, including administration, teachers, office staff, and aides, will participate in in-service training sessions conducted by the District or the SELPA. These training sessions will focus on various aspects of special education, equipping our staff with the knowledge and skills necessary to effectively serve our special education population.

TICS will assume full responsibility for the recruitment, hiring, training, and employment of all site staff essential for the provision of special education services. This includes, but is not limited to, special education teachers, paraprofessionals, and resource specialists. All staff hired or contracted for these roles will meet the qualifications stipulated by SELPA policies and will comply with all legal requirements.

In addition to site staff, TICS will also be responsible for the hiring, training, and employment of itinerant staff essential for the provision of specialized services. This includes, but is not limited

to, speech therapists, occupational therapists, behavioral therapists, and psychologists. Mark Hopkins of Effectual Educational Consulting Services, a provider specializing in special education and school psychology, will assist in the foundational stages of our special education program.

Furthermore, all teaching staff and classroom aides will play an active role in ensuring the proper implementation of IEPs and Section 504 plans. This collective responsibility underscores TICS's commitment to providing an inclusive and supportive educational environment for all students, including those requiring special education services.

Notification and Coordination

TICS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. TICS will adopt and implement policies relating to all special education issues and referrals.

Child Find

TICS is committed to fulfilling its responsibility to identify, refer, and collaborate in locating students who have or may have exceptional needs that qualify them to receive special education services. To this end, TICS will rigorously implement the policies and procedures set forth by the SELPA to ensure the timely identification and referral of such students, and TICS shall be solely responsible for compliance with state and federal Child Find requirements. It is important to note that a student will only be referred for special education services after the resources and interventions available within the general education program have been considered and, where appropriate, utilized.

In alignment with SELPA's child-find procedures, TICS will proactively identify students who may require assessment to determine eligibility for special education and related services. This is particularly relevant when general education interventions fail to provide the student with a free appropriate public education as mandated by law.

Prior to making a formal referral for an evaluation under the IDEA, TICS will implement a multi-tiered instructional and support framework. This framework aims to address the diverse needs of students through a range of interventions and supports. However, TICS will ensure that the child-find identification process occurs in a timely manner and that no procedures or practices result in delaying or denying this crucial identification.

It is imperative to clarify that no assessment or evaluation will be employed for the purpose of admission to the TICS. This policy underscores TICS's commitment to providing an equitable and inclusive educational environment for all students, including those with exceptional needs.

Referral for Assessments and Assessments

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. TICS will determine what

assessments, if any, are necessary and arrange such assessments for referred or eligible students in accordance with applicable law. TICS shall obtain parent/guardian consent to assess students. Parents will be informed that special education and related services are provided at no cost to them. In the event that TICS 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. TICS shall respond to a written request for assessment within 15 days. If TICS concludes that an assessment is appropriate, TICS will send a written assessment plan within 15 days, and upon receipt, will conduct an evaluation and hold an IEP within 60 days.

TICS assumes all responsibility for assessments. If TICS guidelines conflict with SELPA policies and procedures, then the SELPA policies and procedures will govern.

IEP Meetings

TICS is committed to fulfilling its obligations under state and federal law concerning the arrangement and notification of IEP meetings. The composition of the IEP team will strictly adhere to the requirements stipulated by both state and federal regulations.

TICS will ensure the attendance of the following individuals at each IEP meeting: the Principal or a designated representative of TICS with the requisite administrative authority as mandated by the IDEA, the student's special education teacher; the student's general education teacher if the student is or may be participating in a regular education classroom; the student, when appropriate; and other TICS representatives who possess in-depth knowledge about the general education program at TICS and/or about the student in question.

In addition to these core members, TICS will arrange for the attendance or participation of any other necessary staff members. This may include, but is not limited to, an appropriate administrator to ensure compliance with the IDEA, a speech therapist, a psychologist, a resource specialist, and a behavior specialist.

TICS will meticulously document the proceedings of the IEP meeting and will provide parents with a formal notice of their rights. This comprehensive approach ensures that the IEP process is both transparent and collaborative, thereby facilitating the optimal educational development of each student with special needs.

IEP Development

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services. TICS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. TICS assures that modifications and accommodations and Least Restrictive Environment ("LRE") will be utilized. Parents will be furnished with a copy of the finalized IEP, in strict accordance with state laws

and SELPA policies, utilizing the appropriate SELPA forms. Also, IEP goals and services will be linguistically relevant per Education Code Section 56345(b)(2).

IEP Implementation

TICS assumes full responsibility for the on-site implementation of each student's IEP. As an integral part of this obligation, TICS is committed to providing parents with timely progress reports on their child's academic and developmental milestones. These reports will be disseminated at least as frequently as report cards are provided for non-special education students, in accordance with the stipulations outlined in the student's IEP.

Should a request for reassessment be made at any point during the academic year, TICS will convene an IEP meeting within 30 days, excluding any school vacations that extend beyond five days. This ensures a prompt response to any emerging needs or concerns related to the student's educational progress.

IEP meetings will be held yearly to review the student's progress, every three years to review the results of a mandatory comprehensive re-evaluation, after the student has received a formal assessment or re-assessment, within 30 days of a parent / guardian request, when an Individual Transition Plan (ITP) is required at an appropriate age, and if a manifestation determination is required.

Furthermore, TICS will manage all aspects of home-school coordination and information exchange, thereby fostering a collaborative relationship between the school and the family. The Charter School will also provide all necessary curriculum, classroom materials, modifications, and assistive technology to facilitate the student's learning experience.

The key components of TICS's "Special Education Strategies for Instruction and Services" are:

- LEA for Special Education: TICS will function as its own LEA, overseeing all special education services and compliance.
- Program Philosophy and Structure: TICS is committed to an inclusive educational model that prioritizes personalized, differentiated instruction in accordance with each student's IEP.
- Assurance of IEP Compliance: Instruction will be provided strictly in line with the specifications of each student's IEP, ensuring that individual needs are met effectively.
- Alternative Placement: Should a student's IEP team determine that the student requires a placement outside of the general education setting, TICS will make the necessary arrangements to provide the appropriate placement and/or services.
- Qualified Personnel: All special education instruction and services will be delivered by individuals who are qualified in accordance with state and federal regulations.

TICS aims to create an educational environment that is both inclusive and effective, ensuring that all students, including those with special needs, have access to a high-quality education.

IEP Review

TICS assumes responsibility for IEP review (see timelines above). Unless otherwise specified on a student's IEP, parents / guardians will be informed four times a year of student's progress toward meeting annual goals. If re-assessment is requested any time during the year, TICS will have 30 days, not including school vacations greater than 5 days, to hold the IEP meeting.

Interim and Initial Placements of New Charter School Students

TICS is committed to adhering to the provisions of Education Code Section 56325, particularly concerning students who transfer into the Charter School within the academic school year.

In accordance with Education Code Section 56325(a)(1), students transferring from another school district within the State of California but outside of the SELPA with a current IEP within the same academic year, TICS will provide a Free Appropriate Public Education (FAPE) including services comparable to those described in the previously approved IEP. This provision will be made in consultation with the parents and will be effective for a period not exceeding thirty (30) days. Within this timeframe, TICS will either adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is in compliance with both federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case where a student with exceptional needs and an existing IEP transfers into TICS from a program within the same SELPA during the same academic year, TICS will continue to provide services that are comparable to those delineated in the existing approved IEP. This will be done without delay, unless both the parent and TICS mutually agree to develop, adopt, and implement a new IEP that aligns with federal and state law.

For students transferring into TICS from outside the State of California during the same academic year, the Charter School will provide FAPE, including services that are comparable to those specified in the student's previously approved IEP. This will be done in consultation with the parents. Subsequently, if deemed necessary by TICS, the Charter School will conduct an assessment in accordance with paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code. Based on the assessment results, TICS will develop a new IEP, if appropriate, that is consistent with federal and state law.

TICS aims to ensure a seamless transition for students with special needs, thereby facilitating their educational development in a manner that is both legally compliant and pedagogically sound.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-Discrimination

TICS unequivocally affirms its commitment to providing an inclusive educational environment where all children have equal access to the Charter School's programs and services. It is expressly understood and agreed upon that no student shall be denied admission to TICS, nor shall any student be counseled out of the Charter School, on the basis of the nature, extent, or severity of the student's disability. This commitment extends to students who have requested or have an actual need for special education services.

By adhering to this principle, TICS aims to uphold the tenets of educational equity and inclusivity, ensuring that all students, regardless of their individual needs or challenges, have the opportunity to benefit from a high-quality education. This policy is in alignment with both federal and state laws that mandate the provision of Free Appropriate Public Education ("FAPE") in the least restrictive environment possible.

TICS is dedicated to fostering an educational setting that is both legally compliant and ethically responsible, thereby facilitating the academic and social development of each student in a manner that respects their unique needs and potential.

Professional Development

All staff will attend Professional Development required to maintain compliance with any applicable laws.

Reporting

TICS will collaborate with the SELPA to collect and maintain information required by IDEA and lists: age, grade, type of disability, ELL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions, settings of service, suspension data, and reasons for charter exiting. All necessary procedures and practices to ensure confidentiality and accurate, timely reporting will be the responsibility of the designated TICS staff member.

Procedural Safeguards

TICS will provide a Notice of Procedural Safeguards. Parents / guardians have the right to initiate and participate in a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Any concerns or disagreements raised by parents / guardians will be acknowledged by the school within five days followed by a resolution meeting.

Dispute Resolution

TICS has the responsibility to resolve disputes or defend due process complaints arising as a result of alleged failure to provide Free and Appropriate Education to students enrolled in TICS.

Parent/Guardian Concerns and Complaints

The Charter School is committed to adopting comprehensive policies that address parental concerns or complaints pertaining to special education services. TICS will establish a formal mechanism for receiving and addressing any concerns or complaints raised by parents or guardians regarding special education services and related rights.

Upon receipt of a concern or complaint, TICS's designated representative will undertake a thorough investigation as deemed necessary. The representative will subsequently respond to and address the issue raised by the parent or guardian in a timely and comprehensive manner. This process is designed to ensure that all concerns are handled with the utmost care, transparency, and adherence to legal requirements.

It is important to note that parents and guardians retain the right to escalate their concerns by filing a formal complaint with the Charter School's authorizer and/or the California State Department of Education. This provision ensures that multiple avenues are available for parents and guardians to seek resolution to their concerns, thereby upholding the Charter School's commitment to accountability and transparency in the provision of special education services. TICS aims to foster a collaborative and responsive educational environment that respects the rights of students and their families, particularly in matters related to special education.

Due Process Hearings

TICS may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA including professional development, procedural safeguards, and dispute resolution.

Special Education Strategies

TICS is purposefully designed to address the individualized educational needs of each student, including those with special needs. The Charter School is well-equipped to deliver effective educational services to students requiring specialized support. Within the framework of the regular academic program, TICS will employ a variety of differentiated instructional strategies to cater to the unique learning profiles of each student. Additionally, targeted interventions and supports will be seamlessly integrated into the regular school day, and supplementary assistance will be made available to students during designated office hours before or after school.

In alignment with the principles of educational equity and inclusivity, TICS is committed to providing students with special needs the requisite support in the least restrictive environment feasible. The Charter School predominantly follows an "inclusion" model, wherein the majority of specialized services are delivered within the general education classroom setting. To achieve this, TICS may employ a range of pedagogical strategies such as co-teaching, wherein Special Education teachers collaborate closely with core subject teachers. Other strategies may include "push-in" services, where specialized support is provided directly in the general education classroom, and small group instruction tailored to address specific learning needs.

In instances where more intensive support is warranted, "pull-out" classes may be utilized to offer specialized instruction in a more focused setting. It is imperative to note that all such services and instructional strategies will be implemented in strict adherence to the stipulations outlined in each student's IEP.

SECTION 504 OF THE REHABILITATION ACT

TICS is committed to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act ("ADA"). In alignment with these legal mandates, all facilities operated by the Charter School are designed to be fully accessible to students with disabilities, thereby ensuring an inclusive educational environment.

TICS acknowledges its legal obligation to ensure that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, or be denied the benefits of, or otherwise be subjected to discrimination under any program offered by the Charter School. Eligibility for protections under Section 504 is extended to a student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

To address the needs of students who may require accommodations under Section 504, a specialized team ("the 504 team") will be convened by the Principal of the Charter School. This team will include the parent or guardian, the student (as appropriate), student's teachers, and other qualified professionals who are knowledgeable about the student's needs, evaluation data, placement options, and possible accommodations. The 504 team is tasked with reviewing the student's existing academic, social, and behavioral records to determine whether an evaluation for 504 services is warranted. If the student has previously been evaluated under the IDEA but was found ineligible for special education services, those evaluations may be used to inform eligibility under Section 504.

The 504 team's evaluation will be comprehensive. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

Should the 504 team determine that the student has a disability under Section 504, it will be responsible for determining what, if any, accommodations, or services required to provide the student with a FAPE. The 504 Plan will be developed based on a thorough review of all relevant information utilized during the evaluation of the student, drawing upon a variety of courses, including, but not limited to, assessments conducted by the Charter School's professional staff. This plan will specify the nature of the disability and delineate any program accommodations, modifications, or services that may be required.

All individuals involved in the student's education, including parents, guardians, teachers, substitutes, and tutors, must be provided with a copy of the student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and reviews and adequately briefs long-term substitutes on them. An updated copy of the 504 Plan will be maintained in the student's file and reviewed at least annually to determine the appropriateness of the Plan, needed modifications to the Plan, continued eligibility, and assess its continued relevance and effectiveness.

The final determination regarding the student's disability status under Section 504 will be made in writing by the 504 team, and written notice will be provided to the student's parent or guardian in their primary language, along with information about procedural safeguards available to them. Should the evaluation process yield information suggesting the student's potential eligibility for special education services under IDEA, a formal referral for assessment under IDEA will be initiated by the 504 team.

SECTION 508 OF THE REHABILITATION ACT

TICS is fully committed to ensuring compliance with Section 508 of the Rehabilitation Act, as amended by the Access Board's final rule issued on January 18, 2017, and effective as of January 18, 2018. This rule mandates that federal agencies and institutions receiving federal funding must provide disabled employees and members of the public with access to information and technology that is comparable to the access available to individuals without disabilities.

In alignment with these requirements, TICS places a high priority on the accessibility of information technology ("IT") resources. To that end, the school will adhere to a Voluntary Product Accessibility Template ("VPAT") when procuring or utilizing IT products or services. A

VPAT is a standardized form developed by the Information Technology Industry Council to evaluate the extent to which a product complies with the key regulations of Section 508. This form serves as a valuable resource for TICS procurement officers and other decision-makers in the evaluation and selection of accessible IT products.

Microsoft Corporation, a leading provider of IT solutions, has demonstrated a strong commitment to accessibility by offering detailed VPATs for many of its cloud services. These VPATs provide comprehensive information on the accessibility features of Microsoft's services, thereby aiding institutions like TICS in making informed decisions. Given that Microsoft's Cloud platform encompasses a wide array of services, individual VPATs are made available for specific components and capabilities.

TICS will actively consider Microsoft's products, among others, as potential solutions to ensure the school's full compliance with Section 508 regulations. By doing so, TICS aims to create an inclusive educational environment where all students, staff, and members of the public have equitable access to information and technology.

INDEPENDENT STUDY

The Independent Study ("IS") program is designed to accommodate students who are confronted with unique circumstances that preclude regular daily attendance at school. It is important to note that the IS program is not intended as a long-term educational solution; rather, it serves as an interim measure to ensure the continuity of a student's education during periods of personal challenges. Participation in the IS program is entirely voluntary and subject to Charter School approval.

Assignments within the IS program are tailored to align with the specific conditions stipulated in the student's approved program. The Executive Director, Principal, or their designated representative, possesses the discretion to extend the timeframe between the issuance and due date of assignments, up to the point at which the IS agreement terminates. This flexibility allows the program to adapt to the individual needs and circumstances of each student.

Furthermore, the Executive Director or Principal or designee is responsible for maintaining comprehensive records of academic performance, including grades and other evaluative metrics, for each student enrolled in the IS program. This ensures that the student's academic progress is systematically monitored and documented, thereby facilitating a seamless transition back to the traditional educational setting when appropriate. TICS will comply with Education Code Sections 51745-51749.3 and implement regulations in its IS program.

ELEMENT B (2): 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 charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served by the charter school.”

Education Code Section 47605(c)(5)(B)

The educational program at TICS is meticulously designed to offer a rigorous, comprehensive, and multifaceted education that equips students to become active participants in a global society. The program is structured around the following measurable pupil outcomes:

- **Basic Skills:** Students will achieve mastery of grade-level competencies in core academic disciplines, including Mathematics, Science, Social Science, and English Language Arts. This mastery will be aligned with the strands and standards delineated in the California state content framework.
- **Bilingualism and Biliteracy in Mandarin:** Students will attain proficiency in reading, writing, and speaking Mandarin at a level that is no more than one grade below their counterparts in China or Taiwan.
- **Life Skills:** The program aims to cultivate essential life skills in students, including problem-solving, critical thinking, collaboration, adaptability, and resourcefulness. Additionally, it will instill a sense of civic and moral responsibility.
- **Cross-Cultural Competency:** Students will develop a nuanced understanding of international perspectives and will be sensitized to the cultural norms and values of diverse communities.

To ensure the program remains aligned with the evolving needs of our students and community, TICS will engage in a continual process of evaluation and refinement of these student outcomes. This will be in accordance with the school's mission and any updates to state or local educational standards. TICS is committed to developing benchmark skills and specific classroom-level competencies that are congruent with its mission, curriculum, and assessment strategies. The school acknowledges that these student outcomes may require periodic adjustments and will be subject to ongoing scrutiny by both the educational staff and the Board to ensure their continued relevance and efficacy.

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

In accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), TICS has

crafted a reasonably comprehensive framework of goals, actions, and measurable outcomes that align with the Eight State Priorities as set forth in Education Code Section 52060(d).

Numerically Significant Subgroups:

Given that TICS has yet to determine its numerically significant subgroups, **all goals, actions, and outcomes are intended to be universally applicable** across the Charter School. A numerically significant pupil subgroup will be defined as per Education Code Section 52052(a), which specifies a minimum of 30 pupils with valid test scores, or a minimum of 15 pupils for subgroups of foster or homeless youth. Once TICS has sufficient enrollment data, it will augment its annual Local Control and Accountability Plan to include specific goals, actions, and outcomes for these numerically significant subgroups.

Measurable Outcomes:

TICS is committed to employing a multifaceted approach to assess these goals, utilizing multiple and varied benchmark assessments. These assessments will be aligned with both state and federal standards, including the State Standards, and will be designed to reflect proficiency measures as required by the CAASPP.

Alignment with State Priorities:

The goals, actions, and outcomes are meticulously aligned with the State Priorities. These priorities will be relevant to the grade levels served by TICS.

TICS aims to fulfill its commitment to providing a high-quality educational experience that is both inclusive and equitable. The school will continually monitor the effectiveness of these goals and actions through its LCAP, making data-driven adjustments as necessary to ensure ongoing alignment with state priorities and the unique needs of its student population. For purposes of measuring achievement of these goals, numerically significant pupil subgroups accounted for in law include all the following:

- Ethnic subgroups
- Socioeconomically disadvantaged pupils
- English learners
- Pupils with disabilities
- Foster youth
- Homeless youth

The following table delineates the Charter school-wide performance targets aligned to the state's priorities that apply for the grade levels served by TICS, including methods for measuring progress. We have the same expectations for all subgroups to meet the goals and outcomes set schoolwide, so the table below applies schoolwide and for all numerically significant student subgroups.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

<i>STATE PRIORITY #1— BASIC SERVICES</i> <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All teachers will hold a valid CA Teaching Credential, other document, or permit, with the appropriate Bilingual Authorization/BCLAD and/or English Learner Authorization/CLAD as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	• All potential teachers will undergo a rigorous hiring process, including paper screening, reference checks, interviews, curricular and teaching materials review, and teaching demonstrations • All teacher candidates screened for employment will hold a valid CA Teaching Credential. Teachers who teach in English would ideally hold either a Bilingual Authorization/BCLAD and/or English Learner Authorization/CLAD. Teachers who teach in Mandarin would ideally hold a Bilingual Authorization/BCLAD in Mandarin. • The Office Administrator will annually review credential status for compliance
MEASURABLE OUTCOME	100% of teachers will hold a valid CA Teaching Credential or Permit with the appropriate Bilingual Authorization/BCLAD and English Learner Authorization/CLAD, as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
	90% of teachers are “effective” or “highly effective” according to evaluation rubric; >75% retention; >80% level of satisfaction;
METHODS OF MEASUREMENT	• Initial and annual verification of teacher credentials as reported by the CA Commission on Teacher Credentialing • CALPADS Report 3.5 • Annual publication of School Accountability Report Card
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to standards-aligned materials and additional instructional materials, as outlined in the TICS charter petition

ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to California Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of students will have access to standards-aligned materials and additional instructional materials, as outlined in our charter petition.
GOAL AND OUTCOMES	90% of students meeting or exceeding standards on ELA SBAC 90% of students meeting or exceeding standards on Math SBAC
METHODS OF MEASUREMENT	Executive Director, Principal, and faculty will review all instructional materials before purchase, pursuant to E.C. § 60119
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with the District, if District serves as our facility lessor, or with hired custodian and maintenance services
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness Annual and monthly facility inspections will screen for safety hazards
MEASURABLE OUTCOME	Annually, 90% of all items on monthly site inspection checklists and 90% of facility inspection checklists will be in compliance or good standing 100% of identified Required Corrections will be corrected within three months
GOAL AND OUTCOMES	100% of teachers are trained in emergency procedures 100% of teachers and students participate in regular fire and emergency drills;
METHODS OF MEASUREMENT	Daily cleanliness spot checks will be performed Monthly site inspection documents prepared by the Principal, or the Principal's designee Annual facility inspection reports
STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS <i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency.</i>	
SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	TICS's curriculum will be aligned to State Standards
ACTIONS TO ACHIEVE GOAL	- TICS's curriculum maps will be aligned to the State Standards - TICS's teachers will identify and participate in intensive professional development and training on the State Standards
MEASURABLE OUTCOME	100% of curriculum will be aligned to State Standards - Annually, 100% of teachers will participate in at least five hours of Professional Development and training in State Standards
GOAL AND OUTCOMES	100% of teachers will create and use lessons aligned to State Standards daily
METHODS OF MEASUREMENT	- Professional Development calendar and rosters will evidence participation by teachers in professional development activities - Curriculum maps will be written prior to school opening and will be revisited on an annual basis - Annual review of curriculum will show full implementation of CCSS
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	

GOAL TO ACHIEVE SUBPRIORITY	All EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	• EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • Curriculum maps will specifically include goals and strategies for ELs and other struggling subgroups
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the State Standards
METHODS OF MEASUREMENT	• EL student performance on the CAASPP statewide assessments • ELPAC Assessments • Personalized Learning Portfolio folder • Teacher assessments • Annual report cards

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	All EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	• EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • EL students have access to ELD curriculum • Teachers of EL students participate in professional development activities
MEASURABLE OUTCOME	100% of EL students will reach English language proficiency within five years of initial classification as English Learner through the implementation of the CCSS and related instructional strategies 80% of all students who have been enrolled at TICS for at least three full academic years will score proficient level on state tests.
METHODS OF MEASUREMENT	• EL student performance on ELPAC Assessment • ELD folder and reclassification documentation
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT</u> <i>A. Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.</i> <i>B. Family engagement may include, but need not be limited to, efforts by the school district and each individual schoolsite to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access. Family engagement may include, but need not be limited to, treating families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation.</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT IN DECISIONS FOR THE CHARTER SCHOOL	

GOAL TO ACHIEVE SUBPRIORITY	- A Parent/Teacher Organization (“PTO”) will be established to facilitate parental involvement - A School Site Council (“SSC”), which will consist of parents, teachers and classified employees will be established.
ACTIONS TO ACHIEVE GOAL	- The Founding Team will help establish the initial PTO and SSC - The PTO will select a volunteer Parent Coordinator to oversee parent participation opportunities through a variety of methods, including newsletters, phone calls, and orientation meetings - Parents may also choose to serve on the TICS Board
MEASURABLE OUTCOME	All parents will have multiple opportunities to provide input to, and participate in, the Charter School
GOAL AND OUTCOMES	At least one Parent will be on the Non-profit Board of Directors within the first year of operation 90% of families give the Charter School an A or a B on the annual survey 90% of families responding positively to “My student’s school seeks feedback from me” on annual survey
METHODS OF MEASUREMENT	- Feedback from parents will be solicited regularly (i.e. monthly meetings, coffee hours) - Volunteer opportunities will be published to parents - An end-of-year survey will be distributed to parents and students requesting feedback
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	TICS will maintain a PTO and School Site Council
ACTIONS TO ACHIEVE GOAL	School leadership will work with the volunteer Parent Coordinator to recruit parents to the PTO and/or SSC via flyers, classroom newsletters, and monthly parent meetings
MEASURABLE OUTCOME	Annually, the SSC and PTO will be comprised of at least 50% parents
GOAL AND OUTCOMES	70% of families responding positively to “I am satisfied with my level of influence on school decisions” on annual survey
METHODS OF MEASUREMENT	PTO and SSC meeting agendas and minutes identify parents who form part of the PTO and SSC
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	Organize workshops and training sessions specifically designed to support parents of unduplicated students and students with exceptional needs. These sessions can focus on understanding IEPs, special education services, and resources available to support their children’s unique needs.
ACTIONS TO ACHIEVE GOAL	Annually, TICS administration, as well as teachers, will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the TICS Board for discussion and implementation
MEASURABLE OUTCOME	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members
GOAL AND OUTCOMES	100% of Parents will participate in Student’s educational planning adaptations and RTI

METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, School Board members and staff upon completion of its results and analysis
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> A. <i>California Assessment of Student Performance and Progress statewide assessment</i> B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements,</i> C. <i>Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences, or programs of study,</i> D. <i>The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C)</i> E. <i>Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California or any subsequent assessment of English proficiency, as certified by the state board</i> F. <i>EL reclassification rates</i> G. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> H. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
SUBPRIORITY A1 – CAASPP: ELA/LITERACY	
GOAL TO ACHIEVE SUBPRIORITY	65% of students at every applicable grade level, including all student subgroups, meet or exceeds standard on the CAASPP statewide assessment in the area of English Language Arts/Literacy ¹
ACTIONS TO ACHIEVE GOAL	• Classroom instruction conducive to student learning • Adequate learning environments • Appropriate CCSS-aligned instructional materials • Use of instructional technology in the area of English Language Arts • Teacher assistants in classrooms to support instruction and student learning
MEASURABLE OUTCOME	• Annually, at least 95% participation rate in the CAASPP statewide assessments • Annually, at least 95% of students at every applicable grade level, including all subgroups, meet or exceed standard on the CAASPP statewide assessment in the areas of English Language Arts/Literacy
GOAL AND OUTCOMES	California School Dashboard (or other state) data will meet or exceed district score within the first three years
METHODS OF MEASUREMENT	CAASPP score reports
SUBPRIORITY A2 – CAASPP: MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	65% of students at every applicable grade level, including all student subgroups, meet or exceed standard on the CAASPP statewide assessment in the area of Mathematics

¹ Due to the high amount of instruction time in Mandarin during the early grades, it is expected that students' English proficiency may lag behind their non-immersion peers.

ACTIONS TO ACHIEVE GOAL	- Classroom instruction conducive to student learning - Adequate learning environments - Appropriate CCSS-aligned instructional materials - Use of instructional technology in the area of Mathematics - Teacher assistants in classrooms to support instruction and student learning
MEASURABLE OUTCOME	- Annually, at least 95% participation rate in the CAASPP statewide assessments - Annually, at least 80% of students at every applicable grade level, including all subgroups, meet or exceed standard on the CAASPP statewide assessment in the area of Mathematics
GOAL AND OUTCOMES	California School Dashboard (or other state) data will meet or exceed district score within the first three years
METHODS OF MEASUREMENT	CAASPP score reports
SUBPRIORITY A3 – California Science Test (“CAST”): SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	65% of students at every applicable grade level, including all student subgroups, meet or exceed standard on the CAST statewide assessment in the area of Science
ACTIONS TO ACHIEVE GOAL	- Classroom instruction conducive to student learning - Adequate learning environments - Appropriate NGSS-aligned instructional materials - Use of instructional technology in the area of Science - Teacher assistants in classrooms to support instruction and student learning
MEASURABLE OUTCOME	- Annually, at least 95% participation rate in the CAST statewide assessments - Annually, at least 80% of students at every applicable grade level, including all subgroups, - Revise as needed to meet CAASPP thresholds. - Meet or exceed standard on the CAST statewide assessment in the area of Science.
GOAL AND OUTCOMES	California School Dashboard (or other state) data will meet or exceed district score within the first three years
METHODS OF MEASUREMENT	CAST score reports
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS OR CTE OR BOTH	
GRADE LEVELS NOT APPLICABLE TO TICS	
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	70% of EL students will advance at least one performance level per the ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support through focused small group instruction, 1-on-1 teacher or teacher assistant support, and after school tutoring, or homework club assistance. Teachers will implement integrated and designated ELD instructional strategies, including SDAIE.
MEASURABLE OUTCOME	70% of EL students will advance at least one performance level per the ELPAC each academic year

METHODS OF MEASUREMENT	• ELPAC Score Reports • EL reclassification documentation maintained by ELPAC Coordinator • ELD folder in conjunction with ELD curriculum assessments and annual report cards
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be assessed for reclassification as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, or teacher assistant support, focused small group instruction and integrated and designated ELD instructional strategies such as SDAIE.
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	Analysis and review of ELPAC results
SUBPRIORITY E – AP EXAM PASSAGE RATE	
GRADE LEVELS NOT APPLICABLE TO TICS	
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
GRADE LEVELS NOT APPLICABLE TO TICS	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <i>School attendance rates</i> <i>Chronic absenteeism rates</i> <i>Middle school dropout rates (EC §52052.1(a)(3))</i> <i>High school dropout rates</i> <i>High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	TICS will maintain a 95% ADA rate
ACTIONS TO ACHIEVE GOAL	• TICS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled • TICS will also keep families informed about the importance of attendance
MEASURABLE OUTCOME	Annual Average Daily Attendance of at least 95%
GOAL AND OUTCOMES	90% of students report that they feel safe and supported at school as measured by the annual survey 95% of students report for school on time
METHODS OF MEASUREMENT	• Monthly, Quarterly and Annual ADA reports • Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success

SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year without prior notification from the parents.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year without prior notification from the parents.
GOAL AND OUTCOMES FOR SUBGROUP #1	Less than 5% rate of chronic absenteeism (students who are absent 10% or more of the schooldays in the school year)
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system Periodic attendance updates to families reminding them of the

	importance of in-school attendance as the primary way of learning and success Evidence of success is determined by monthly, quarterly and annual attendance reports

SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	TICS will retain and promote 98% of 5 th grade students.
ACTIONS TO ACHIEVE GOAL	TICS will offer an academically engaging learning environment for all its students, including members of all subgroups
MEASURABLE OUTCOME	98% of the 5 th grade classes will be comprised of students who enrolled at TICS the prior academic year
GOAL AND OUTCOMES	Less than 2% dropout rate
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS

SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO TICS	

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GRADE LEVELS NOT APPLICABLE TO TICS	

<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	

SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	TICS will maintain an annual suspension rate of less than 1%

ACTIONS TO ACHIEVE GOAL	- School leadership and faculty will maintain a positive school climate - Teachers will be trained on, and implement, the Positive Peer Pressure program, which develops 8 social-emotional competencies - School leadership will work with teachers and families to manage student behavior issues and concerns
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended
GOAL AND OUTCOMES	90% of students respond positively to questions on discipline, respect and bullying on student survey
METHODS OF MEASUREMENT	- Annual School Accountability Report Card & Annual Report - CALPADS Report 7.1 Discipline Incidents - Annual surveys to students, parents and teachers
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	TICS will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	- School leadership and faculty will maintain a positive school climate - Teachers will be trained on, and implement, the Positive Peer Pressure program, which develops 8 social-emotional competencies - School leadership will work with teachers and families to manage student behavior issues and concerns
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled.
GOAL AND OUTCOMES FOR SUBGROUP #1	90% of families respond positively to “I feel my child is physically safe at school” on annual survey
METHODS OF MEASUREMENT	- Annual School Accountability Report Card & Annual Report - CALPADS Report 7.1 Discipline Incidents - Annual surveys to students, parents and teachers
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	TICS students and staff will adhere to the School Safety Plan
ACTIONS TO ACHIEVE GOAL	- The School Safety Plan will be reviewed annually and modified, as needed - Annually, all school employees will be trained on the elements of the School Safety Plan - Students will participate in monthly fire, earthquake, and safety drills

MEASURABLE OUTCOME	- School Safety Plan will be reviewed annually 100% of staff will participate in at least four hours of Safe School training - Students will participate in at least eight fire, earthquake or safety drills annually
GOAL AND OUTCOMES	80% proficient on school culture and safety audits
METHODS OF MEASUREMENT	- School Safety Plan - Professional Development agenda - Annual drill calendars
SUBPRIORITY D – SENSE OF COMMUNITY	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
ACTIONS TO ACHIEVE GOAL	- TICS Administration will devise and administer satisfaction surveys to parents, students and teachers annually - A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community
MEASURABLE OUTCOME	Annually, at least 75% of students and families will be retained
METHODS OF MEASUREMENT	- Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community - Attendance and participation by students in campus events will evidence their sense of belonging and engagement - Annual re-enrollment documentation and class lists will reflect a return rate of at least 75%
<u>STATE PRIORITY #7— COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, world language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(K))	
GOAL TO ACHIEVE PRIORITY	TICS students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to, and enroll in, our academic and educational program as outlined in the Charter School's charter petition
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels

MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to, and enroll in, all content areas available
GOAL AND OUTCOMES	Master schedule meets or exceeds state requirements Curriculum is deemed adequate as measured by Curriculum Approval Process
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules will serve as evidence
<u>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</u> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts and Literacy ²
ACTIONS TO ACHIEVE GOAL	- All students participate in TICS’s small focused instruction groups, participate in computer adaptive software, and guided reading groups - Instructional strategies implemented include one-to one tutoring, reading intervention program, speaking skills to present information, narrative and response to literature, and collaboration with colleagues to support student learning goals
MEASURABLE OUTCOME	- At least 75% of all students will demonstrate one or more years of growth on the SBAC for English Language Arts - At least 75% of all students will be classified as having a proficient or advanced grade level equivalence on the Rigby Reads or DIBELS ORF assessment - At least 75% of all students will be classified as having a proficient or advanced grade level equivalence on the Basic Phonics Skills Test, Primary and Elementary Spelling Inventory, and High Frequency Words Assessment - At least 75% of all students will earn a rating of proficient or advanced in English Language Arts on end-of-year report cards, based on a composite of all reading and writing scores - At least 75% of all students will earn a rating of proficient or advanced on summative performance assessments in writing
GOAL AND OUTCOMES	TICS will meet or exceed growth targets each year for each significant student subgroup following the first year of testing Reading growth of >1 grade level per year until grade level reached and maintained All students who have been enrolled at TICS for at least three full years will be reading at/above grade level School wide reclassification rate for EL will increase by 2% annually
METHODS OF MEASUREMENT	TICS’s authentic creation of Personalized Learning Portfolios is used to monitor and track student progress throughout the year. Personalized Learning Portfolios include, but are not limited to, SBAC test results, internal benchmark assessments, pre- and post-unit testing, spelling inventories, student writing journals, response to literature journals and published writing and oral presentations.
SUBPRIORITY B – MATHEMATICS	

² Due to the high amount of instruction time in Mandarin during the early grades, it is expected that students’ English proficiency may lag behind their non-immersion peers.

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Mathematics
ACTIONS TO ACHIEVE GOAL	• All students participate in basic math skill lessons every day • Instructional strategies implemented in Mathematics include focused and designed instruction, spiraling math curriculum, small group work, one-to-one tutorial support, and collaboration with colleagues to support student goals and learning
MEASURABLE OUTCOME	• At least 80% of all students will demonstrate one or more years of growth on the SBAC for Mathematics • At least 80% of all students will score proficient or advanced on trimester and end of unit Mathematics assessments • At least 80% of all students will earn a rating of proficient or advanced in Mathematics on end-of-year report cards, based on a composite of all Mathematics scores

GOALS	TICS will meet or exceed growth targets each year for each significant student subgroup following the first year of testing Math growth of >1 grade level per year until grade level reached and maintained All students who have been enrolled at TICS for at least three full years will be at/above grade level
METHODS OF MEASUREMENT	TICS's authentic creation of Personalized Learning Portfolios is used to monitor and track student progress throughout the year. Personalized Learning Portfolios include, but are not limited to, SBAC test results, internal benchmark assessments, pre- and post-unit testing, and math portfolio submissions demonstrating mathematical thinking.

SUBPRIORITY C – SOCIAL SCIENCES

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level skills and content knowledge in history, civics and social science
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, Chinese history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are non-fiction and historical fiction texts, mini-research projects and presentations, computer-based information (articles, videos), field trip experiences, debates and hands-on projects
MEASURABLE OUTCOME	At least 80% of all 5 th grade students will Meet Standards or Exceed Standards on the TICS report cards.
GOAL AND OUTCOMES	TICS will meet or exceed growth targets each year for each significant student subgroup following the first year of report cards data. All students who have been enrolled at TICS for at least three full years will be approaching or at grade level

METHODS OF MEASUREMENT	- Formal assessments include pre- and post-unit testing and essay exams - Authentic assessments include presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency
SUBPRIORITY D-SCIENCE	

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry-based approach, students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	- At least 80% of all 5th grade students will score proficient or advanced on the for SBSA Science - At least 80% of all students will score proficient or advanced in Science on end of unit assessments - At least 80% of all students will earn a rating of proficient or advanced in Science on end-of-year report cards - At least 80% of all students will earn a rating of proficient or advanced on portfolio submissions related to Science - At least 80% of students will score proficient or advanced on the CAST.
GOAL AND OUTCOMES	TICS will meet or exceed growth targets each year for each significant student subgroup following the first year of testing All students who have been enrolled at TICS for at least three full years will be at/above grade level
METHODS OF MEASUREMENT	Formal assessments include pre- and post-unit testing and reports Authentic assessments include experimentations, presentations, projects, rubrics, peer feedback and teacher feedback
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in various Visual and Performing Arts classes, which will be provided three days per week
ACTIONS TO ACHIEVE GOAL	Art, Drama/Dance and Music classes will be provided three days per week
MEASURABLE OUTCOME	All students will participate in the Visual and Performing Arts classes and submit applicable projects to be evaluated in their Personalized Learning Portfolio
GOAL AND OUTCOMES	99% of students will pass the class requirements
METHODS OF MEASUREMENT	The class schedule of activities and student attendance list will serve as evidence of participation
SUBPRIORITY F – PHYSICAL EDUCATION	

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in Physical Education activities and will achieve fitness levels within the Healthy Fitness Zone (“HFZ”) of the Physical Fitness Test (“PFT”) Grade 5 will take the required PFT
ACTIONS TO ACHIEVE GOAL	- Physical Education (“PE”) content will be based on the Physical Education Model Content Standards for California Public Schools, 2005 - PE will occur daily during morning fitness and during weekly PE lessons - The combination of daily morning fitness and weekly physical education lessons results in 200 minutes each ten days
MEASURABLE OUTCOME	At least 80% of all students in 5 th grade will test within the HFZ. For each test area, the FITNESSGRAM uses the HFZ to evaluate fitness performance. The performance goal for all test areas is the HFZ. These zones represent minimum levels of fitness that offer protection against the diseases that result from sedentary living.
GOAL AND OUTCOMES	99% of students will pass the class requirements
METHODS OF MEASUREMENT	The PFT for students in 5 th grade in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five and seven will take the fitness test. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers and parents.
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All TICS students will develop healthy eating, physical and emotional habits.
ACTIONS TO ACHIEVE GOAL	Health is primarily addressed through Science and Physical Education. Content is from the new Health Framework and 2008 Health Education Content Standards. Students will focus on the importance of nutrition and physical activity while also addressing physical growth and development, as well as mental, emotional and social health.
MEASURABLE OUTCOME	Measurable outcomes are identical to the measurable outcomes of Sub priority F - Physical Education and Sub priority K - Social Responsibility Domain
GOAL AND OUTCOMES	99% of students will pass the class requirements
METHODS OF MEASUREMENT	Methods of measurement are identical to the methods of measurement for Sub priority F - Physical Education and Sub priority K - Social Responsibility Domain.
SUBPRIORITY H (1) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate an understanding of their actions, how these actions affect their surroundings and the ability to work with others

ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, community activities and classroom decision-making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process.
MEASURABLE OUTCOME	Annually, 100% of classrooms will have collaboratively devised rules and expectations, fewer than 1% of students will be suspended, and fewer than 1% of students will be subject to expulsion
GOAL AND OUTCOMES	100% of students audited will know the class culture and expectations
METHODS OF MEASUREMENT	Classroom observation rubrics, book titles in classroom libraries, annual School Accountability Report Card and CALPADS Report 7.1 Discipline Incidents will be used as evidence
SUBPRIORITY H (2) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate social responsibility by working to improve their school and community environments
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities. Some examples could include organizing a Second Harvest food drive, book/toy drive, senior home visits, Earth Day cleanup, etc.
MEASURABLE OUTCOME	At least 95% of students will participate in 2 or more various community service projects offered throughout the year
GOAL AND OUTCOMES	100% of students participating in various community service projects can evaluate and explain how it affected their community
METHODS OF MEASUREMENT	The classroom schedule of activities and participation roster will serve as evidence of compliance
SUBPRIORITY H (3) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will be thoughtful, engaged citizens and demonstrate 21 st Century life skills (problem solving, critical thinking, collaboration, adaptability and resourcefulness) and social-emotional competencies
ACTIONS TO ACHIEVE GOAL	Through classroom- and school-wide projects, in addition to the integration of the Positive Peer Pressure program, all students will have the opportunity to develop and practice these essential skills
MEASURABLE OUTCOME	At least 80% of students will Meet Standards or Exceed Standards on teacher-created rubrics in the planning and execution of each project, demonstrating high levels of problem-solving and critical thinking skills, collaboration, adaptability and resourcefulness
GOAL AND OUTCOMES	100% of students will demonstrate the skills of active listening and working with and supporting a partner
METHODS OF MEASUREMENT	Project rubric, presentation rubric, classroom grade books and report cards will demonstrate project participation. Student journals, portfolio submissions, and teacher observations

SUBPRIORITY H (4) – OTHER SUBJECTS – CROSS-CULTURAL COMPETENCY	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will develop cross-cultural competency by developing an awareness of other cultures and an international perspective
ACTIONS TO ACHIEVE GOAL	A language immersion program, by nature, will explore cross-cultural topics and help students develop an awareness of other cultures and an international perspective because culture is integral to language learning
MEASURABLE OUTCOME	The measurable outcomes will be aligned with the Mandarin Language Arts sub priority because of the interdisciplinary between language and culture. Developing proficiency in the language will also result in developing cross-cultural competency.
GOAL AND OUTCOMES	100% of students will speak and read in two languages, Mandarin and English at all grade levels
METHODS OF MEASUREMENT	Parent and teacher surveys, teacher observation and Mandarin proficiency assessments will provide evidence of achievement

ELEMENT C (3): METHODS OF ASSESSING PUPIL OUTCOMES

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

Education Code Section 47605(c)(5)(C)

Tustin International Charter School places a premium on data-driven instruction, recognizing it as an indispensable feature of superior educational practice. The institution is committed to fostering a culture of clarity around expected outcomes and the provision of regular, meaningful data to track progress toward these goals. This approach is particularly salient given the school's focus on preparing students for careers in the STEAM fields, where rapid iteration and outcome improvement are the norms. To this end, students are exposed to a consistent cycle of evaluation and refinement, mirroring the iterative processes they will encounter in their future careers.

To operationalize this commitment, TICS will deploy a comprehensive assessment system designed to rigorously measure and monitor student mastery across a range of grade-level standards and skills, including but not limited to Mandarin proficiency. These assessments serve multiple purposes: they provide a lens through which to view individual student progress, offer insights into the effectiveness of teaching methodologies, and furnish a metric for evaluating the overall success of the educational program. Furthermore, the analysis of assessment results will inform the development of targeted professional development programs for teachers and guide future instructional planning.

Data collection will be a continuous process, punctuated by key milestones in the form of baseline, formative, and summative assessments. TICS is also exploring the integration of computer-based assessments and data management systems. These technological solutions will enable educators to generate personalized reports, disaggregate data at the class level, and identify patterns, thereby facilitating more strategic instructional targeting.

In terms of compliance, TICS will adhere scrupulously to all state-mandated testing requirements that are applicable to charter schools. The assessments utilized will be diverse, aligned with both the curriculum and state expectations, and administered in accordance with a pre-established assessment cycle.

As the educational landscape evolves, TICS will remain agile, updating its suite of assessments to incorporate new tools that align with the State Standards. This adaptability ensures that the institution remains at the forefront of educational best practices. Finally, a rigorous review of individual student performance data will be conducted, enabling timely corrective action for students who do not meet minimum performance expectations. This multi-faceted approach to assessment underscores TICS's commitment to fostering a culture of continuous improvement and excellence.

STATE ASSESSMENTS

Under the vigilant oversight of its School Principal or designee, TICS is committed to fulfilling all state-mandated assessment requirements as stipulated in Education Code Section 60642.5(a). This includes the administration of the SBAC, CAASPP, and California Alternate Assessment (“CAA”). Additionally, the school will conduct the CAST and the California Physical Fitness Test for students in grade 5.

For students with disabilities who have an IEP, TICS will administer the CAST, an online assessment aligned with the NGSS. This test is mandatory for all local educational agencies (LEAs) with eligible students in grades five, eight, and high school. The CAST is administered exclusively online and utilizes the existing California Assessment of Student Performance and Progress test delivery system. Furthermore, the SBAC assessments for English Language Arts and Mathematics will be administered to students with disabilities who have an IEP, incorporating appropriate universal tools, designated supports, and accommodations.

For students with the most significant cognitive disabilities, TICS will administer the California Alternate Assessments for English Language Arts and Mathematics in grades 3-5, and Science in grade 5.

In compliance with language proficiency assessment requirements, all students whose home language is not English will take the Initial ELPAC within thirty days of their initial enrollment. This assessment will be administered annually thereafter until the student is re-designated as fluent in English. Additionally, the Physical Fitness Test will be administered annually to students in grade five.

Through these comprehensive assessment strategies, TICS aims to ensure equitable educational opportunities and rigorous academic standards for all students, irrespective of their linguistic or cognitive abilities.

MULTIPLE MEASURES

TICS will implement a robust assessment framework that incorporates a diverse range of baseline, formative, and summative assessments, aligned with best educational practices. The objective of employing such a multifaceted assessment strategy is to provide educators, parents, and students with timely and precise data regarding students' mastery levels and areas requiring further attention.

In the context of immersion classrooms, the utilization of multiple measures is especially crucial. This is because it may occasionally be necessary to separate content comprehension from linguistic performance. For instance, a student may fully grasp the mathematical concept of re-grouping but may be unable to articulate the process in Mandarin. In such cases, it becomes imperative to distinguish between a student's conceptual understanding and their ability to express this understanding linguistically.

Educators at TICS will exercise discretion in the development, selection, and application of assessments. The choice of assessment tools will be influenced by various factors, including the

objectives of the lesson or unit, the developmental characteristics of the students, the availability of resources, and the intended use of the collected data. Beyond the annual state-mandated standardized assessments previously described, TICS's comprehensive assessment plan encompasses a series of additional evaluations designed to further enrich the educational experience and ensure the academic success of all students. TICS assessment plan includes the following assessments:

LEVELED READING ASSESSMENTS

All students will be assessed two times a year, at the beginning and end of the year, using the Rigby Reads assessment (grades K_4), the DIBELS Next Oral Reading Fluency ("ORF") and Retell Frequency ("RTF") assessment (grades 5). Students in grades K-4 will also receive the Rigby Reads assessment midway through the year. At the primary level, teachers will conduct running records using Rigby for each student, at least three times per year. Running records measure reading fluency and word analysis skills.

PHONICS, SPELLING, AND KNOWLEDGE OF HIGH FREQUENCY WORDS

For students in grades K-2, TICS will implement a tri-annual assessment regimen focusing on phonics, spelling, and the recognition of high-frequency words. To evaluate phonics proficiency, the Basic Phonics Skills Test Levels I-III will be employed. This informal assessment tool is designed to gauge a range of skills, including the understanding of high-utility spelling-sound relationships for monosyllabic words, syllabic and morphemic strategies for polysyllabic words, recognition of individual letter sounds, mastery of specific phonics patterns, and the ability to blend both single-syllable and polysyllabic words in isolation.

To assess developmental spelling stages, the Primary and Elementary Spelling Inventory will be utilized. This inventory aims to discern the extent to which students are able to apply spelling patterns and rules when attempting to spell unfamiliar words.

In the domain of high-frequency word recognition, the focus will be on automatic word recognition skills. The rationale behind this is that students who can instantaneously recognize high-frequency words are better positioned to concentrate on the overarching meaning of a text, rather than becoming preoccupied with the meaning of individual words.

Through this comprehensive and multi-faceted assessment approach, TICS aims to provide a nuanced understanding of each student's linguistic and literacy development, thereby enabling targeted instructional strategies to enhance academic performance.

WRITING ASSESSMENTS

TICS will implement a rigorous writing assessment regimen for students in grades 3-5. Writing samples will be collected from each student at three pivotal junctures during the academic year: initially, as a baseline assessment to gauge starting competencies, and subsequently at the culmination of the second and third trimesters. This approach allows for a nuanced understanding of each student's writing development over time.

To ensure the assessments are both meaningful and aligned with educational standards, teachers within each grade level will collaborate to develop specialized rubrics. These rubrics will be meticulously designed to align with grade-specific content standards for writing, thereby serving as a robust evaluative tool. The criteria set forth in these rubrics will encompass various facets of writing, including but not limited to, content depth, structural organization, and grammatical proficiency.

Through this structured assessment strategy, TICS aims to provide an ongoing, comprehensive evaluation of each student's writing skills. The data gleaned from these assessments will inform instructional planning, enabling teachers to tailor their approaches to meet individual student needs and ensuring that pedagogical objectives are being met effectively.

MATHEMATICS ASSESSMENTS

At the commencement of each academic year, TICS will administer a baseline mathematics assessment to students in grades 1 through 5. Kindergarten students will undergo a similar evaluation as part of their kindergarten-readiness assessment. This baseline assessment will feature a blend of multiple-choice and constructed-response questions, meticulously designed to gauge students' mastery of the mathematical standards pertinent to their preceding grade level. The insights derived from this initial assessment will serve as a cornerstone for instructional planning, enabling the identification of areas requiring targeted interventions or extensions.

The responsibility for crafting this baseline assessment lies with TICS's teaching staff, who will receive administrative support. The assessment will be developed prior to the onset of the academic year and may incorporate questions from state-released tests as well as curriculum-specific resources such as SBAC or CAASPP.

As the academic year progresses, the evaluation of student proficiency in mathematics will be conducted through a combination of formal and performance-based assessments. Prior to the initiation of each new unit in mathematics, pre-assessments will be administered to pinpoint students who may require additional challenges or support. Concurrently, ongoing assessments will manifest in the form of teacher observations and specific assignments. Culminating each unit, students' understanding and mastery of the material will be assessed through either performance tasks or formal evaluations. These assessments will be either designed or selected by teachers during designated faculty collaboration periods or professional development days, utilizing resources such as SBAC or CAASPP.

To provide a comprehensive overview of students' mathematical competencies, trimester assessments will be administered at the conclusion of each trimester, including the end of the academic year. These assessments will encompass all standards taught up to that point and will feature a mix of multiple-choice and constructed-response questions, akin to the baseline assessment. Additionally, performance tasks from the Mathematical Assessment Project may be employed to evaluate students' problem-solving abilities. The Mathematical Assessment Project is part of the Math Design Collaborative initiated by the Bill & Melinda Gates Foundation. The project set out to design and develop well-engineered tools for formative and summative assessment that expose students' mathematical knowledge and reasoning, helping teachers guide them towards improvement and monitor progress. The tools are relevant to any curriculum that

seeks to deepen students' understanding of mathematical concepts and develop their ability to apply that knowledge to non-routine problems. Through this multi-faceted approach to assessment, TICS aims to foster a robust understanding of each student's mathematical skills, thereby informing targeted and effective instruction.

MANDARIN PROFICIENCY ASSESSMENT

A variety of assessments will be administered to track students' progress in developing proficiency in Mandarin. A baseline assessment will be conducted for those students who have some exposure to the language. For students planning to enter in later grades, this baseline assessment will also serve as a placement indicator.

CHINESE CHILDREN'S COMPETENCY CERTIFICATE

The Chinese Children's Competency Certificate ("CCCC") serves as a pivotal instrument in assessing the Mandarin proficiency of young learners in grades 2-4. Developed with a keen understanding of the unique cognitive and linguistic developmental stages of children, the CCCC offers an objective metric for evaluating language skills across diverse cultural and linguistic backgrounds. The test is meticulously designed to resonate with the everyday experiences and interests of children, thereby not only providing an accurate measure of their Mandarin proficiency but also fostering a continued interest in further language study.

The CCCC distinguishes itself through several noteworthy features. Firstly, the test content is crafted to be engaging, diverse, and relevant, ensuring that it captures the interest of young test-takers. Secondly, the content is specifically tailored to align with the life experiences of children, making the test relatable and thereby enhancing its validity. Thirdly, the test is structured to be congruent with the cognitive and linguistic developmental milestones typical of the age group it targets, ensuring that the assessment is both challenging and achievable. Lastly, the test booklet is aesthetically designed with captivating, color-printed illustrations aimed at sustaining children's attention throughout the test.

By incorporating these features, the CCCC succeeds in providing a comprehensive, relatable, and engaging assessment experience. It not only serves as a reliable tool for gauging Mandarin proficiency but also acts as a catalyst, encouraging young learners to further their pursuit of Mandarin language studies.

STUDENT ORAL PROFICIENCY ASSESSMENT

Student Oral Proficiency Assessment ("SOPA") interviews are innovative language proficiency assessment instruments designed to allow students in grades 2-4 to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension.

These interactive listening and speaking assessments are designed for children who are learning a foreign language in a school setting. They include hands-on activities and are conducted entirely in the foreign language. Students are assessed in pairs by two trained test administrators and, during the activities or tasks, are encouraged to interact with each other as well as with the

interviewers. The focus of the interview is to determine what the students can do with the language.

HANYU SHUIPING KAOSHI

The Hanyu Shuiping Kaoshi (“HSK”) represents a significant advancement in the field of Mandarin language assessment, having been introduced by Hanban to cater more effectively to the needs of Mandarin learners worldwide. This innovative test is the culmination of interdisciplinary collaboration involving experts in Mandarin language teaching, linguistics, psychology, and educational measurement from both domestic and international spheres.

Designed as an international standardized exam, the new HSK aims to rigorously evaluate the Mandarin language proficiency of non-native speakers in both daily and academic contexts. The test is structured across six distinct levels, ranging from HSK Level I to HSK Level VI, each designed to measure varying degrees of proficiency. This tiered approach allows for a nuanced assessment of a candidate's abilities, making the HSK a comprehensive tool for gauging Mandarin language skills for diverse purposes.

REPORT CARDS AND PORTFOLIOS

In addition to the subject area specific assessments described above, TICS will use report cards and portfolios to summarize student achievement.

REPORT CARDS

TICS will issue report cards at the conclusion of each trimester to summarize student performance. These report cards will serve as a formal record, delineating each student's developmental stage in relation to key skills and content that are both grade-level specific and standards-based.

To provide a nuanced understanding of student achievement, our report cards will employ a five-point continuum of learning stages, ranging from 'beginning' to 'exceeding.' These stages will be applied across a broad spectrum of academic disciplines, including but not limited to Mandarin Language Arts, English Language Arts, Mathematics, Social Science, Science, Creative Arts, and Physical Education.

For students in the 5th grade, we will introduce hybrid report cards that combine developmental scores with traditional letter grades. These report cards will also feature narrative sections, where educators can provide qualitative insights into a student's level of mastery. These insights will be drawn from a variety of sources, including classroom observations, student work, portfolio submissions, project rubrics, and other forms of classroom-based and school-wide assessments.

In an effort to modernize our assessment reporting, TICS is actively exploring digital platforms and student data systems that can generate custom summary reports. We are currently considering platforms such as Data Director and Vantage Learning Systems, which offer the capability to consolidate assessments across multiple subject areas into a single, comprehensive

report. The SEI-YV platform, which we are already utilizing, has existing functionalities to create such student reports. Through these technological advancements, we aim to provide a more integrated and streamlined approach to student assessment reporting.

PORTFOLIOS

TICS will implement a portfolio system as part of our assessment plan. Portfolios will be used as a record of learning that includes samples of work and students' reflections on their work. Portfolios display the individual nature of a child's learning over time, provide evidence of academic achievement, and assist teachers with targeted instructional planning.

Portfolios will be scored on a proficient/advanced scale then reviewed by students, parents/guardians, and teachers at each conference, as well as at the end of the school year. As a learning record, portfolios will ensure teacher knowledge of student work from class to class. Each trimester, students, in consultation with their teachers, will select work samples from all core-subject areas to place in their portfolios. As part of this selection process, students will reflect on their performance to identify their strengths and areas for improvement, as well as set personal goals for themselves.

ASSESSMENT CYCLE

The following table provides an overview of the assessment tools described in the table in **Element B: Measurable Student Outcomes**, which are aligned with the eight state priorities, pursuant to Education Code Section 52060(d). TICS affirms that its methods for measuring student outcomes for the eight state priorities, as described in **Element B: Measurable Student Outcomes** of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Measurable Outcome (As Defined in Element B)	Assessment Tools	Frequency
Outcome #1: All students will become proficient readers and writers of the English language	Smarter Balanced Assessment in English Language Arts or Star Assessments by Renaissance ELPAC by ETS	Annually in Grades 3-5 Annually in Grades K-5 Annually in K-5
	i-Ready by Curriculum Associates	3x/Year in Grades K-5
	DIBELS Next, ORF and RTF (Grades 5-6)	2x/Year in Grades 5
	Basic Phonics Skills Test	3x/Year in Grades K-2
	Primary and Elementary Spelling Inventory	3x/Year in Grades K-2
	High Frequency Words Assessment	3x/Year in Grades K-2
	Writing Rubrics Aligned to State Standards	3x/Year in Grades K-5

	Report Cards	3x/Year
	Teacher Observations	On-Going
	English Portfolio Submissions	3x/Year
Outcome #2: All students will become proficient in Mathematical skills and content	Smarter Balanced Assessment in Mathematics or Math Growth Measure by Houghton Mifflin Harcourt.	Annually in Grades 3-5 Annually in Grades K-5
	Internal Benchmark Assessments	3x/Year
	Report Cards	3x/Year
	Teacher Observations	On-Going
	Mathematics Portfolio Submissions	3x/Year
Outcome #3: All students will become proficient in Science concepts and scientific thinking	The CAST is an online assessment based on the NGSS. All LEAs with eligible students in grades five and eight and in high school will administer the CAST operational test. The CAST operational test uses the current CAASPP test delivery system and will be administered online only.	Annually in Grade 5
Outcome #4: All students will become proficient in Social Science practices and content	Unit Test	End of Unit
	Report Cards	3x/Year
	Teacher Observations	On-Going
	Science Portfolio Submissions	3x/Year
Outcome #5: All students develop a high level of oral proficiency and literacy in the Mandarin language	The Smarter Balanced Assessment Consortium has not developed an assessment for Social Science at this time. TICS will continue to refine and update our assessment list to integrate new tools as they become available.	Annually in Grades 3-5
	Unit Test	End of Unit
	Report Cards	3x/Year
	Teacher Observations	On-Going
	Social Science Portfolio Submissions	3x/Year
	SOPA (Speaking)	Annually in Grades 2-4
	CCCC (Listening and Reading)	Annually in Grades 2-4
	HSK (Listening, Speaking, Reading, Writing)	Annually in Grades 5

	Internal Benchmark Assessments	3x/Year
	Report Cards	3x/Year
	Teacher Observations	On-Going
	Mandarin Portfolio Submissions	3x/Year
Outcome #6: All students will develop cross-cultural competency by developing an awareness of other cultures and an international perspective	Parent and Teacher Survey	3x/Year
	Teacher Observations	On-Going
Outcome #7: English language development for EL students	ELPAC	Annually
Outcome #8: Special Education	IEP Goals for Special Education Students	Annually
Outcome #9: Students will be thoughtful, engaged citizens, and demonstrate 21st century life skills (problem-solving, collaboration, critical thinking, adaptability, and resourcefulness.	Six-Seconds Emotional Intelligence Assessment – Youth Version (SEI – YV)	Annually
	Participation in Community Service Projects	2x/Year
	Report Cards	3x/Year
	Teacher Observations	On-Going

USE AND REPORTING OF DATA

At the start of each academic year, TICS will conduct orientation meetings to introduce our assessment philosophy and system to families. These sessions will also serve as training opportunities for families to understand how to access various forms of assessment data. These assessments include, but are not limited to, student report cards, CAASPP results, the School Accountability Report Card (“SARC”), interim and benchmark assessments, student portfolios, and project assessments. Some of this data will be available through the Charter School's website. Additionally, assessment data will be shared directly with families through multiple channels, including teacher-parent conferences, phone communications, and materials sent home with students. We are committed to accommodating families with unique reporting needs, and we will diligently document all parent-teacher interactions.

Teacher-parent conferences will typically be scheduled in late November, providing a platform for collaborative goal-setting involving parents, students, and educators. These conferences will also offer parents a comprehensive assessment of their child's academic, social, emotional, and physical development.

Students will stay informed about their assessment results through teacher feedback, report cards issued at the end of each marking period, and progress reports midway through each marking period. Students, individually and collectively, will engage in data-driven self-assessment, goal-setting, outcome evaluation, and action planning.

For families of English Learners, we will adhere to mandated communications regarding reclassification, following Title III requirements, and facilitated through annual ELPAC testing results. Parents of students with IEPs will receive reports as stipulated in each respective IEP. TICS is dedicated to adhering to all state and federal laws concerning reporting requirements for students with disabilities and English Learners.

Strategically, the Principal will collaborate with teachers and the School Site Council to utilize assessment data in developing both annual and targeted plans aimed at improving student achievement. These plans will encompass various aspects of school improvement, including enhancing student achievement, refining instructional strategies, optimizing educational programs, fostering community relations, augmenting parent involvement, streamlining communication channels, addressing facilities management, strategizing staffing, facilitating personnel development, and managing financial resources effectively.

To manage student data effectively, TICS will implement a robust Student Information System ("SIS"). The Principal, in consultation with staff members and the Board of Directors, will oversee the selection of this system. The chosen SIS will align with TICS's mission and vision and fulfill all mandated reporting requirements at local, county, state, and federal levels. Among the systems under consideration are School Loop, School Pathways, Illuminate, Zoom, Data Source, and Data Director. The selected system will possess the capability to generate reports that disaggregate, analyze, and disseminate performance data to various stakeholders, including staff, parents, students, and the authorizing agency.

Regarding data utilization, TICS's educational staff will engage in a continuous process of data review and evaluation, with a specific focus on student learning outcomes. Teachers will analyze individual performance data for students in their classrooms and collaborate in teams to review class-wide performance and benchmark data. These data-driven insights will help educators identify trends in student performance, highlighting areas of both underperformance and high achievement. Special attention will be given to identifying 'focus students' who are not making adequate progress in one or more academic areas.

Furthermore, assessment data will serve as a critical tool for evaluating the effectiveness of curriculum units and instructional methods. This evaluative process will inform subsequent refinements or modifications to future units and instructional strategies. Collaborative teams, organized by grade levels and subject areas, will use these data-driven insights to formulate pertinent questions and develop hypotheses. This iterative process will ensure that our educational approach remains dynamic and responsive, fulfilling our commitment to academic excellence.

REPORTING TO AUTHORIZING ENTITY AND OTHER STAKEHOLDERS

TICS will expeditiously respond to all reasonable requests for information from the District or any other authorized agency. The Charter School will also ensure that data reporting to the District is conducted in a timely manner, in strict compliance with legal requirements.

In alignment with Title III, TICS will rigorously adhere to all mandated reporting protocols pertaining to English Learners. This includes the timely dissemination of ELPAC results to parents, as well as the provision of reclassification notifications.

Furthermore, in accordance with the IDEA, TICS will fulfill all state and federal reporting obligations for students with IEPs. This will include, at a minimum, the issuance of trimester reports to the parents of Special Education students, detailing progress toward the achievement of goals as outlined in the IEP.

Through these measures, TICS aims to maintain a high standard of accountability and transparency, ensuring that all stakeholders are well-informed and that the institutions remain in compliance with all relevant legal and regulatory frameworks.

SCHOOL ACCOUNTABILITY REPORT CARD

TICS will compile the necessary data and create a SARC annually as required by state law. The SARC shall contain all the following, as applicable to TICS:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Post-secondary preparation information
- Fiscal and expenditure data

ELEMENT D (4): 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."

Education Code Section 47605(c)(5)(D)

LEGAL STATUS

TICS will function as a directly funded independent charter school, operated by Mandarin Immersion Schools, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status. This operation is in accordance with California law, contingent upon the approval of this charter. The primary role of Mandarin Immersion Schools is to ensure that TICS remains in strict compliance with the provisions of this charter and that it receives the requisite resources and support to achieve its objectives. Governance of TICS will be the responsibility of the Mandarin Immersion Schools, Inc. Board of Directors.

While the Mandarin Immersion Schools Board will operate with a degree of autonomy from the District, it will be subject to supervisory oversight as mandated by statute. Additionally, any contracted services between the District and TICS will be negotiated and formalized. In accordance with Education Code Section 47604(d), the District is not liable for the debts, obligations, or any claims arising from the acts, errors, or omissions of TICS, provided that the District has fulfilled its statutory oversight responsibilities. These responsibilities include, but are not limited to, the requirements set forth in Education Code Sections 47604.32 and 47605(m).

Attached as Appendix I are the Articles of Incorporation, Bylaws, and a draft Conflict of Interest Code for Mandarin Immersion Schools. These documents serve to further clarify the governance structure and operational guidelines for TICS.

BOARD OF DIRECTORS

The governance of TICS will be vested in the Mandarin Immersion Schools Board of Directors, hereinafter referred to as the "Board" or "Board of Directors." The Board's governance will be in alignment with its adopted bylaws, which are designed to be congruent with the stipulations of this charter. The Board bears the ultimate responsibility for the overall operation and activities of TICS. As part of their governance role, Board members are obligated to actively seek and consider input from parents, faculty, and staff on matters of significant importance before making any consequential decisions. The Board primarily fulfills its governance responsibilities through the formulation and adoption of policies that provide guidance and interpretation of the charter's provisions. The Executive Director is charged with the oversight and implementation of these policies.

Election procedures for the Board will be governed by the stipulations outlined in Article VII, Section 16 of the Bylaws. The Board will be composed of a minimum of five (5) members and a maximum of fifteen (15) members. The initial founding Board will consist of five directors, the details of whom are described subsequently. In alignment with governance best practices, TICS aims to maintain a Board size ranging from five to seven directors once the school is operational.

and the Board is formally established. The Board will also include a parent member and may include a District representative, should the District choose to appoint one. This composition allows for a diverse range of expertise and adequate committee membership, while also maintaining a manageable size conducive to effective strategic decision-making.

Terms for the initial Board of Directors shall be five (5) seats for a term of either three (3) or four (4) years. The composition of the initial Board of Directors is as follows:

Name	Term Expiration
Joe Lu	June 2027
Timothy Jones	June 2026
Ruby Costea	June 2027
Anko Hsiao	June 2026
Sophia Chen	June 2027

Subsequently, each member of the Board of Directors shall hold office for three (3) or four (4) years and until a successor director has been designated and qualified, unless otherwise removed from office in accordance with the bylaws. Terms will be staggered to ensure that at any given time no more than one third of the Board has less than one year of experience on the Board. Directors' terms will expire according to the bylaws. Members are reelected by majority vote Article VII, Section 5 as noted in the Bylaws (Section 7 of petition).

Board Members shall have experience in one or more areas critical to charter school's success: education, human resources/administration, government, business, facilities/real estate, public relations, technology, finance/accounting, nonprofit/corporate structure, law/legal compliance, leadership and fundraising. New board members will be designated by the Board of Directors in accordance with the bylaws, Article VII, Section 6, with a 51% vote approval.

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

ROLES AND RESPONSIBILITIES OF THE BOARD

Tustin International Charter School Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). Also, there will be an annual meeting in June. Meeting notices and agendas will be posted in compliance with the requirements of the Brown Act. The Board meetings will be headed by a Board Chairman. The Board Secretary will be responsible for recording governing board actions. The Board of Directors is fully responsible for the operation and fiscal affairs of TICS, including, but not limited to, the following:

- Ensure that TICS adheres to the goals outlined in this charter, as well as state and federal guidelines
- Define and refine TICS's mission, vision, and strategic direction
- Ensure effective organizational capacity and planning

- Enhance the organization's public standing
- Recruit and orient new board members
- Assess board performance
- Provide support for additional fundraising, marketing, and other services as needs arise
- Advocate on behalf of TICS by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education
- Approve all financial policies that set the processes and controls for contracts, expenditures, and internal controls
- The Board will make the final decision on the employment of the top-level administrators
- Approve all personnel actions at the Charter School (e.g., hiring, discipline, evaluation, dismissal) based upon the recommendation of the Executive Director and Principal
- Approve contractual agreements
- Approve and monitor the implementation of general policies of TICS, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor TICS's annual budget and budget revisions
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of TICS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of TICS
- 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
- Approve the school calendar and schedule of Board meetings
- 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
- Take action on recommended student expulsions pursuant to TICS policy

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

The Board shall adopt a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 87100, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the draft Conflict of Interest Code is attached in the petition. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of TICS any of those duties with the

exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

BOARD COMMITTEES

The Board anticipates appointing three standing committees with the following responsibilities:

- Finance Committee: Oversees the Charter School's finances. Reviews budget proposals and year-to-date expenses and revenues. Elects an auditor, reviews annual audit, and reports to the full Board.
- Facilities Committee: Oversight responsibility for facilities used by the Charter Schools. Investigates alternative facility options for the future. Works with the Executive Director on space needs, lease or purchase agreements, and permit requirements.
- Governance Committee: Promulgates a common set of director responsibilities. Responsible for Board recruitment, orientation, and development.

The Board may also designate additional committees under the terms of the bylaws. The Board may create and terminate such committees at will. Examples of possible committees include Executive, Development, Fundraising, and Education/Curriculum. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the Board's attention. Board committees shall comply with applicable provisions of the Brown Act.

BOARD TRAINING

The Board of Directors will attend periodic conferences and in-service opportunities for the purposes of training individual board members regarding their conduct, roles, and responsibilities. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be given by the Charter School's legal counsel, the California Charter Schools Association, or other experts. The Board will 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, charter school legal compliance, ethics, and the Brown Act.

ROLE OF THE EXECUTIVE DIRECTOR

The Executive Director shall act as the Chief Executive Officer of the Tustin International Charter School. They are responsible for the effective operation of all the Charter Schools, general administration of all instructional, business, or other operations of the Charter Schools, and for advising and making recommendations to the Board with respect to such activities. They shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as required by the TICS School Board.

The Executive Director must report directly to the Board, and they are responsible for the orderly operation of TICS and the supervision of all employees in TICS. The Executive Director shall perform assigned tasks as directed by the Board. All duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of TICS or other appropriate employee or third-party provider.

ROLE OF THE PRINCIPAL

The Principal serves as the academic linchpin of the school, operating under the guidance of the Executive Director. This role entails advising both the Board and the Executive Director on many issues, including but not limited to budgetary considerations, program development, and other operational aspects. Charged with the day-to-day management of the school, the Principal is responsible for the effective implementation of Board policies and the oversight of all staff members.

In addition to these managerial duties, the Principal plays a pivotal role in academic program development. This includes spearheading professional development initiatives and collaborating closely with teaching staff to enhance both curriculum and instructional methods. The Principal is also tasked with fostering a robust and respectful relationship between the school and its families. This involves maintaining an open channel of communication to keep families informed about their children's academic performance and behavioral development.

The Principal's responsibilities are not limited to these areas; they also include any tasks assigned by the Board. Furthermore, the Principal serves as a supportive figure to the Executive Director, aiding in the execution of broader organizational strategies and objectives.

PARENTAL/COMMUNITY INVOLVEMENT

Parents and families of enrolled students will have ample avenues to interact with both the Board and the school's leadership team. In compliance with the Brown Act, all regular meetings of the Board will be open to the public. Parents will be duly notified of the time and venue of these meetings, enabling them to attend and offer public comments, feedback, or suggestions directly to the Board.

To further foster a sense of community within the school, parents will be encouraged to establish a voluntary Parent-Teacher Organization (PTO) at the Charter School. The PTO will serve as a collaborative body that works in conjunction with the school administration to support student success. Beyond this, the PTO will assume a leadership role in orchestrating

and promoting a range of activities aimed at community building. These activities may encompass family-oriented math and literacy events, educational seminars for parents, student performances, and exhibitions showcasing student work. Through these various channels, the school aims to facilitate ongoing dialogue and engagement among parents, educators, and the Board, thereby enriching the educational experience for all students.

School Site Council

The School Site Council (“SSC”) serves as an integral part of the school's governance structure, comprising a diverse set of stakeholders including parents, the Principal, teachers, and other school staff. The council plays a pivotal role in the coordination of school-based programs and serves as an advisory body to the Principal. Its responsibilities extend to communicating the Charter School's design, outcomes, and needs to a broader audience, including the public, educational professionals, and policy makers. In this capacity, the SSC also advocates for the policies and resources essential for the school's success.

The SSC convenes on a monthly basis to deliberate on a wide array of school activities, from academic programs to community engagement initiatives. The council's recommendations are then communicated to the Board of Directors through the Principal, thereby ensuring a cohesive and well-coordinated approach to school governance.

The overarching aim of the SSC is to enrich the educational environment and strengthen the sense of community within the school. It supports various programs that complement the classroom curriculum and works to enhance the overall school community. Through its advisory and communicative functions, the SSC plays a crucial role in the continuous improvement and success of the educational programs at the Charter School.

Single Plan for Student Achievement

The Single Plan for Student Achievement (“SPSA”) serves as a comprehensive blueprint for the school's ongoing efforts to enhance student performance. This document encapsulates the school's commitment to a cycle of continuous improvement, outlining specific goals, actions, and strategies aimed at elevating educational outcomes. The SPSA is not a static document; rather, it undergoes an annual process of rigorous evaluation, review, and updating. This iterative process involves a meticulous review of relevant data, including academic performance metrics and other indicators, to inform the development or modification of actions designed to achieve the school's educational objectives.

In addition to its focus on academic improvement, the SPSA also delineates the allocation of resources, specifying funding sources and proposed expenditures associated with state and federal categorical programs. This ensures that financial resources are strategically deployed to support targeted areas of improvement, thereby maximizing the impact of available funds.

The SPSA is a comprehensive document that incorporates various sub-plans and policies, including the School Action Plan, Safe Schools Plan, School Parental Involvement Policy, and Home-School Compact. These components collectively contribute to a holistic approach to

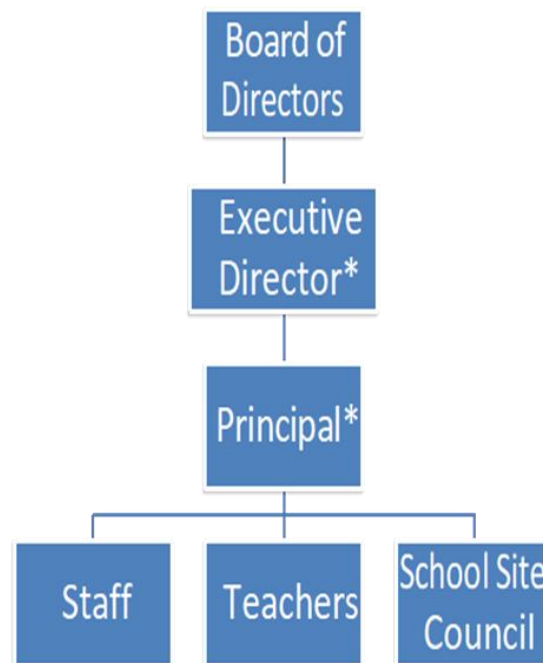
school improvement, addressing not just academic concerns but also issues related to school safety, parental engagement, and home-school collaboration.

The approval of the SPSA, or a LCAP in its place, is a collaborative effort involving multiple stakeholders. Each year, the School Site Council meticulously reviews the plan, offering insights and recommendations. Following this, the local governing board gives its final approval, thereby formalizing the school's commitment to the goals and actions outlined in the SPSA. This multi-layered approval process ensures that the plan is both robust and aligned with the broader educational objectives of the school community.

ORGANIZATIONAL CHART

In the initial or subsequent school years, we may consolidate the roles of Executive Director and Principal due to budgetary constraints. As we secure additional funding, our intention is to recruit exceptionally qualified individuals to assume the roles of Executive Director and School Principal separately.

Tustin International Charter School



ELEMENT E (5): EMPLOYEE QUALIFICATIONS

*"The qualifications to be met by individuals to be employed by the charter school."
Education Code Section 47605(c)(5)(E)*

TICS is driven by its own mission and vision, to provide a superior public education to a diverse group of Tustin's children by creating a public school that relentlessly focuses on high quality and personalized instruction. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees at the Charter School will be employees of TICS. TICS is a school of choice, and no employee will be required to work at the Charter School.

In accordance with Education Code 47605(e)(1), TICS shall be nonsectarian in its employment practices and all other operations. TICS shall not discriminate against any individual (employee or pupil) 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the TICS employee processing policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and tuberculosis risk assessment and exam, if necessary).

The Charter School will comply with all applicable state and federal mandates and legal guidelines related to ESSA.

Employee Records

TICS will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually.

Specific Qualifications for all Staff

EXECUTIVE DIRECTOR

The Executive Director shall be the Chief Executive Officer of the Tustin International Charter School. They are responsible for the effective operation of TICS; general administration of all instructional, business or other operations of TICS; and for advising and making recommendations to the TICS Board with respect to such activities. They shall perform all the duties and accept all the responsibilities usually required of a Superintendent as prescribed by the TICS Board. The Executive Director will also act as the Principal of TICS during the first or second year until our budget allows for the hiring of a Principal. In the capacity of Principal,

they will be responsible for all day-to-day operations and the requisite duties required of a Principal.

Duties Related to the Board

- Embody, advocate for, and execute on the mission, vision, and strategic direction of TICS
- Advises the Board on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and school site councils
- Submits to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions
- Reports periodically on all TICS operations
- Conducts special studies requested by the Board
- Secures legal opinions when needed
- Submits staff members' communications to the Board or to Board committees at regular Board meetings, with or without recommendations

Duties Related to Staff

- Coordinates the work of all schools and departments
- Directs the employment and assignment of administrative staff and coordinates administrative staff activities
- Assists in the selection and recommendation to the Board of the best qualified and most competent candidates for the top-level officers, such as Principal or other top office in accordance with nondiscrimination policy and affirmative action plans, as needed
- Updates the Board regarding the leave, classification, retirement, resignation, promotion, suspension or dismissal of TICS employees if necessary

Duties Related to Non-Instructional Operations

- Seeks and identifies sources of income and funding
- Maintains and updates adequate census and scholastic records, business and property records, and personnel records
- Submits to the Board periodic financial and budgetary reports which identify TICS's outstanding obligations
- Annually prepares and submits to the Board the TICS budget for the upcoming year; revises this budget or takes other related action as the Board designates
- Approves all expenditures in accordance with Board policy and within Board-approved appropriation limits
- Work with the Board of Directors to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary
- Provide financial reports to the Board, the District, and other agencies as mandated by law
- Arrange for annual audit with an outside independent auditor to ensure the soundness of TICS finances

- Makes recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment, and transportation services
- Develops instructions and regulations governing the use and care of school properties for school purposes
- Represent TICS at District and County administrative meetings and other meetings as requested by the Board

Qualifications

Education and Experience

- Master's Degree or higher in Educational Administration or related field
- Valid California Administrative Credential
- Valid California Teaching Credential (preferred)
- Training or experience in finance generally or public or charter school finance specifically (preferred, but not required)
- Preferred 3 years of successful experience managing schools
- Preferred 3 years full-time K-5 teaching experience, preferably in a bilingual, immersion or foreign language classroom
- Experience coaching and developing staff
- Previous administration of a language immersion program
- Capable of communicating in Mandarin (preferred)

Knowledge of:

- Local, state and federal laws applying to public schools
- Laws and regulations specific to charter schools
- Special education needs and issues
- English learner needs and issues
- Budget preparation and control procedures
- Language immersion programs
- Current second language acquisition and/or language immersion educational theory and research
- Curriculum development and program design related to language immersion and second language development in both native and non-native students

Ability to:

- Manage budgets, prioritize expenditures, and seek innovative methods for providing school resources
- Promote and market the educational program and services of the Charter School
- Interpret policy, procedures, and data, especially federal, state and local laws and rules pertaining to English Language Learners and Special Education students
- Create, communicate and maintain a clear, compelling vision for a progressive immersion program, and motivate and inspire others to work towards that vision
- Anticipate and effectively manage conflict, using active listening and conflict-management skills to proactively resolve disagreement among stakeholders

PRINCIPAL QUALIFICATIONS

The Principal is the day-to-day as well as the instructional leader at the Charter School, with responsibility for ensuring the Charter School and its students achieve the outcomes outlined in this charter petition. The Principal must have the following knowledge, skills, and abilities (qualifications):

- Valid California Administrative Credential
- Valid California Teaching Credential (preferred)
- Proven track record in leading schools and achieving academic results
- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- Expertise in dual-immersion and/or Mandarin language education programs
- Knowledge of formative assessment of student progress and use of data to inform classroom practice
- Ability to attract, select, and develop highly effective teachers
- Experience with school finance and operations, especially charter public schools
- Entrepreneurial passion; the ability to thrive in the excitement and ambiguity of high-growth environment
- Excellent verbal and written communication skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds
- Excellent organizational, time management, and multi-tasking skills
- Legal authorization to work in the United States
- Bachelor's degree; Masters or Ph.D. in relevant area preferred
- 4+ years professional teaching experience, preferably in immersion
- 3+ years professional experience as a school administrator or executive in the education field

ASSISTANT PRINCIPAL QUALIFICATIONS

The Assistant Principal supports the Principal and teachers to meet the Charter School's academic and school culture goals. This individual must have the following knowledge, skills, and abilities (qualifications):

- Valid California Administrative Credential (preferred)
- Valid California Teaching Credential (preferred)
- Proven track record in leading teacher teams and achieving academic results
- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- Experience in language immersion programs preferred

- Knowledge of formative assessment of student progress and use of data to inform classroom practice
- Ability to develop highly effective teachers
- Entrepreneurial passion; the ability to thrive in the excitement and ambiguity of high-growth environment
- Excellent verbal and written communication skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds
- Excellent organizational, time management, and multi-tasking skills
- Masters degree, Ph.D. or EDD in relevant area preferred

Operations Manager Qualifications

The Operations Manager works under the Principal to support staff by handling a wide variety of administrative, financial and operational responsibilities. This individual must have the following knowledge, skills, and abilities (qualifications):

- Three or more years of experience as an Office Manager or Operations Manager; school background preferred but not required
- Excellent verbal and written communication skills; fluent in English; prefer proficiency in Chinese (either Cantonese or Mandarin)
- Strong organizational, time management and multi-tasking skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds; commitment to serving a racially and socioeconomically diverse student population
- Extremely adept at using technology, including Microsoft Office and student information systems such as PowerSchool
- Entrepreneurial energy; the ability to thrive in the excitement and ambiguity of fast-paced environment
- Minimum A.A. Degree; Bachelor's preferred
- Certification in First Aid preferred

COORDINATOR OF MANDARIN CURRICULUM & INSTRUCTION QUALIFICATIONS

The Mandarin Curriculum Coordinator works under the Principal to support teachers to develop the portion of the education program taught in Mandarin. This individual must have the following knowledge, skills, and abilities (qualifications):

- Proven track record in curriculum development and program design related to dual immersion and Mandarin language development across multiple grade levels
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- At least 4 years' experience of planning within a Chinese immersion classroom; 2+ years in a position requiring curriculum development for a Chinese immersion program

- Knowledge of a wide range of Chinese immersion resources, including print materials and technology tools
- Bilingual and biliterate in Mandarin Chinese and English
- A deep understanding of a wide variety of instructional practices, especially including second language learning and differentiation in the classroom and how to integrate this into curriculum Knowledge of appropriate methods and resources for assessment in Mandarin Chinese
- Excellent organizational and time management skills
- Flexible and entrepreneurial
- Excellent communication and interpersonal skills
- Bachelor's Degree in a relevant field

TEACHER QUALIFICATIONS

Teachers at the Charter School shall meet all requirements for employment set forth in applicable provisions of law, including Education Code Sections 47605(l) and 47605.4, and any applicable requirements of ESSA. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. The qualifications of teachers to be employed in the Charter School are designed to ensure students meet the educational goals outlined in this charter petition. Specifically, teachers should have the following knowledge, skills, and abilities (qualifications), in addition to meeting credential requirements:

- Valid California Multiple Subject Teaching Credential
- Knowledge of child cognitive development and different learning styles
- Deep knowledge of subject matter, including State Standards and California subject-specific frameworks
- Knowledge of assessments of student progress and comfort using qualitative and quantitative student academic performance data to inform classroom practice
- Knowledge of effective language immersion teaching practices
- Ability and willingness to reflect and improve on their own performance
- Bilingual and bi-literate in both Mandarin Chinese and English (except for English-only positions)
- Demonstrated interest in and ability to work collaboratively with individuals from a variety of backgrounds, including colleagues, parents and community; cultural competence; commitment to serving a racially and socioeconomically diverse student population
- Bachelor degree and California Teaching Credential suitable for the grade level or subject assigned to
- Bilingual Certificate of Competence ("BCC") or Bilingual, Cross-cultural, Language, and Academic Development Certificate ("BCLAD") preferred
- 1+ year working with students as a teacher, teacher intern, or teaching assistant
- For teachers teaching TK and K, one of the following credentials (desired):
 - Early Childhood Education ("ECE") Specialist Instructional Credentials
 - Specialist Instructional Credential in ECE Specialist Instructional Credential in Early Childhood Education.

- Eligibility pursuant to Education Code Section 48000(g)

Teacher Hiring

The recruitment of teachers at TICS is a strategic process that combines the expertise of California State Universities' Mandarin credentialing programs and the leadership of Dr. Christy Lao, a distinguished member of the founding team. Dr. Lao holds a pivotal role as the leader of the Mandarin credential program at San Francisco State University (SFSU).

By tapping into California State Universities' Mandarin credentialing programs, TICS gains access to a specialized pool of educators who have undergone rigorous training in Mandarin instruction. These educators possess a deep understanding of language acquisition principles and are well-equipped to deliver high-quality language immersion education. Their training aligns seamlessly with the school's mission to provide a comprehensive Mandarin immersion program.

Dr. Christy Lao's leadership within the credential program at SFSU elevates the recruitment process to a new level. Her extensive experience and expertise in Mandarin instruction serve as a valuable asset to TICS. Dr. Lao not only facilitates access to this specialized talent pool but also provides an additional layer of quality assurance. Her involvement ensures that candidates recommended for recruitment align with the exacting standards and goals of TICS's Mandarin Immersion program.

Furthermore, to complement the Mandarin language program, TICS will also engage in the recruitment of highly qualified Mandarin teachers and English teachers through EDJOIN. EDJOIN is a recognized platform for posting educational job openings, making it a valuable resource for attracting well-qualified teaching professionals. This dual recruitment approach, encompassing both the Mandarin credentialing programs and EDJOIN, enables TICS to build a diverse and accomplished teaching staff that can effectively deliver its immersion program.

In essence, TICS's recruitment strategy is characterized by a commitment to excellence and a meticulous approach to securing educators who not only possess the necessary qualifications but also align with the school's vision. This multifaceted approach, bolstered by the leadership of Dr. Christy Lao, positions TICS to deliver a Mandarin immersion program of exceptional quality.

The Charter School uses a rigorous multiple-stage approach to teacher selection that includes: a resume screen; interviews; writing sample; demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

The Charter School's Executive Director is responsible for making hiring decisions, and receives input from a Teacher Hiring Committee at all stages. The Hiring Committee typically includes:

- Principal: Conduct 1:1 interviews, participate in interview panels, observe demonstration lessons and conduct reference checks, and make the final hiring decision
- Assistant Principal and/or Mandarin Curriculum Coordinator: Screen candidates, conduct 1:1 interviews, participate in interview panels, observe demonstration lessons and conduct reference checks.
- Teachers: Participate in interview panel and observe demonstration lessons.
- Parents: Participate in interview panel and observe demonstration lessons.
- Operations Manager or Volunteer Hiring Coordinator: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; coordinating with current staff or students for demonstration lessons; and communicating with candidate.

Other Certificated Staff

A pool of day-to-day, at-will (on-call) qualified substitutes, with appropriate background clearances, shall be established and a list of qualified substitutes maintained by TICS.

Non-certificated Staff

All non-instructional, non-certificated staff will possess experience and expertise appropriate for their position with the Charter School and as specified in the job description.

Evaluations

The Principal, serving as the instructional leader of the school, shall be responsible for the evaluation of all teaching and support staff. The evaluation process is designed to be both rigorous and constructive, aimed at fostering professional growth and ensuring alignment with the school's educational objectives.

Evaluations shall be conducted on an annual basis for all staff members. However, after two years of employment, the frequency of evaluations will shift to a biannual schedule. These evaluations will encompass multiple dimensions of teaching and professional conduct, including but not limited to instructional effectiveness, student growth, professionalism, and alignment with the organizational culture and broader mission of the school.

Regular classroom observations will form an integral part of the evaluation process. The Principal will conduct these observations to assess instructional practices and provide timely, constructive feedback. This ongoing dialogue between the Principal and teaching staff serves to identify areas for improvement and to celebrate successes, thereby contributing to a culture of continuous professional growth.

In addition to formal evaluations, each teacher will be required to develop an annual Professional Development Plan, also known as a Personalized Education Plan (PEP). This plan will outline specific professional goals for the academic year, serving as a roadmap for the teacher's growth and development. The PEP will be reviewed in the context of the annual or biannual evaluations, providing a comprehensive view of the teacher's progress and areas for further development.

The overarching aim of this evaluation process is to cultivate a high-performing educational environment where staff are empowered to grow professionally, students achieve optimal learning outcomes, and the institution as a whole thrives.

ELEMENT F (6): 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 require all of the following:

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

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”

Education Code Section 47605(c)(5)(F)

In alignment with our commitment to the well-being of our students and staff, TICS will establish comprehensive health and safety procedures and risk management policies. These measures will be formulated in consultation with the Orange County Health Department, insurance carriers, and experts in the field of risk management. The objective is to ensure a secure and conducive learning environment prior to the school's inauguration.

The health and safety policies will be subject to an annual review, led by the Executive Director in conjunction with the Board of Directors. Upon completion of this review, the updated policies will be disseminated to all staff members and families associated with the school. To further fortify the implementation of these policies, TICS will mandate annual training for all staff to ensure full comprehension and adherence to the established guidelines.

A comprehensive draft of the school safety plan will be submitted to the District for review a minimum of 30 days prior to the school's operational commencement unless an alternative timeline is mutually agreed upon between the District and TICS. This draft will encompass all safety topics stipulated in subparagraphs (A) to (K), inclusive, of Education Code Section 32282(a)(2).

TICS aims to foster a secure, nurturing educational setting where students and staff can focus on academic and personal development without the distraction of safety concerns. The School Safety Plan will be reviewed and updated by March 1 of every year by the Charter School. The plan, in cooperation with the Tustin Police Department, community leaders, parents, students, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence.

STUDENT AND STAFF HEALTH AND SAFETY PROVISIONS

The School Safety Plan will consist of, but not limited to, the following sections:

- child abuse reporting procedures
- routine and emergency disaster procedures

- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responders” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

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

Procedures for Background Checks

In adherence to state and federal regulations, TICS will implement stringent background verification processes for all personnel, including employees and contractors. As mandated by Education Code sections 44237 and 45125.1, all individuals seeking employment with TICS must undergo a criminal background check and provide a summary of their criminal record. To facilitate this, applicants are required to submit two sets of fingerprints to the California Department of Justice for the acquisition of a criminal record summary.

TICS maintains a policy of not employing individuals who have been convicted of a violent or serious felony, except where permitted by law, in compliance with Education Code Sections 44830.1 and 45122.1. Oversight of this policy will be the responsibility of the Executive Director, who will routinely report on its implementation to the Board of Directors. The Chairman of the Board will be responsible for overseeing the fingerprinting and background clearance of the Executive Director.

Furthermore, volunteers who are expected to have direct contact with students outside the immediate supervision of a credential employee will also be subject to fingerprinting and background clearance. This ensures that all individuals interacting with students in any capacity meet the safety standards set forth by TICS, thereby reinforcing our commitment to the security and well-being of our student body.

Employee Records

The Charter School will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures

TICS 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 statuses, 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. TICS shall adopt a comprehensive policy (in the school handbook) to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with TICS's discrimination and harassment policies. All supervisors shall be required to participate in regular trainings around their legal responsibilities.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Tustin Unified School District. TICS shall provide mandated reporter training to all employees, and other persons working on behalf of TICS who are mandated reporters, annually in accordance with Education Code Section 44691.

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/Health Screenings

All students will be screened for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school pursuant to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School. TICS shall maintain student immunization, health examination, and health screening records on file.

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

TICS shall adhere to Education Code Section 49423 regarding administration of medication in school. TICS shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to response to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with

Blood-Borne Pathogens

TICS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall 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.

TICS shall ensure that all staff members receive annual training on the Charter School’s health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Immigration Policy

Charter school will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

Drug Alcohol and Smoke-Free Environment

TICS shall function as a drug, alcohol, and smoke-free environment.

FACILITY SAFETY

TICS will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. TICS agrees to fire inspections 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. TICS shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities). We will acquire a Certificate of Occupancy, if needed, before commencing operations in a private facility.

Emergency Preparedness

If TICS is granted approval by the either TUSD or OCDE to extend our program to include the 8th grade in the future, TICS shall comply with applicable requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of the Charter School.

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

Suicide Prevention Policy

TICS shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2026 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Recess

Except where a field trip or other educational program is taking place, if the Charter School

provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

ELEMENT G (7): MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law: "The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school."

Education Code Section 47605(c)(5)(G).

Overview

TICS will work with neighborhood associations and community groups to provide information about the availability of the charter school in the area. We will actively recruit students from traditionally underserved areas in order to enroll a student population that reflects the rich diversity in race, ethnicity, and economics, which exists in the Tustin area.

TICS will serve approximately 436 students in grades TK-5 at full enrollment. The Charter School plans to maintain a waiting list to ensure the Charter School will meet enrollment goals. It is the absolute goal of TICS to serve the general student population of Tustin, and the Charter School will strive to achieve a racial and ethnic, English Learner, and special education balance that reflects the general population residing in the territorial jurisdiction of TUSD, consistent with Education Code Section 47605(c)(5)(G).

In order to accomplish recruiting EL and special education students, we realize the importance of strong community ties as well as the need to engage the community in partnership with the Charter School. As such, the founding Principal has already begun outreach to the community by participating in a diverse set of community events, holding Zoom meetings, and meeting with community organizations.

Outreach and Recruitment Plan

The Principal and other staff will be tasked with conducting public presentations (with appropriate translation and interpretation services provided, if necessary) to the community in an effort to gain awareness of TICS as a new public school option for Tustin families. TICS leadership will present to rising kindergarten students and at local preschools, Head Start programs, and cooperating with the district. TICS will provide presentations or collateral materials in Mandarin language (Mandarin is the largest EL group in Tustin) to organizations that serve preschool-aged youth like recreation centers and libraries. In addition, the Charter School will do targeted outreach throughout the community through the faith-based organizations, libraries, stores, restaurants, and markets in the area, and community-based

organizations. Parent Zoom meetings are being held weekly to introduce ourselves to the Tustin community.

TICS recognizes the need for our school in the Tustin community. We further recognize the challenges of recruiting students and families to a new school, particularly one that is not their “home” or “district” school. We also recognize that Charter Schools are relatively unfamiliar to many families in the area and that the recruitment process will also be one of informing families about their various choices. As a result, we have planned a strategic effort that will utilize our community and business relationships. We will address this recruitment process openly, transparently, and honestly in order to provide families with the information that they need to make a decision that best serves the needs of their individual children. Our recruitment plan began March 1, 2024 and will remain consistent until we have met our enrollment targets. The Board of Directors will determine the effectiveness of the plan by using school benchmarks as to the number of weekly applications.

TICS will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population, including but not limited to the following:

Earned Media - Earned Media is one of the most effective strategies for garnering widespread attention to a charter school. TICS will utilize the experience and relationships of its founding team members to strategically get articles placed in local newspapers that focus on the innovation at TICS.

Social Media - TICS will also create a social media program including but not limited to Facebook, Twitter, and other Web sites. Once the Charter School opens, we will use these channels to communicate with families and the community as well as to drive recruitment.

Collateral Materials/Leave Behinds - Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from TICS will provide. All materials will be created with the end-reader kept in mind and will be assured to make no false claims. These collateral materials will be printed in English, Mandarin, and other languages as necessary. All marketing material samples will be provided to the District upon request.

Open Houses - Several times each year, TICS will host community informational meetings. Information for each of these open houses will be distributed to all current families and preschools, and via a concerted online and word of mouth grass roots strategy. Dates and times for the open houses will be set to maximize the number of parents that are able to attend. We will hold monthly and potentially weekly open houses until the Charter School has reached its recruiting targets.

Each year TICS shall review its racial and ethnic, English Learner, and special education balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population and will adjust accordingly. Balance will be achieved when it is similar to the demographics of the District.

ELEMENT H (8) : ADMISSION POLICIES AND PROCEDURES

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)."

Education Code Section 47605(c)(5)(H).

In accordance with the governance structure of Tustin International Charter School, the Board of Directors, in consultation with the school's leadership, shall retain exclusive authority to establish all policies, processes, and procedures that pertain to application, admission, and enrollment at TICS. It is incumbent upon all students who attend TICS to adhere scrupulously to these policies governing application, admission, and enrollment.

The application packet designed for admission to TICS shall serve as a comprehensive informational resource. It is intended to equip both students and parents with a nuanced understanding of TICS's operational framework as a charter school, its educational programs, and the academic and behavioral standards expected of its student body. Moreover, the packet will elucidate the rights and responsibilities of students and parents who express a desire to become part of the TICS community. To ensure clarity and transparency, all application materials will explicitly reference key dates and provide exhaustive details concerning application procedures, as well as admissions preferences and requirements, all in alignment with the charter approved by the governing authorities.

Furthermore, the Board of Directors shall exercise unilateral authority in determining the size and composition of the student body at TICS, segmented by grade level. This determination will be predicated on a multiplicity of factors, including but not limited to the academic program offered by the Charter School, its fiscal viability, the educational requirements of the students currently enrolled, the physical capacity of the school site, and the level of interest demonstrated by prospective students. This multi-faceted approach ensures that the Board's decisions are both strategic and aligned with the school's mission and operational capabilities.

Legal Assurances and Admission Criteria

TICS will be nonsectarian in its programs, admission policies, and all other operations, and it will not charge tuition or discriminate against any student based upon any characteristics listed in Education Code Section 220.

TICS shall admit all grade-level eligible pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. TICS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. TICS will be a school of choice, and in compliance with Education Code Section 47605(g), no student will be required to attend TICS. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of a pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including 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. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and making this notice available to parents.

TICS shall require students wishing to attend TICS to complete an application form (this form does not ask for test scores or grades). TICS intends to adopt similar paperwork used at Tustin Unified School District for portability. After admission, students will be required to submit an enrollment packet, which shall include the following:

- Completion of a student enrollment form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;
- Authorization for the Charter School to request and receive from documents from the schools the student has attended or is currently attending;³
- A copy of any existing Student Study Team evaluations and recommendations for the student shall be provided;
- A copy of any existing Section 504 or Individualized Education Program for the student shall be provided.

Open application deadlines, which will normally be in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

TICS shall not charge an application fee nor shall it charge tuition. TICS will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation. Parental involvement is not a requirement for admission. This statement will be on admission papers.

³ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Public Random Drawing

TICS shall require students who wish to attend the Charter School to complete an application form. Application forms will be made available in English, Mandarin, and other languages. Open enrollment will begin on the first business day in January and will run through the end of February. Applications forms will be made available at TICS's administrative office, website and through participation at any Parent Information Meeting held throughout the open enrollment period. Families are highly encouraged, but not required, to attend a Parent Information Meeting to better understand the Charter School and its educational programs.

TICS does not require students enrolling at the Charter School to speak or understand Mandarin. In order to better support students entering TICS, new students entering TICS in 2nd grade and higher will be scheduled for a Mandarin Language Review on the Saturday immediately following the close of the enrollment period. The Mandarin review will assess reading, writing, and conversation abilities of the student. Following this assessment, Mandarin supports will be provided just the same way we provide EL support. Supports offered to assist students entering include the following:

- After school tutoring
- Peer to peer tutoring
- Tutoring during class times by volunteers
- Computer program tutoring
- Classes to instruct how parents or caregivers can help their children learn Mandarin
- Studying in other classrooms for part of the day

Submitted application forms will be date and time stamped and student names added to an application roster to track receipt. If by the close of open enrollment, the number of application forms received is less than the number of spaces available, all applicants will be admitted to the Charter School, upon submission of an enrollment packet. Subsequent application forms will be accepted in subsequent open enrollment periods. Late return of enrollment documentation, following notification of admission, will result in the forfeiture of the offer of admission. In this scenario, students may be placed at the end of the wait list. Wait lists will be used for the school year for which they were created and will not carry over to any subsequent school year.

If the number of students who wish to attend TICS exceeds the Charter School's capacity, admission to TICS, except for existing students, shall be determined by public random drawing in accordance with the admission preferences specified below.

Public Random Drawing and Admission Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend TICS exceeds the Charter School's capacity, admission, except for existing students, who are guaranteed admission in the following school year, shall be determined by a public random drawing (or "lottery") for

each grade level. In accordance with Education Code Section 47605(e)(2), TICS shall offer admission preferences to the following students in the following order:

- 1) Children of current TICS teachers and staff and founders of TICS (Founders have been identified and described in the charter, Section I. Founding Group) (up to 10% of enrollment)
- 2) Siblings of students admitted or attending TICS.
- 3) Students who are currently enrolled in, or reside in the attendance area of, the elementary school where the charter schoolsite is located.⁴
- 4) Students residing within the boundaries of the District
- 5) All other students who wish to attend the Charter School

TICS and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The 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 category 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.

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

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process at least two weeks prior to the public random drawing date. Families do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds or in a public space large enough to accommodate all who are interested. TICS will ensure that the lottery process will be:

⁴ This preference shall only be utilized when needed for application to the Charter School Facility Grant Program, in accordance with Education Code Section 47614.5(c)(2)(A).

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Non-Discrimination

TICS shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. TICS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

TICS shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Homeless and Foster Youth

TICS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. TICS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that TICS is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. TICS shall comply with all applicable provisions of Ed Code sections 48850 – 48859.

APPLICATION TIMELINE FOR THE 2025-26 SCHOOL YEAR

The following estimated application, lottery, and enrollment schedule and process are proposed, and may be amended by TICS as necessary. In year one (1), if the TICS charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

March 4, 2025	Application Forms available
May 2, 2025	Application Forms due by 5:00 pm
May 10, 2025	Public Lottery (if necessary), exact date TBD
Within 1 week of lottery	Families notified
Within 2 weeks of notification	Deadline to confirm intent to enroll and submit enrollment packet

ELEMENT I (9) : ANNUAL INDEPENDENT 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.”

Education Code Section 47605(c)(5)(I)

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting 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. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes in applicable Office of Management and Budget Circulars.

The Finance Committee of the Tustin International Charter School Board will select an independent auditor and will be responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA, educational institution audit experience, and be approved by the State Controller on its published list as an educational audit provider. This auditor will complete an annual audit of TICS’s financial books and records. It will verify the accuracy of TICS’s financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

A copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. The Finance Committee of the TICS Board will review any audit exceptions or deficiencies and develop a plan to resolve them. TICS will submit a report to the District proposing 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.

The independent fiscal audit of TICS is a public record to be provided to the public upon request. Money is set aside in our budget for yearly audit.

ELEMENT J (10): STUDENT 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 are 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 the pupil’s 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker 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).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.’

Education Code Section 47605(c)(5)(J)

TICS is committed to creating a safe, supportive and inclusive school environment using restorative practices in order to build a strong student and faculty culture, a community of mutual

respect, and to reduce discipline referrals, suspensions and expulsions. TICS draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year.

In cases where suspension or expulsion are necessary, TICS will follow a comprehensive set of suspension and expulsion policies which are listed below. The policies will be printed and distributed as part of the Charter School's Student/Parent Handbook and will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. Each student and their parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at TICS. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which 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 this 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/guardians⁵ are

⁵ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and

notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director'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 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 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 requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the attendance policy or the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

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

other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

- 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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 a student's own prescription products by a student.
- 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, which includes but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 5, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 5, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.

- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, "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.
- u) A student 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 student 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).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- 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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 a student's own prescription products by a student.
- 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, which includes but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 5, inclusive.

- r) 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 provision shall apply to students in any of grades 4 to 5, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.
- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, “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.
- u) A student 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 student 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).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Executive Director 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student 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 student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian or

representative will be invited to a conference to determine if the suspension for the student 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 student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 6, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Hearing Officer or Administrative Panel, to be assigned by the Executive Director. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Hearing Officer or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense and the Board of Directors shall make the final determination.

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E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30)

school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Executive Director or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student 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 student. 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.

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

The Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness may leave the hearing room.
4. The Hearing Officer of Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 Hearing Officer of Administrative Panel 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 the complaining witness 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 Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or 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 Hearing Officer 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 student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may

revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's 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 Executive Director 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.

K. 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.

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Students 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.

N. 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 (1) year from the

date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal 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/guardian 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/guardian, 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/guardian 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/guardian 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 U.S.C. 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/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 Executive Director 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 U.S.C. Section 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 U.S.C. Section 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/guardian 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/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K (11): 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.”

Education Code § 47605(c)(5)(K)

BENEFITS AND RETIREMENT SYSTEMS

The Office Manager will be responsible for ensuring health benefits administration. TICS is required to participate in retirement systems and shall provide total compensation to employees that is competitive with other public schools in the Tustin area. This compensation will be comparable to other districts to ensure the successful recruitment of employees that enable the Charter School to fulfill its mission and goals. Specific salaries and stipends shall be identified within the individual work agreements. The Executive Director, in consultation with the Board of Directors, will develop a salary schedule for the Charter School. Administrative and staff salaries will be set at the discretion of the Executive Director based on the candidate’s experience and responsibilities. The salary of the Executive Director will be set by the Board of Directors, to generally follow the same methods as for all other staff.

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and retirement shall be provided by TICS, as well as life, health, dental, vision insurances, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

Retirement

Eligible certificated teachers and administrators shall contribute the State Teachers’ Retirement System (“STRS”). Employees will accumulate service credit years in the same manner as all other members of STRS. Employees contribute at the rate established by STRS. All non-STRS employees will contribute to federal social security. TICS will make all employer contributions towards a qualified 401(k) retirement plan for non-certificated employees up to 5%. Retirement reporting will be contracted out to a qualified service provider; however, the Executive Director will be responsible for ensuring that such retirement coverage is arranged for all employees.

The Public Employees’ Retirement System will not be offered.

ELEMENT L (12): PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

Education Code § 47605(c)(5)(L)

Attendance at Tustin International Charter School is entirely voluntary; no student may be required to attend. Should families choose not to participate in the TICS program, they retain the option to enroll their children in their district of residence or to seek intra- or inter-district transfers, in accordance with the prevailing policies of their home district or county. It is imperative that parents and guardians are fully apprised of these options and their implications. To this end, TICS will include explicit language in its admission forms to clarify that enrollment in TICS does not confer any special entitlement to admission in any specific school or program operated by the local education agency. Such rights, if any, are solely at the discretion of the respective local education agency. This approach ensures that parents and guardians make educational choices for their children based on comprehensive and accurate information.

ELEMENT M (13): 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 any rights of return to the school district after employment at a charter school.”

Education Code Section 47605(c)(5)(M)

Employment at Tustin International Charter School is not a requirement for any public school district employee.

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N (14): DISPUTE RESOLUTION PROCEDURES

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.”

Education Code Section 47605(c)(5)(N)

The following provisions are intended to define a mechanism for the resolution of any disputes between TICS and the granting entity. With respect to each of these procedures, it is our intention that all public commentary be withheld pending full resolution.

DISPUTES BETWEEN TICS AND THE DISTRICT

Tustin International Charter School recognizes that it cannot bind the granting entity to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. Tustin International Charter School is willing to consider changes to the process outlined below as suggested by the District. Should any section of this element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Tustin International Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Tustin International Charter School and the District, Tustin International Charter School staff, employees and Board members of Tustin International Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of Tustin International Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Tustin International Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section 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.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The

format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within thirty (30) business days of receipt of the dispute statement, unless the parties agree to an alternate schedule. The costs of the mediator shall be split equally between the District and Tustin International Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and Tustin International Charter School. No parties will make public comment during the dispute resolution process.

INTERNAL DISPUTES

Tustin International Charter School shall have an internal dispute resolution process to be used for all internal disputes related to Tustin International Charter School's operations. TICS shall also maintain a Uniform Complaint Policy ("UCP") and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at Tustin International Charter School will be provided with a copy of Tustin International Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to Tustin International Charter School.

ELEMENT O (15): 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.”

Education Code Section 47605(c)(5)(O)

Closure of the Charter School will be documented by official action of the Tustin International Charter School Board. The action will identify the reason for closure. The official action, by the Board, will also identify an entity and person or persons responsible for closure-related activities. This entity could be a person chosen by the Board or a 3rd party.

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

The Charter School 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 TICS Board's decision to close the Charter School.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Department of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure.

The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will ensure completion of all academic reporting and file all reports required pursuant to Education Code Section 47604.33.

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

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

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

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

MISCELLANEOUS PROVISIONS

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall 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. If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.”

Education Code Section 47605(h)

BUDGETS AND FINANCIAL REPORTING

Fiscal Autonomy

Tustin International Charter School will be a fiscally independent, directly funded charter school.

TICS will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of the Charter School is entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a “do more with less” and “in the best interest of the students” test.

Budget Development

Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and be continually refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with the Charter School’s goals as identified by the Board. A year-end estimate of actual and interim reports will be submitted as well.

The Executive Director shall submit an annual budget to the Board of Directors during the spring of each year. In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, TICS will adhere to the schedule created by the authorizer.

The Executive Director and financial services provider will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year.

The Executive Director and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.

The Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. These policies shall ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement. Financial records will be regularly maintained and a financial report prepared for every meeting of the Board of Directors.

Financial Reporting

Attached in the Appendix, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

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

TICS shall provide reports to 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:

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

The Charter School 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, and the LCAP.

TICS 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, TICS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Attendance Accounting

TICS will utilize attendance accounting procedures that satisfy requirements for the District, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures as required by the District.

SOURCE OF FUNDS

The vast majority of funds for TICS's operations will come from a combination of local funds and State of California's aid, in the form of a per-student standard allocation (Local Control Funding Formula Per Average Daily Attendance, or "ADA"). TICS will also receive additional monies ("categorical funds") for special populations and specific programs. In addition, TICS plans to seek public donations from the community. Although it is not required, students' families are encouraged to donate for continued improvement of TICS.

DIRECT FUNDING

TICS will receive funding pursuant to Education Code Section 47630 *et seq.* and will opt to receive its funding directly from the state pursuant to Education Code Section 47651. TICS shall establish an account with the County Treasury for the receipt and disbursement of such funds. Any funds due to TICS that flow through the County shall be forwarded to TICS in a timely fashion. During the term of this charter petition, TICS and the County will negotiate in good faith to develop a MOU that establishes the specific financial and service relationship between the two parties.

USES OF FUNDS

Annually, most of TICS's funds will go toward personnel and facilities (including rent or debt service, utilities and maintenance). TICS also anticipates spending about 6% of its budget on other direct program costs (e.g., classroom supplies). Private and federal grant funds for onetime start-up costs will be used for items such as furniture, computer equipment, textbooks and professional development.

CASH MANAGEMENT

TICS will seek best practices from similar types and sizes of schools. The Tustin International Charter School Board shall establish checks and balances through board-adopted policies and procedures governing financial control systems and cash management.

FACILITIES

Tustin International Charter School will operate within the boundaries of Tustin Unified School District. If TICS does not secure a private facility, the Charter School reserves the right to request a Proposition 39 facility from the District.

The site will secure a Certificate of Occupancy if needed, prior to operation in a private facility.

If District facilities are used during the term of this charter, the Charter School shall abide by all District policies relating to Maintenance and Operations Services.

INSURANCE COVERAGE

The Charter School shall acquire, maintain, and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School. The estimate included in the budget is based on 228 students for the first year, with an annual increase that reflects the Charter School's growth pattern until it reaches full enrollment. The Charter School shall provide evidence of the above insurance coverage to the District no later than sixty (60) days prior to operation or as otherwise agreed upon date by the District and the Charter School.

IMPACT ON THE CHARTERING AUTHORITY

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

Further, the Charter School intends to enter into a Memorandum of Understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

As stated above, insurance amounts are determined by recommendation of the District and the Charter School'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 the Charter School.

The Charter School shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the District shall have no responsibility for such items. Further, the District shall have no responsibility for losses of student property for any reason whatsoever and the Charter School shall hold the District harmless from any such losses.

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

AUXILIARY SERVICES

Dependent on facility lease requirements, TICS will outsource maintenance/ custodial duties, including major repairs, pest control, janitorial services, and landscaping to vendors qualified to perform such functions. The Charter School will conduct annual reviews to ensure all auxiliary services are safe and developing appropriate policies to ensure the safety of students, staff, and guests.

TRANSPORTATION

Except as may be required by an IEP under the IDEA, or as otherwise required by law, TICS will not be responsible for the transportation of pupils to and from school.

FOOD SERVICES

We will contract with a provider for our students eligible for Federal Free and Reduced Priced Meals. The Charter School will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.

ADMINISTRATIVE SERVICES

The Executive Director will assume the lead responsibility for financial matters at the Charter School under the policies adopted and oversight provided by the Charter School's Board of Directors. We anticipate contracting with a vendor for back-office support. TICS will select a provider based on experience, comparative cost analysis with organizations that offer similar services, and customer satisfaction.

The Executive Director will work with the back-office support provider/financial services provider to manage the Charter School's financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, human resources, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws. The Charter School and its contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School 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.

At any time, TICS may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

NAMES AND QUALIFICATIONS OF DIRECTORS

In accordance with Education Code Section 47605(h), the names and relevant qualifications of the individuals on the TICS Board are addressed on page 10-11.

MISCELLANEOUS CHARTER RELATED ISSUES

NOTIFICATION UPON APPROVAL

Upon approval of the charter petition, the petitioner will provide a written notice of the approval, a copy of this petition, to the District, the County Superintendent of Schools, the California Department of Education, and the State Board of Education (Education Code Section 47605(j)).

INTERPRETING THE CHARTER

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

Changes in the law or the District policies related to charter schools occur from time to time. TICS shall fully comply with all such applicable legal and/or administrative changes. Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered material revisions requiring approval pursuant to Education Code Section 47607.

CONCLUSION

By granting approval to this charter, the District will be acting in accordance with the Charter Schools Act of 1992, thereby fulfilling its legislative intent to enhance pupil learning, generate new professional avenues for teachers, and offer parents and pupils a broader array of educational choices. This action also aligns with the legal directive to foster the establishment of charter schools. The Petitioners express a keen interest in operating autonomously, yet in a manner that is synergistic with the District's objectives, to set an exemplary standard for what a charter school can achieve. In pursuit of this aim, the Petitioners commit to collaborating constructively with the District to address any concerns regarding this document and to submit the most robust possible proposal, seeking a charter term spanning five years from July 1, 2025, to June 30, 2030.

With respect to material revisions to the charter of Tustin International Charter School, such amendments shall be executed only upon mutual agreement between TICS's governing board and the District, in strict compliance with Education Code Section 47607. TICS reserves the right to submit a petition for either the renewal or material revision of its Charter. In response, the District undertakes to adhere to the procedures, criteria, and timelines delineated in Education Code Sections 47605, 47607, 47607.2, and any pertinent regulations enacted pursuant to these sections. This mutual understanding ensures that any modifications to the charter will be conducted in a manner that is both legally compliant and conducive to the continued advancement of educational excellence.

4874-2492-1818, v2

APPENDIX I-A: MANDARIN LANGUAGE ARTS CURRICULUM MAPS

KINDERGARTEN MANDARIN LANGUAGE ARTS

Mandarin Language Arts is based on the California World Language Content Standards and the Common Core State Standards in English Language Arts. It also addresses concepts that are unique to the Mandarin language. Teachers may use Mei Zhou Hua Yu, a US-published curriculum, as a starting point for planning their lessons. Teachers will use content specific books in read alouds or for independent reading that integrate Mandarin Language Arts with Mathematics, Science and Social Studies.

	Unit	Key Concepts
August	All about Me Students learn to greet their teachers and peers and talk about themselves. School is Fun They learn classroom rules and common vocabulary and phrases used in the classroom. They also learn about school supplies.	- Greetings - Develop language and vocabulary for common classroom language - Understand classroom rules - Understand and respond to basic questions such as name and age - Listen to literature about starting school and identify characters and setting - Understand that characters are composed of individual strokes and write the basic strokes - Develop tonal awareness

September & October	My Family & My Friends Students learn to introduce their family members, including pets, if any. They learn social language for making friends. They listen to literature about family and friendship. Colors of Fall Students learn colors and activities for fall.	- Develop vocabulary for family members, animals, and colors - Draw/dictate/write members in one's own family - Identify and name fall colors - Develop vocabulary and understand meaning of vocabulary - Recognize basic strokes and understand that strokes are written in fixed directions - Recognize and write characters for numbers 1-10 - Understand that certain parts of Mandarin characters are pictorial - Recognize and read basic characters starting with pictographs

	Mid-Autumn Festival Students listen to legends about the holiday and learn how it is celebrated.	- Understand key elements of the Mid-Autumn Festival - Listen to fiction and identify characters and settings - Sing songs and recite rhymes and understand their basic meaning
November	Harvest Time! Students learn the names of fall fruits, as well as foods eaten during Thanksgiving. They listen to informational text about the Pilgrim's voyage to America and compare how people lived back then to how we live now.	- Develop vocabulary and phrases for talking about fruits, food, likes and dislikes - Demonstrate understanding of common verbs and adjectives - Locate the title of the book, use illustrations and context to make predictions - Compare and contrast lives in the past and now - Understand that characters are composed of radicals - Start to recognize radicals and know their meaning - Follow correct stroke order to produce known characters - Sing songs and recite rhymes and understand their basic meaning
December	Colors of Winter & Holiday Season Students learn winter colors and activities and how people around the world celebrate winter holidays.	- Develop vocabulary for colors and winter activities, and talk about one's preference - Listen to and read literature about winter holidays - Understand conversations within a familiar and meaningful context - Retell familiar stories with prompt and support - Follow correct stroke order to write characters - Sing songs and recite rhymes and understand their basic meaning
January	Body Parts & Movement Students identify body parts and learn to describe what they use each body part to do (action words). Listen to and read literature related to the topic.	- Develop vocabulary and language for body parts and verbs - Recognize core characters and state meaning - Follow correct stroke order to write characters - Sing songs and recite rhymes and understand their basic meaning - Understand conversations within a familiar and meaningful context

February	Chinese New Year Students learn about blessing phrases, food and how people celebrate. They understand	- Use blessing phrases to greet others - Develop vocabulary related to topic - Listen to fiction and informational text about Chinese New Year

	Chinese New Year customs through folk stories.	- Attend to spoken Mandarin for sustained periods of time - Understand familiar words and phrases in context - Ask and answer questions about key details in a text with prompt and support - Follow correct stroke order to write characters
March	Spring is Here! Students learn about animals, insects and their habitat. They learn about the life cycle of butterflies. They listen to and read informational text about animals and insects.	- Develop vocabulary and phrases for animals, insects and where they live - Observe and describe the life cycle of butterflies - Understand and know the meaning of radicals used in this unit - Follow correct stroke order to write characters - Begin to write short phrases and simple sentences
April	Plant a Tree Students learn about trees and flowers. They learn the structure of plants, benefits of trees, and what plants need to grow. They listen to and read informational text about plants.	- Develop vocabulary and phrases for plants - Observe and describe the structure of plants, and what they need to grow - Begin to write short phrases and simple sentences - Read literature related to transportation - Understand and know the meaning of radicals used in this unit - Write core characters following the correct stroke order
May/June	What Should I Wear Today? Students describe the seasons and weather, and use the weather forecast to help determine what to wear. They listen to and read fiction and informational text about weather and people's choice of clothing and activities.	- Develop vocabulary for seasons, weather and clothing - Look up weather forecast with the assistance of teacher/parents - Describe the clothing student is wearing and why s/he chose to wear those items - Recognize core characters for the topic - Begin to read basic characters and simple sentences - Write core characters following the correct stroke order

FIRST GRADE MANDARIN LANGUAGE ARTS

Mandarin Language Arts is based on the California World Language Content Standards and the Common Core State Standards in English Language Arts. It also addresses concepts that are unique to the Mandarin language. Teachers may use Mei Zhou Hua Yu, a US-published curriculum, as a starting point for planning their lessons. Teachers will use content specific books in read alouds or for independent reading that integrate Mandarin Language Arts with Mathematics, Science and Social Studies.

	Unit	Key Concepts
August	More About Me Students learn vocabulary and sentences to introduce themselves. Class Begins! They learn classroom rules, common vocabulary, phrases and sentences used in the classroom, and the teacher's instructions. They also learn school supplies, materials and classroom furniture.	- Self-introduction - Understand, ask and respond to questions about one's name, age, grade and where s/he lives - Develop language and vocabulary for common classroom objects and language - Understand and respond to teacher's instructions - Understand classroom rules - Develop good learning habits - Learn stroke names and phrases - Write core characters following the correct stroke order - Use the correct tones when speaking

September & October	My Birthday Students learn year, months and dates. They learn vocabulary, phrases and sentences about birthdays, parties and relevant food. They sing birthday songs. They learn how people celebrate life in different parts of the world. Literature World Students listen to and read stories from around the world, describe characters, settings and events. They ask and answer questions about key details in the story, and can re-tell the story and the central message. Mid-Autumn Festival Students listen to legends about the holiday and learn why and how it is celebrated. Students also learn famous poems written for this festival.	- Develop vocabulary for year, months and dates - Develop and use appropriate language relating to someone's birthday - Reading foundation skills - Key ideas and details in fiction - Describe characters, settings and events - Understand and retell the central message in fiction - Understand the different structures of characters - Review/learn characters from 0-31 - Recognize and write characters for core characters - Understand and describe key elements of the Mid-Autumn Festival - Read poems and understand the basic meaning of the poem, as well as the central message in the poem
November	Let's Make a Turkey! Students learn the names of ingredients, spices, common kitchen objects and action verbs. They learn words to tell sequence. Students participate in a project that requires them to research how to make a dish, and present the results in written and oral forms.	- Develop vocabulary and phrases for fruits, food, likes and dislikes - Develop vocabulary for common verbs - Ordering and sequential words - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions) - Identify radicals and know their meaning - Follow correct stroke order to produce known characters

December	I'm Cold! Students learn about the four seasons, weather and clothes. They also learn different illnesses and associated feelings. They read informational text about common illnesses and share their experiences.	- Develop vocabulary for season, weather and clothes - Talk about feelings - Discuss past experience - Listen to and read text about common illnesses - Describe the connection between two individuals, events, ideas or pieces of information in a text - Understand repeated language patterns - Recognize and write characters for core characters
January	World Traveler Students identify major countries, continents, cities and landmarks around the world. They listen to and read literature related to the history, culture and features about the countries and world adventures. Students plan an imaginary trip around the world.	- Develop vocabulary and language for Countries of the World - Compare and contrast the adventures and experiences of characters in stories - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings - Recognize core characters and state meaning - Follow correct stroke order to write characters - Sing songs and recite rhymes and understand their basic meaning

February	Chinese New Year & Lantern Festival Students learn blessing phrases, food and how people celebrate the two festivals. They learn about the Twelve Zodiac Animals. They understand customs and history through folk stories.	- Use and respond to blessing phrases - Develop vocabulary related to the topic - Listen to fiction and informational text about Chinese New Year and the Lantern Festival - Identify basic similarities and differences between two texts on the same topic - Ask and answer questions about key details in a text with prompt and support - Understand the main idea of a new story - Write core characters following the correct stroke order - Follow correct stroke order to write characters - Sing songs and recite rhymes and understand their basic meaning
March	Transportation Students learn transportation by sea, air and land. They identify the mode of transportation they would use to go to places in their community, as well as outside their community. Tea Drinking Students learn the history of tea, different kinds of tea and the method of tea drinking.	- Develop vocabulary and phrases for talking about means of transportation - Read literature related to transportation - Understand the tea culture - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text - Ask and answer questions about key details in a text read aloud, or information presented orally or through other media - Understand and know the meaning of radicals used in this unit - Follow correct stroke order to write characters

April	I Want to be a ... Students learn names of different occupations. They read biographies of famous people. They express personal choice of occupation for the future.	- Understand vocabulary and sentences about occupation - Read literature related to occupation - Identify the reasons an author gives to support points in a text - Produce complete sentences - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) - Understand and know the meaning of radicals used in this unit - Write core characters following the correct stroke order
May/June	Community Students learn the name of places in the community. They listen to and read texts on this topic. Mother's and Father's Day Students learn and review words about family. They learn how to express love and give reasons. Students listen and read stories. Dragon Boat Festival Students learn phrases, food and how people celebrate this festival. They understand customs and history through folk stories.	- Develop vocabulary for places in the community, family and the Dragon Boat Festival - Develop words and sentences to express opinions - Listen to fiction and informational text about the Dragon Boat Festival - Understand familiar words and phrases in context - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood - Write opinion pieces - Recognize core characters for topic - Write core characters following the correct stroke order

APPENDIX I-B: ENGLISH LANGUAGE ARTS CURRICULUM MAPS

KINDERGARTEN ENGLISH LANGUAGE ARTS

English Language Arts units interweave reading, writing and oral language. Lessons are differentiated through guided reading groups and independent reading. The units are aligned with the Common Core State Standards for English Language Arts and the California English Language Arts/English Language Development Framework. The following curricula are for illustrative purposes only as teachers may modify the booklist according to the curriculum they design: Benchmark Advance/Adelante.

	Unit	Key Concepts
August	Welcome to Kindergarten! Writing Focus: Ideas Students learn the procedures and routines for language arts lessons and workshops. In shared reading and read alouds, they read a variety of fiction and nonfiction books. They begin choosing their own books for independent reading. In writing, they study prewriting techniques.	- Procedures and routines - Choosing books - Talking about books - Pre-writing
September	Playing with Language, Letters, Sounds and Words Writing Focus: Ideas Students focus on playing with language through rhyming and building phonemic awareness. They begin studying letters and letter-sound relationships. In shared reading and read alouds, the focus is on answering and asking questions. They begin sharing opinions in writing.	- Rhyming - Looking for letters, sounds and words - Asking and answering questions - Writing drafts and sharing opinions

October & November	Concepts About Print Writing Focus: Organization Students learn about print concepts and book parts. They continue learning about letter-sound correspondence. There is an emphasis on pattern books in reading. In writing, they focus on organizing their ideas and creating their own pattern books.	- Book parts - 1:1 correspondence - Who is an author or illustrator - Illustrations in stories - Putting things into categories
December & January	Being a Word Solver Writing Focus: Organization Students learn word attack and analysis skills on their way to becoming beginning readers. They start to use a variety of clues in their reading and to monitor comprehension. They begin to revise writing with their teacher and peers.	- Use picture, pattern and initial sound clues - Stop and think while reading - Making predictions - Revising your writing
February	Making Connections Writing Focus: Voice Students learn about how to make connections between texts and their prior knowledge. In shared reading, read alouds and independent reading, they study a variety of types of texts. They continue working through the writing process by exploring different genres such as poetry, fantasy and realistic stories.	- Making connections while reading, referencing prior knowledge - Different types of texts (poems, fantasy, etc.)
March	Comparing and Contrasting Writing Focus: Word Choice Students learn to compare and contrast in fiction and nonfiction texts, as well as in their study of multiple meaning words and opposites. They participate in shared research and writing projects.	- Compare and contrast characters - Compare and contrast two texts on the same topic - Words with multiple meanings - Shared research

April	Re-telling Writing Focus: Sentence Fluency Students study the narrative form in their reading and writing, including character, setting and plot. They focus on re-telling familiar stories and books.	- Telling stories - Retelling stories - Story structure - Writing narratives
May	Genre Study: Nonfiction Writing Focus: Conventions, Sharing Information Students focus on nonfiction in their reading and writing. They learn to identify the main idea and details in texts. They begin to consistently use standard English conventions in their writing.	- Fiction v. nonfiction - Using illustrations and captions - Identifying the main idea
June	Author Study Writing Focus: Presentation Students study one author as a culminating unit. They compare and contrast elements of books in the author's writing. They learn different ways to publish their writing as the culmination of the writing process.	- Compare and contrast characters - Pulling together comprehension and word analysis strategies to study one author - Publishing your writing

FIRST GRADE ENGLISH LANGUAGE ARTS

English Language Arts units interweave reading, writing and oral language. Lessons are differentiated through guided reading groups and independent reading. In first grade, decoding skills are developed, along with comprehension and specific skills that are integrated into each unit. The units are aligned with the Common Core State Standards for English Language Arts and California English Language Arts/English Language Development Framework. The following curricula are for illustrative purposes only as teachers may modify the booklist according to the curriculum they design: Benchmark Advance/Adelante

	Unit	Key Concepts
August	Welcome to First Grade! Writing Focus: Ideas Students re-visit the procedures and routines for language arts lessons and workshops. In shared reading and read alouds, they read a variety of fiction and nonfiction books. They choose their own books for independent reading. They learn about long and short vowel sounds. In writing, they study prewriting techniques.	- Procedures and routines - Choosing books -Talking about books - Pre-writing - Short and long vowel sounds
September	Re-telling Writing Focus: Organization Students focus on telling and re-telling stories orally and in writing. They organize their thinking with a beginning, middle and end, using sentence and story structure. They continue to develop phonological awareness. They use verbs to express sense of time. They practice writing narratives.	- Telling stories - Re-telling from books - Story structure - Story elements - Sentence structure - Blending and segmenting phonemes

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October	Monitoring for Meaning Writing Focus: Organization Students focus on monitoring comprehension while they are reading, including referencing prior knowledge. They learn fix-up strategies for when they get lost. They develop decoding skills. They practice sharing their opinions in writing.	- Stop and think while reading - Comprehension and fix-up strategies - Consonant and vowel digraphs - Sharing opinions
November & December	Characters Writing Focus: Voice Students study characters in stories. They compare and contrast characters and learn about points of view, including a nonfiction author's. They continue developing decoding skills. They practice writing using different points of view.	- Characterization - Point of View - Identifying how an author supports reasoning - Final -e words - Syllables
January & February	Creating Sensory Images Writing Focus: Word Choice Students learn to use their senses while reading and writing. They read and write in a variety of genres, including poetry.	- Making mind movies - Using sensory images
March	Reading Across Genres Writing Focus: Word Choice Students learn about a topic by reading across genres, including informational books, stories and poems. They write about the topic as a shared research project.	- Finding information about a topic - Differences between genres - Using text structures and features - Shared research
April	Inferring Writing Focus: Sentence Fluency Students learn that readers sometimes need to infer to understand their reading. They make predictions about texts and look for evidence. They continue developing decoding skills.	- Making predictions - Looking for answers in text - Basic two-syllable words - Inflectional endings

May	Genre Study: Nonfiction Writing Focus: Conventions Students focus on nonfiction in their reading and writing. They learn to identify the main idea and details in texts. They further develop their use of standard English conventions in their writing.	- Fiction v. nonfiction - Using illustrations and captions - Identifying the main idea - Informational writing
June	Author Study Writing Focus: Presentation Students study one author as a culminating unit. They compare and contrast elements of books in the author's writing. They learn different ways to publish their writing as the culmination of the writing process.	- Pulling together comprehension and word analysis strategies to study one author - Publishing your writing

APPENDIX I-C: SOCIAL SCIENCE CURRICULUM MAPS

KINDERGARTEN SOCIAL SCIENCE

In Social Science, students learn about their community, country and world. In kindergarten, the concepts are closely tied to their own experiences. Literacy is integrated through shared reading of content specific texts and through writing about their learning and experiences. The units are based on California History-Social Studies Content Standards and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Teachers will use Houghton Mifflin's History/Social Studies as a basis to plan their lessons.

	Unit	Key Concepts
August & September	Being a Good Citizen Students learn about rules, consequences and citizenship. They learn about characteristics of good citizens through stories and folktales.	- Understand and follow class and school rules - Learn about characteristics of good citizens - Understand that actions have consequences
October & November	My School Students study their school. They learn about the people there and their jobs. They map out and describe the school's layout.	- Relative locations (near/far, right/left) - The school's layout - People at the school
December & January	Jobs People Do Students learn about the work that people do in the school and in their community.	- Familiar jobs

February &
March

Maps

Students study their community and neighborhood using maps. They construct maps and models. They connect places on maps to historical stories.

- Identify land and water on maps
- Identify traffic symbols and map symbols
- Construct maps and models

April & May

Being an American Citizen

Students learn about national and state symbols and icons.

- Identifying flags
- Identifying symbols (bald eagle and Statue of Liberty)

June

Time

Students reinforce their learning about time and calendars from their mathematics lessons. They sequence events in temporal order and use calendars.

- Ordering events in time
- Identify and order days, weeks and months

Learning about the Past

Students learn about the past by studying holidays and American legends. They read historical accounts of famous people. They also study how daily life was different for people in the past.

- Identifying reasons for commemorative holidays
- Historical figures (George Washington, Pocahontas, etc.)
- Comparing and contrasting their lives with daily life in the past

FIRST GRADE SOCIAL SCIENCE

In Social Science, students learn about their community, country and world. Literacy is integrated through shared reading of content specific texts and through writing about their learning and experiences. The units are based on the California History-Social Studies Content Standards and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Teachers may use Reflections: California Series as a basis to plan their lessons.

	Unit	Key Concepts
August & September	Rights and Responsibilities Students learn about rules, consequences and citizenship. They learn about characteristics of good citizens through stories and folktales.	- How we make rules - Good sportsmanship - The "Golden Rule"
October & November	Places Students study absolute and relative locations of places and people. They describe places using maps and models. They learn about how different places affect how people live.	- Locate the local community, California, the US, the 7 continents and 4 oceans - Compare 3-D models and pictures - Make simple maps - The relationship between the physical environment and human life
December & January	Work and Money Students explore basic economic concepts through role-play. They identify different types of work and the roles people play in the community.	- Understand how money is used - Identify jobs that manufacture, transport, and market goods and services

February & March	Life Now and Then Students learn about the past by comparing and contrasting everyday life in different times and places.	- Compare schools and communities in the past - Compare past transportation - Differences and similarities in everyday life
April	American Symbols and Traditions Students study American traditions. They learn about national holidays. They identify American symbols and historical events.	- Recite the Pledge of Allegiance - Sing patriotic songs - Understand national holidays - Identify symbols such as the bald eagle, Statue of Liberty, the Constitution
May & June	Diversity in America Students study diversity in their school and community. They learn about different forms of diversity and about different cultures. They extend their learning to the country, including American Indians and immigrants.	- Forms of diversity - Benefits and challenges of diversity - How American Indians and immigrants have shaped American culture - Compare different cultures within the community

APPENDIX I-D: MATHEMATICS CURRICULUM MAPS

KINDERGARTEN MATHEMATICS

Mathematics instruction focuses on problem solving and reasoning, which takes place in two periods during the day. Key concepts in mathematics are taught and practiced during mathematics skills lessons and then applied to practical use during the STEAM project-based learning period. Manipulatives and hands-on learning experiences are used throughout. Instruction is differentiated through targeted small group instruction. Language Arts is integrated as students read, write and talk through the problem solving process. Teachers will use Singapore Math in Focus and reference Taiwan/China-published mathematics curricula to build their lessons. The units will be aligned to the Common Core State Standards for Mathematics.

	Unit	Key Concepts
August	Who is in School Today? Students study the students in the classroom to develop concepts about counting, sorting and classifying. They carry out a data investigation about members of the class. They explore and begin to use mathematics manipulatives, the calendar, and ways to represent strategies and solutions	- Counting - One-to-one correspondence - Equivalent sets - Attributes - Surveys - Calendars
September	Counting and Comparing Students continue to develop counting strategies and the idea of equivalent sets. They begin to compare quantities and lengths.	- Counting up to 10 - Compare and sort objects by length - Compare and order quantities

October &
November

What Comes Next?

Students sort, classify and compare objects. They construct, describe and extend repeating patterns with manipulatives and in visual representations.

- Sort and compare objects
- Identify and describe repeating patterns
- Determine what comes next in a repeating pattern

December & January	Measuring and Counting Students learn about measuring length. They use game boards to apply mathematical concepts. They extend their study of counting to larger numbers. They begin developing strategies for addition and subtraction. They compare quantities.	- Measuring length - Counting up to 20 - Adding and subtracting small numbers (up to 10) - More than or fewer than
February & March	Make a Shape, Build a Block Students explore and describe 2-D and 3-D shapes through the use of manipulatives and pictures. They relate geometric shapes to real-life objects. They construct shapes and use shapes to compose other shapes.	- Describe, identify, compare and sort 2-D and 3-D objects - Construct geometric objects - Compose and decompose shapes - Describe and extend repeating shape patterns
April & May	How Many Do You Have? Students learn to count by 2s and 5s. Students extend counting up to 100 and continue using game boards. They continue developing strategies for addition and subtraction, including story problems. They extend their understanding of time using the calendar and daily schedule.	- Counting by 2s and 5s - Counting up to 100 by ones and tens - Adding and subtracting single digit numbers, with totals to 20 - Solving story problems - Days of the week and time
June	How Much Do You Have? Students start to identify and relate coin values, count and make coin combinations. They use operation signs to write number sentences for addition and subtraction stories.	- Counting and making coin combinations - Using mathematic operation signs (+, -, =) to write number sentences.

FIRST GRADE MATHEMATICS

Mathematics instruction focuses on problem solving and reasoning, which takes place in two periods during the day. Key concepts in mathematics are taught and practiced during mathematics skills lessons and then applied to practical use during the STEAM project-based learning period. Manipulatives and hands-on learning experiences are used throughout. Instruction is differentiated through targeted small group instruction. Language Arts is integrated as students read, write and talk through the problem solving process. Teachers may use Singapore Math and reference Taiwan/China-published mathematics curricula to build their lessons. The units are aligned to the Common Core State Standards for Mathematics.

	Unit	Key Concepts
August	How Many of Each? Students learn to count, order and compare quantities. They also work on addition up to 10 and making sense of story problems. Students begin calendar and clock routines.	- Counting, ordering and comparing - Addition up to 10 - Story problems - Time
September	Making Shapes and Designing Quilts Students learn about 2-D shapes. They study composing and decomposing shapes and geometric transformations, as well as patterns and symmetry. As a culminating project, they make paper quilts using shapes and patterns.	- Describing, comparing, classifying 2-D shapes - Composing and decomposing shapes - Geometric transformations - Patterning - Symmetry
October & November	Solving Story Problems Students learn about counting to higher numbers. Through games and story problems, they develop their understanding of addition and subtraction.	- Counting to higher numbers - Counting on as an addition strategy - Addition and subtraction using numbers and notation - Addition and subtraction to 20

December & January	What Would You Rather Be? Students study data collection and representation. They learn to sort objects using a given attribute.	- Collecting and sorting data - Representing data - Sorting objects
February	Fish Lengths and Animal Jumps Students study linear measurement using nonstandard and standard units. They solve story problems that involve length, weight and volume.	- Linear measurement - Partial units in measurement - Comparing length, weight and volume
March	Number Games and Crayon Puzzles Students further their understanding of addition and subtraction using and describing a number of strategies. They explore using tools such as the number line and 100 chart to solve problems.	- Addition with 2 and 3 addends - Multiple strategies for adding and subtracting - Addition and subtraction to 40 - Story problems - Using a number line and 100 chart
April	Color, Shape, and Number Puzzles Students make, describe and extend repeating patterns. They extend their understanding of patterns to number sequences within problem solving.	- Repeating patterns - Number sequences
May	Twos, Fives, and Tens Students study numbers to 100 and beyond. They continue to develop fluency with addition problems and begin work with the base-10 system. They count by 2s, 5s, and 10s.	- Counting and writing numbers to 100 and beyond - The importance of 10 - Comparing numbers - Counting by 2s, 5, and 10s
June	Shapes and Equal Parts Students study 2-D and 3-D shapes and build and draw shapes to possess defining attributes. They use 2-D or 3-D shapes to create a composite shape and compose new shapes from the composite shape. They partition shapes into two and four equal shares.	- Describing, naming and classifying 3-D shapes - Understanding the relationship between 2-D and 3-D shapes - Partitioning shapes into equal shares

APPENDIX I-E: SCIENCE CURRICULUM MAPS

KINDERGARTEN SCIENCE

In Science, students learn about the scientific process and content through hands-on investigations in the STEAM project-based learning period. Literacy is integrated into every unit as students read content specific materials, develop scientific vocabulary and write about the process.

The lessons are based on the Next Generation Science Standards for California. The Common Core State Standards for English Language and Literacy in History/Social Studies, Science and Technical Subjects are also integrated. Teachers will use Twig Science to create a cohesive and interdisciplinary learning experience.

	Unit	Key Concepts
August- November	Animals Two by Two Students observe and compare common land and water animals. They learn about animal parts (arms, legs, etc.). As part of their study, they draw pictures and diagrams. They observe differences in structure and behavior, and learn about the basic needs of animals. They listen to or read fictional stories about animals, which they compare to real life.	- All animals need food in order to live and grow. They obtain their food from plants or from other animals. - Animals can change their environment - Living things need water, air and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. - Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impact on the land, water, air and other living things. - Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
December- March	Materials and Motion Students investigate how the properties of materials can change. They observe water in its liquid and solid form and transform it from one state to another. They explore and observe ways (i.e., heating, freezing, mixing, cutting, etc.) that properties of materials can be changed. Students explore how objects are put into motion and investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop. They develop basic understanding of what makes something move or creates a force. Students also study the sun and	- Water has different states - Properties of materials can be changed - Pushes and pulls can have different strengths and directions - Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it - When objects touch or collide, they push on one another and can change motion - A bigger push or pull makes things speed up or slow down more quickly - A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.

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understand that it's an energy source. They use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. They listen to or read informational text about the effects of the sun's energy on animals and plants.

- People encounter questions about the natural world every day
- People depend on various technologies in their lives; human life would be very different without technology

April-June

Trees and Weather

Students observe trees and leaves over the seasons to form a better understanding of the trees' place at school and in the community. Students observe day-to-day changes in weather over the year, as well as the impact weather has on living things. They learn about plant parts (stems, leaves, roots). As part of their study, they plant seeds and monitor their growth. They listen to or read fictional stories about plants, which they compare to real life.

Students study the weather and how it changes from day to day and across the seasons. They learn how to describe weather conditions and track it on a daily basis.

Students engage in discussions about how weather conditions affect plants and how they change across the seasons.

- Plants need water and light to live and grow
- Plants and animals can change their environment
- Living things need water, air and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
- Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.
- Sunlight warms the Earth's surface.
- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to detect patterns over time.
- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
- Trees as resources that are used in everyday life

FIRST GRADE SCIENCE

In Science, students learn about the scientific process and content through hands-on investigations in the STEAM project-based learning period. Literacy is integrated into every unit as students read content specific materials, develop scientific vocabulary and write about the process.

The lessons are based on the Next Generation Science Standards for California. The Common Core State Standards for English Language and Literacy in History/Social Studies, Science and Technical Subjects are also integrated. Teachers will use Twig Science to create a cohesive and interdisciplinary learning experience.

	Unit	Key Concepts
August- November	Sound and Light Students investigate how sound is produced and how it can make objects vibrate. They learn about light and observe what happens to its path when something is placed in front of it. Students use their knowledge to design and build a device that uses light or sound to solve the problem of communicating over a distance. Students read fiction and informational text and connect what they read to what they observe and experience in their everyday life.	- Sound can make matter vibrate, and vibrating matter can make sound - Objects can be seen if light is available to illuminate them or if they give off their own light - Different types of materials allow different amounts of light to pass through them - People use a variety of devices to communicate over long distances - People depend on various technologies in their lives; human life would be very different without technology

December-
March

Organisms

Students investigate the needs of animals and plants and the different ways they meet their needs in order to grow and develop. They observe the structure of plants and discover how new plants propagate from mature plants. Students observe how animals and plants coexist and determine the basic needs of every living thing, as well as needs that are unique to each organism. Students apply what they have learned about organisms to humans, exploring how human beings are similar to, and different from, other living things. They use materials to design a solution to a human problem by mimicking how animals/plants use their external parts to help them survive, grow and meet their needs.

Students read informational text and view photos and videos to further their understanding of the topic.

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also use different parts that help them survive and grow.
- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.
- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.
- Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways.
- Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

April-June

Air and Weather

Students learn about air and that it takes up space. They investigate how the pressure from compressed air can move things. They observe weather and use scientific tools to measure the phenomena they observe with their senses. They record their own data and discuss their findings on cloud cover, precipitation, wind and temperature. They apply their new skills and knowledge to make predictions about the weather in their area. They compare their own weather predictions to the predictions of the local meteorologist and what actually happens with the weather where they live.

Students also learn about the sun and the moon. They observe the sun and moon and understand that their locations change during the time of the day. They also learn about stars.

Students read fiction and informational text and connect what they read to what they observe and experience in their everyday life.

- Air is a gas and is all around us
- Air is matter and takes up space
- Weather describes conditions in the air outside; it occurs both during the day and night
- Wind is moving air
- The pressure from compressed air can move things; air resistance affects how things move
- Weather changes from day to day and week to week
- Features of weather include cloud cover, precipitation, wind and temperature
- Weather conditions (temperature, wind, snow, rain) can be measured using tools such as thermometers, wind vanes, anemometers and rain gauges.
- Meteorologists are scientists who study, observe and record information about the weather, and who use that information to forecast the weather
- Daily changes in temperature, precipitation and weather type can be observed, compared and predicted.
- Weather affects the decisions people make about the clothing they will wear and about their outside activities
- The moon can be seen sometimes at night and sometimes during the day
- The moon looks different every day, but looks the same again about every 4 weeks

- There are more stars in the sky than anyone can easily see or count
- The sun can be seen only in the daytime

- The Sun and Moon can be observed moving across the sky; we see them at different locations in the sky, depending on the time of day or night
- Patterns of the motion of the sun, moon and stars in the sky can be observed, described and predicted
- Seasonal patterns of sunrise and sunset can be observed, described and predicted
- Patterns in the natural world can be observed, used to describe phenomena and used as evidence

APPENDIX II DRAFT BYLAWS

**BYLAWS
OF
MANDARIN IMMERSION SCHOOLS, INC.
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is Mandarin Immersion Schools, Inc.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 14685 Red Hill Ave., Tustin, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the

corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall be incurred to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that organized and operated exclusively for educational or charitable purposes meeting the requirements of Revenue and Taxation Code section 214 and which has established its tax exempt status under Section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, and these Bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS. The number of directors shall be no less than five (5) and no more than fifteen (15), unless changed by amendments to these Bylaws. The Board shall include a minimum of one (1) community member representing each school operated by the Corporation. Directors shall have experience in one or more areas critical to charter school success: education, human resources/administration, government, business, facilities/real estate, public relations, technology, finance/accounting, nonprofit/corporate structure, law/legal compliance, leadership, and fundraising. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority appoints a representative to serve on the Board of Directors,

the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director, except for the initial Board of Director, shall hold office for three (3) years and until a successor director has been designated and qualified. The terms of the initial Board of Directors shall be staggered, with three (3) directors serving a three (3) year term and two (2) directors serving a two (2) year term. The staggering of the initial directors' terms of service will be drawn by lot. Directors may serve not more than three (3) consecutive terms. After serving three (3) consecutive terms a director becomes eligible to serve as a director after a one (1) year break in service.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President may appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these Bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a nominated candidate.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law, Part 2, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is

effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative designated by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting is given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except a vacancy in the seat of a representative designated by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these Bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located.. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually in June for the purpose of organization, appointment of officers, adoption of the regular Board meeting schedule, and the transaction of

such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chairman shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. 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, As long as a quorum is present as defined by the bylaws, action make be taken by the Board by a simple majority vote of the directors present, except as otherwise provided by the Nonprofit Corporation Law. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS¹. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;²
- e. Members of the public must be able to hear what is said during the meeting; and
- f. Members of the public attending a meeting conducted via teleconference need not give

¹ Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

² This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

their name as a condition to attendance at the meeting.³

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. 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 Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special

³The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chairman. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, as known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the Bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the Bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of

account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the Bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest)

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Mandarin Immersion Schools, Inc. Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses

reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted Purposes;
- e. Any information required under these Bylaws;
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

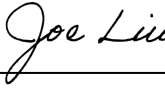
ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Mandarin Immersion Schools, Inc., a California nonprofit public benefit corporation; that these Bylaws, consisting of 14 pages, are the Bylaws of the Corporation as adopted by the Board of Directors on 10/30/2023; and that these Bylaws have not been amended or modified since that date.

Executed on 10/30/2023 at Irvine, California.



Joe Liu, Secretary

**RESTATED ARTICLES OF INCORPORATION
OF
MANDARIN IMMERSION SCHOOLS, INC.
5208626**

The undersigned certify that:

1. They are the President and the Secretary of Mandarin Immersion Schools, Inc., a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation is Mandarin Immersion Schools, Inc.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The property owned by this organization is irrevocably dedicated to charitable and educational purposes meeting the requirements of Revenue and Taxation Code section 214. No part of the net earnings of

the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

V.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of its debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational or charitable purposes meeting the requirements of Revenue and Taxation Code section 214 and which has established its tax exempt status under Section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such

organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

3. The foregoing amendment to and restatement of the Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: 10/30/2023_

Steven Chuang

WenChang Chuang, President

Joe Liu

Joe Liu, Secretary

✓

APPENDIX II-: DRAFT CONFLICT OF INTEREST CODE

MANDARIN IMMERSION SCHOOLS, INC.
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Mandarin Immersion Schools, Inc. hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Mandarin Immersion Schools, Inc. ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of the Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Executive Director	1, 2
Treasurer	1, 2
Principal	1, 2
Operations Manager	2Coordinator of Mandarin
Curriculum & Instruction	3
Consultants/New Positions	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must all interests in real property which are located in whole or in part within two (2) miles of any facility utilized by Mandarin Immersion Schools, Inc., including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Mandarin Immersion Schools, Inc.

Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Documentary Record from the Orange
County Board of Education

accs-aug25item02

Attachment 4

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Tustin International Charter School		FY2526	FY2627	FY2728	FY2829	FY2930
MYP	Enrollment	228	306	358	410	436
	ADA %	97.00%	97.00%	97.00%	97.00%	97.00%
	ADA	221.16	296.82	347.26	397.70	422.92
Object	Description	Budget	Budget	Budget	Budget	Budget
8011	LCFF Revenue	1,597,087	2,143,459	2,507,707	2,871,955	3,054,079
8012	Education Protection Account Revenue	44,232	59,364	69,452	79,540	84,584
8096	Charter Schools Funding In-Lieu of Property Taxes	1,069,693	1,530,727	1,917,460	2,349,698	2,498,703
	Revenue Limit	2,711,012	3,733,550	4,494,619	5,301,193	5,637,366
8181	Special Education - IDEA	-	38,587	45,144	51,701	54,980
8220	Federal Child Nutrition Programs	70,999	95,288	111,481	127,674	135,770
	Total Federal Revenue	70,999	133,875	156,625	179,375	190,750
8520	State Child Nutrition Program	15,424	20,700	24,218	27,735	29,494
8550	Mandated Block Grant	4,390	5,892	6,893	7,894	8,395
8560	State Lottery Revenue Prop 20	15,924	21,371	25,003	28,634	30,450
8560	State Lottery Revenue Unrestricted	39,145	52,537	61,465	70,393	74,857
8590	State MH Revenue	17,896	21,246	24,857	28,467	30,273
8590	Other State Rev --ELOP	283,295	381,191	445,969	511,731	544,182
	Other State Revenue	376,074	502,938	588,404	674,855	717,650
8639	Student Lunch Revenue	42,914	57,595	67,382	77,170	82,063
8791	Special Education - AB602	181,351	243,392	284,753	326,114	346,794
	Local Revenue	224,265	300,987	352,136	403,284	428,858
	Total Revenue	3,382,350	4,671,350	5,591,783	6,558,706	6,974,624
1100	Certificated Teachers Salaries	800,000	1,035,000	1,281,750	1,475,838	1,702,613
1300	Certificated Supervisors' and Administrators' Salaries	130,000	136,500	238,325	250,241	387,748
	Certificated Salaries	930,000	1,171,500	1,520,075	1,726,079	2,090,361
2100	Instructional Aide Salaries	118,800	148,500	203,445	237,377	268,259
2200	Classified Support Salaries (Maintenance, Food)	19,440	34,560	36,288	38,102	39,245
2300	Classified Supervisor and Administrator Salaries	64,400	67,620	71,001	74,551	76,788
2400	Clerical, Technical, and Office Staff Salaries	60,720	63,756	66,944	70,291	72,400
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	97,200	121,500	147,015	173,806	198,460
	Classified Salaries	360,560	435,936	524,693	594,127	655,151
3101	State Teachers' Retirement System	177,630	223,757	257,197	329,681	399,259
3313	OASDI	22,355	27,028	32,531	36,836	40,619
3323	Medicare	18,713	23,308	29,649	33,643	39,810
3403	Health & Welfare Benefits	84,000	126,000	184,000	378,400	443,520
3503	State Unemployment Insurance	22,680	15,540	19,320	19,740	23,100
3603	Worker Compensation Insurance	19,358	24,112	30,672	34,803	41,183
	Employee Benefits	344,736	439,744	553,368	833,103	987,491
	Total Personnel Expenses	1,635,296	2,047,180	2,598,136	3,153,309	3,733,003
4100	Approved Textbooks and Core Curricula Materials	91,200	34,320	22,880	22,880	11,440
4110	Instructional Software (Core Curriculum)	57,000	75,810	88,470	88,470	93,955
4200	Books and Other Reference Materials	6,840	11,781	13,783	15,785	16,786
4215	Supplemental Instructional Materials	22,800	30,324	35,388	40,696	43,219
4300	Office Materials and Supplies	34,200	45,486	53,082	61,044	64,829
4315	Classroom Materials and Supplies	45,600	60,648	70,776	81,393	86,439
4371	Staff & Board Mtg Supplies	1,140	1,516	1,769	2,035	2,161
4381	Maintenance Supplies	17,100	22,743	26,541	30,522	32,415
4388	Health & Safety Supplies	3,420	4,549	5,308	6,104	6,483
4405	Noncapitalized Technology Equip	15,000	3,000	3,500	3,500	3,500
4410	Noncapitalized Instructional Technology Hardware	46,800	15,600	15,600	78,000	85,800
4430	Noncapitalized Classroom Furniture/Equipment	90,000	30,000	20,000	20,000	10,000
4472	Noncapitalized Furniture	30,000	7,500	7,500	-	7,500
4700	Food and Food Supplies	180,731	242,561	283,778	325,001	345,609
	Books and Supplies	641,831	585,838	648,377	775,432	810,136
5200	Travel & Conferences	3,500	4,697	5,496	6,294	6,693
5205	Mileage Reimbursement	500	671	785	899	956
5210	Training and Development Expense	5,000	6,711	7,851	8,991	9,561
5220	Conference Fees	2,500	3,355	3,925	4,496	4,781
5300	Dues and Memberships	3,420	4,590	5,370	6,150	6,540
5310	Educational Publication Subscriptions	500	671	785	899	956
5400	Insurance	29,640	43,758	51,194	58,630	62,348
5500	Operations and Housekeeping Services	12,000	16,105	18,842	21,579	22,947
5501	Utilities	36,000	48,316	56,526	64,737	68,842
5581	Maintenance Services	33,600	45,095	52,758	60,421	64,253
5583	Security Services	2,400	3,221	3,768	4,316	4,589
5600	Facilities Rents and Leases	300,000	402,632	471,053	539,474	573,684
5610	Facilities Repairs and Maintenance	4,800	6,442	7,537	8,632	9,179
5620	Equipment Rental/Lease Expense	9,500	12,750	14,917	17,083	18,167
5800	Professional/Consulting Services	25,000	33,553	39,254	44,956	47,807
5803	Banking and Payroll Service Fees	10,800	14,495	16,958	19,421	20,653
5805	Legal Services	15,000	15,450	15,914	16,391	16,883
5806	Audit Fees	9,500	9,785	10,079	10,381	10,692
5810	Educational Consultants	10,000	13,421	15,702	17,982	19,123
5811	Substitute Teachers	15,000	20,132	23,553	26,974	28,684
5815	Special Education Services	125,400	168,300	196,900	225,500	239,800
5827	Non Educational Software	5,000	6,711	7,851	8,991	9,561
5840	After School Student Enrichment	125,000	208,026	243,377	278,728	296,404
5841	Field Trip Expenses	10,800	14,495	16,958	19,421	20,653
5873	Financial Services	96,000	98,880	101,846	104,902	108,049
5874	Human Resources Expenses	4,500	6,039	7,066	8,092	8,605
5875	Authorizer Oversight Fees	27,110	37,336	44,946	53,012	56,374
5876	Student Recruiting	5,000	6,711	7,851	8,991	9,561

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Tustin International Charter School		FY2526	FY2627	FY2728	FY2829	FY2930
MYP	Enrollment	228	306	358	410	436
	ADA %	97.00%	97.00%	97.00%	97.00%	97.00%
	ADA	221.16	296.82	347.26	397.70	422.92
5877	IT Services/Student Data Services	68,400	70,452	72,566	74,743	76,985
5891	Interest and Fees on AR Sales	50,682	39,604	-	-	-
5900	Communications (Tele., Internet, Copies,Postage,Messenger)	25,000	33,553	39,254	44,956	47,807
Services & Other Operating Expenses		1,071,552	1,395,955	1,560,881	1,766,041	1,871,137
Capital Outlay		-	-	-	-	-
7141	Special Education Encroachment	10,881	14,099	13,196	15,113	16,071
Other Outgo		10,881	14,099	13,196	15,113	16,071
Total Operational Expenses		1,724,264	1,995,892	2,222,453	2,556,586	2,697,344
Total Expenses		3,359,560	4,043,072	4,820,589	5,709,895	6,430,348
Net Income		22,789	628,278	771,194	848,811	544,276
Net Income as a % of LCFF revenue		0.84%	16.83%	17.16%	16.01%	9.65%
Net Income as a % of Total expenses		0.68%	15.54%	16.00%	14.87%	8.46%
Beginning Balance						
Cash + Net AR/AP		150,000	172,790	801,067	1,539,124	2,387,935
Ending Balance		\$ 22,789	\$ 651,067	\$ 1,422,261	\$ 2,271,072	\$ 2,815,349
As a % of Total expenses		0.68%	16.10%	29.50%	39.77%	43.78%
Saved for Reserve@4%		\$22,789	\$161,723	\$192,824	\$228,396	\$257,214
Saved for Uncertainty		\$0	\$489,344	\$1,229,437	\$2,042,676	\$2,558,135

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Tustin International Charter School						
Budget Assumptions						
Fiscal Year 2425-2829						
		FY2526	FY2627	FY2728	FY2829	FY2930
Enrollment by Grade						
	TK	20	20	20	20	20
	K	52	78	78	78	78
	1	52	52	78	78	78
	2	52	52	52	78	78
	3	26	52	52	52	78
	4	26	26	52	52	52
	5		26	26	52	52
	6					
	7-8					
	9-12					
	TOTAL					
ADA Rate						
ADA by Group:						
	TK-3					
	4-6					
	Total					
PY P2 ADA:						
	TK-3					
	4-6					
	Total					
PENSEC ADA:						
	TK-3					
	4-6					
	Total					
20 DAY ADA:						
	TK-3					
	4-6					
	Total					
REVENUE RATES						
	8011-LCFF--TK-3	10,310.00	10,649.00	10,989.00	11,336.00	11,336.00
	8011-LCFF--4-6	10,466.00	10,810.00	11,155.00	11,507.00	11,507.00
	8011-LCFF--7-8	10,775.00	11,129.00	11,484.00	11,847.00	11,847.00
	8012-EPA	200.00	200.00	200.00	200.00	200.00
	8096-ILPT	6,905.92	6,905.92	6,905.92	6,905.92	6,905.92
	8181-IDEA	-	130.00	130.00	130.00	130.00
	8550-MBG K-8	19.85	19.85	19.85	19.85	19.85
	8560-Rest Lottery	72.00	72.00	72.00	72.00	72.00
	8560-Lottery	177.00	177.00	177.00	177.00	177.00
	8590-Other State Rev --ELOP	1,280.95	1,284.25	1,284.25	1,286.73	1,286.73
	8590-Other State Rev --Mental Health	80.92	71.58	71.58	71.58	71.58
	8791-AB602					
Revenue Fee %						
District Oversight						
SPED Encroachment						

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Tustin International Charter School											
Payroll Summary			FY2627	FY2728	FY2829	FY2930		FY2627	FY2728	FY2829	FY2930
			\$	\$	\$	\$		FTE	FTE	FTE	FTE
Certificated Salaries											
1100	Teachers' Salaries	800,000	1,035,000	1,281,750	1,475,838	1,702,613	12.00	15.00	18.00	20.00	22.50
1300	Certificated Supervisor and Administrator Salaries	130,000	136,500	238,325	250,241	387,748	1.00	1.00	2.00	2.00	3.00
	Total Certificated Salaries	\$ 930,000	\$ 1,171,500	\$ 1,520,075	\$ 1,726,079	\$ 2,090,361	13.00	16.00	20.00	22.00	25.50
Classified Salaries											
2100	Instructional Aide Salaries	118,800	148,500	203,445	237,377	268,259	3.75	4.50	6.00	6.75	7.50
2200	Classified Support Salaries (Maintenance, Food)	19,440	34,560	36,288	38,102	39,245	0.75	1.00	1.00	1.00	1.00
2300	Classified Supervisor and Administrator Salaries	64,400	67,620	71,001	74,551	76,788	1.00	1.00	1.00	1.00	1.00
2400	Clerical, Technical, and Office Staff Salaries	60,720	63,756	66,944	70,291	72,400	1.50	1.50	1.50	1.50	1.50
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	97,200	121,500	147,015	173,806	198,460	3.75	4.50	5.25	6.00	6.75
	Total Classified Salaries	\$ 360,560	\$ 435,936	\$ 524,693	\$ 594,127	\$ 655,151	10.75	12.50	14.75	16.25	17.75
Total Salaries		\$ 1,290,560	\$ 1,607,436	\$ 2,044,768	\$ 2,320,206	\$ 2,745,512	23.75	28.50	34.75	38.25	43.25
Benefits											
3101	State Teachers' Retirement System	177,630	223,757	257,197	329,681	399,259					
3313	OASDI	22,355	27,028	32,531	36,836	40,619					
3323	Medicare	18,713	23,308	29,649	33,643	39,810					
3403	Health & Welfare Benefits	84,000	126,000	184,000	378,400	443,520					
3503	State Unemployment Insurance	22,680	15,540	19,320	19,740	23,100					
3603	Worker Compensation Insurance	19,358	24,112	30,672	34,803	41,183					
	Total Benefits	\$ 344,736	\$ 439,744	\$ 553,368	\$ 833,103	\$ 987,491					
Total Salaries & Benefits		\$ 1,635,296	\$ 2,047,180	\$ 2,598,136	\$ 3,153,309	\$ 3,733,003					

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2526 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
					19.10%	6.20%	1.45%	\$ 6,000	12.00%	1.50%	
FY2526	1st English Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	1st Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	2nd English Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	2nd Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	English Teacher (dual grades)	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	Mandarin Teacher (dual grades)	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	K English Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	K Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	TK Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	TK Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	PE Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	SPED Teacher	1100	85,000	1.00	16,235	-	1,233	6,000	840	1,275	110,583
FY2526	Principal/ED	1300	130,000	1.00	24,830	-	1,885	6,000	840	1,950	165,505
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Office Support	2400	30,360	0.75	-	1,882	440	-	840	455	33,978
FY2526	Office Support	2400	30,360	0.75	-	1,882	440	-	840	455	33,978
FY2526	HR Office Manager	2300	64,400	1.00	-	3,993	934	6,000	840	966	77,133
FY2526	Lunch Program Support	2200	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2627	3rd English Teacher	1100	-		-	-	-	-	-	-	-
FY2627	3rd Mandarin Teacher	1100	-		-	-	-	-	-	-	-
FY2627	K Bilingual Teacher	1100	-		-	-	-	-	-	-	-
FY2627	Inst. Aide	2100			-	-	-	-	-	-	-
FY2627	Lunch/Yard Support	2900			-	-	-	-	-	-	-
FY2728	4th English Teacher	1100	-		-	-	-	-	-	-	-
FY2728	4th Mandarin Teacher	1100	-		-	-	-	-	-	-	-
FY2728	PE Teacher	1100	-		-	-	-	-	-	-	-
FY2728	Assistant Principal	1300	-		-	-	-	-	-	-	-
FY2728	Inst. Aide	2100			-	-	-	-	-	-	-
FY2728	Inst. Aide	2100			-	-	-	-	-	-	-
FY2728	Lunch/Yard Support	2900			-	-	-	-	-	-	-
FY2829	5th English Teacher	1100	-		-	-	-	-	-	-	-
FY2829	5th Mandarin Teacher	1100	-		-	-	-	-	-	-	-
FY2829	Inst. Aide	2100			-	-	-	-	-	-	-
FY2829	Lunch/Yard Support	2900			-	-	-	-	-	-	-
FY2930	Bilingual Teacher	1100	-		-	-	-	-	-	-	-
FY2930	SPED Teacher	1100	-		-	-	-	-	-	-	-
FY2930	PE Teacher	1100	-		-	-	-	-	-	-	-
FY2930	Principal	1300	-		-	-	-	-	-	-	-
FY2930	Inst. Aide	2100			-	-	-	-	-	-	-
FY2930	Lunch/Yard Support	2900			-	-	-	-	-	-	-

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2627 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
			105.00%		19.10%	6.20%	1.45%	\$ 7,000	6.00%	1.50%	
FY2526	1st English Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	1st Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	2nd English Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	2nd Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	English Teacher (dual grades)	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	Mandarin Teacher (dual grades)	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	K English Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	K Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	TK Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	TK Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	PE Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	SPED Teacher	1100	89,250	1.00	17,047	-	1,294	7,000	420	1,339	116,350
FY2526	Principal/ED	1300	136,500	1.00	26,072	-	1,979	7,000	420	2,048	174,018
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Office Support	2400	31,878	0.75	-	1,976	462	-	420	478	35,215
FY2526	Office Support	2400	31,878	0.75	-	1,976	462	-	420	478	35,215
FY2526	HR Office Manager	2300	67,620	1.00	-	4,192	980	7,000	420	1,014	81,227
FY2526	Lunch Program Support	2200	34,560	1.00	-	2,143	501	7,000	420	518	45,142
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2627	3rd English Teacher	1100	65,000	1.00	12,415	-	943	7,000	840	975	87,173
FY2627	3rd Mandarin Teacher	1100	65,000	1.00	12,415	-	943	7,000	840	975	87,173
FY2627	K Bilingual Teacher	1100	65,000	1.00	12,415	-	943	7,000	840	975	87,173
FY2627	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2627	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2728	4th English Teacher	1100	-	-	-	-	-	-	-	-	-
FY2728	4th Mandarin Teacher	1100	-	-	-	-	-	-	-	-	-
FY2728	PE Teacher	1100	-	-	-	-	-	-	-	-	-
FY2728	Assistant Principal	1300	-	-	-	-	-	-	-	-	-
FY2728	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2728	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2728	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-
FY2829	5th English Teacher	1100	-	-	-	-	-	-	-	-	-
FY2829	5th Mandarin Teacher	1100	-	-	-	-	-	-	-	-	-
FY2829	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2829	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-
FY2930	Bilingual Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	SPED Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	PE Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	Principal	1300	-	-	-	-	-	-	-	-	-
FY2930	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2930	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2728 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
			105.00%		19.10%	6.20%	1.45%	\$ 8,000	6.00%	1.50%	
FY2526	1st English Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	1st Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	2nd English Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	2nd Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	English Teacher (dual grades)	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	Mandarin Teacher (dual grades)	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	K English Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	K Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	TK Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	TK Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	PE Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	SPED Teacher	1100	93,713	1.00	17,899	-	1,359	8,000	420	1,406	122,796
FY2526	Principal/ED	1300	143,325	1.00	27,375	-	2,078	8,000	420	2,150	183,348
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	-	420	393	29,012
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	-	420	393	29,012
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	-	420	393	29,012
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	-	420	393	29,012
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	8,000	420	393	37,012
FY2526	Office Support	2400	33,472	0.75	-	2,075	485	-	420	502	36,955
FY2526	Office Support	2400	33,472	0.75	-	2,075	485	-	420	502	36,955
FY2526	HR Office Manager	2300	71,001	1.00	-	4,402	1,030	8,000	420	1,065	85,918
FY2526	Lunch Program Support	2200	36,288	1.00	-	2,250	526	8,000	420	544	48,028
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2627	3rd English Teacher	1100	68,250	1.00	13,036	-	990	8,000	420	1,024	91,719
FY2627	3rd Mandarin Teacher	1100	68,250	1.00	13,036	-	990	8,000	420	1,024	91,719
FY2627	K Bilingual Teacher	1100	68,250	1.00	13,036	-	990	8,000	420	1,024	91,719
FY2627	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2627	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2728	4th English Teacher	1100	65,000	1.00	12,415	-	943	8,000	840	975	88,173
FY2728	4th Mandarin Teacher	1100	65,000	1.00	12,415	-	943	8,000	840	975	88,173
FY2728	PE Teacher	1100	65,000	1.00	12,415	-	943	8,000	840	975	88,173
FY2728	Assistant Principal	1300	95,000	1.00	18,145	-	1,378	8,000	840	1,425	124,788
FY2728	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2728	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2728	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2829	5th English Teacher	1100	-	-	-	-	-	-	-	-	-
FY2829	5th Mandarin Teacher	1100	-	-	-	-	-	-	-	-	-
FY2829	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2829	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-
FY2930	Bilingual Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	SPED Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	PE Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	Principal	1300	-	-	-	-	-	-	-	-	-
FY2930	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2930	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2829 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
			105.00%		19.10%	6.20%	1.45%	\$ 8,800	6.00%	1.50%	
FY2526	1st English Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	1st Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	2nd English Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	2nd Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	English Teacher (dual grades)	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	Mandarin Teacher (dual grades)	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	K English Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	K Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	TK Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	TK Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	PE Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	SPED Teacher	1100	98,398	1.00	18,794	-	1,427	8,800	420	1,476	129,315
FY2526	Principal/ED	1300	150,491	1.00	28,744	-	2,182	8,800	420	2,257	192,895
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Office Support	2400	35,145	0.75	-	2,179	510	8,800	420	527	47,581
FY2526	Office Support	2400	35,145	0.75	-	2,179	510	8,800	420	527	47,581
FY2526	HR Office Manager	2300	74,551	1.00	-	4,622	1,081	8,800	420	1,118	90,592
FY2526	Lunch Program Support	2200	38,102	1.00	-	2,362	552	8,800	420	572	50,809
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2627	3rd English Teacher	1100	71,663	1.00	13,688	-	1,039	8,800	420	1,075	96,684
FY2627	3rd Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,800	420	1,075	96,684
FY2627	K Bilingual Teacher	1100	71,663	1.00	13,688	-	1,039	8,800	420	1,075	96,684
FY2627	Inst. Aide	2100	26,195	0.75	-	1,624	380	8,800	420	393	37,812
FY2627	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	8,800	420	321	32,614
FY2728	4th English Teacher	1100	68,250	1.00	13,036	-	990	8,800	420	1,024	92,519
FY2728	4th Mandarin Teacher	1100	68,250	1.00	13,036	-	990	8,800	420	1,024	92,519
FY2728	PE Teacher	1100	68,250	1.00	13,036	-	990	8,800	420	1,024	92,519
FY2728	Assistant Principal	1300	99,750	1.00	19,052	-	1,446	8,800	420	1,496	130,965
FY2728	Inst. Aide	2100	24,948	0.75	-	1,547	362	8,800	420	374	36,451
FY2728	Inst. Aide	2100	24,948	0.75	-	1,547	362	8,800	420	374	36,451
FY2728	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	8,800	420	306	31,500
FY2829	5th English Teacher	1100	65,000	1.00	12,415	-	943	8,800	840	975	88,973
FY2829	5th Mandarin Teacher	1100	65,000	1.00	12,415	-	943	8,800	840	975	88,973
FY2829	Inst. Aide	2100	23,760	0.75	-	1,473	345	8,800	840	356	35,574
FY2829	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	8,800	840	292	30,859
FY2930	Bilingual Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	SPED Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	PE Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	Principal	1300	-	-	-	-	-	-	-	-	-
FY2930	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2930	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2930 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
			103.00%		19.10%	6.20%	1.45%	\$ 9,240	6.00%	1.50%	
FY2526	1st English Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	1st Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	2nd English Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	2nd Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	English Teacher (dual grades)	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	Mandarin Teacher (dual grades)	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	K English Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	K Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	TK Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	TK Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	PE Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	SPED Teacher	1100	101,350	1.00	19,358	-	1,470	9,240	420	1,520	133,358
FY2526	Principal/ED	1300	155,006	1.00	29,606	-	2,248	9,240	420	2,325	198,845
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Office Support	2400	36,200	0.75	-	2,244	525	9,240	420	543	49,172
FY2526	Office Support	2400	36,200	0.75	-	2,244	525	9,240	420	543	49,172
FY2526	HR Office Manager	2300	76,788	1.00	-	4,761	1,113	9,240	420	1,152	93,474
FY2526	Lunch Program Support	2200	39,245	1.00	-	2,433	569	9,240	420	589	52,496
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2627	3rd English Teacher	1100	73,812	1.00	14,098	-	1,070	9,240	420	1,107	99,748
FY2627	3rd Mandarin Teacher	1100	73,812	1.00	14,098	-	1,070	9,240	420	1,107	99,748
FY2627	K Bilingual Teacher	1100	73,812	1.00	14,098	-	1,070	9,240	420	1,107	99,748
FY2627	Inst. Aide	2100	26,981	0.75	-	1,673	391	9,240	420	405	39,110
FY2627	Lunch/Yard Support	2900	22,076	0.75	-	1,369	320	9,240	420	331	33,755
FY2728	4th English Teacher	1100	70,298	1.00	13,427	-	1,019	9,240	420	1,054	95,458
FY2728	4th Mandarin Teacher	1100	70,298	1.00	13,427	-	1,019	9,240	420	1,054	95,458
FY2728	PE Teacher	1100	70,298	1.00	13,427	-	1,019	9,240	420	1,054	95,458
FY2728	Assistant Principal	1300	102,743	1.00	19,624	-	1,490	9,240	420	1,541	135,057
FY2728	Inst. Aide	2100	25,696	0.75	-	1,593	373	9,240	420	385	37,708
FY2728	Inst. Aide	2100	25,696	0.75	-	1,593	373	9,240	420	385	37,708
FY2728	Lunch/Yard Support	2900	21,024	0.75	-	1,304	305	9,240	420	315	32,608
FY2829	5th English Teacher	1100	66,950	1.00	12,787	-	971	9,240	420	1,004	91,372
FY2829	5th Mandarin Teacher	1100	66,950	1.00	12,787	-	971	9,240	420	1,004	91,372
FY2829	Inst. Aide	2100	24,473	0.75	-	1,517	355	9,240	420	367	36,372
FY2829	Lunch/Yard Support	2900	20,023	0.75	-	1,241	290	9,240	420	300	31,515
FY2930	Bilingual Teacher	1100	65,000	1.00	12,415	-	943	9,240	840	975	89,413
FY2930	SPED Teacher	1100	85,000	1.00	16,235	-	1,233	9,240	840	1,275	113,823
FY2930	PE Teacher	1100	32,500	0.50	6,208	-	471	-	840	488	40,506
FY2930	Principal	1300	130,000	1.00	24,830	-	1,885	9,240	840	1,950	168,745
FY2930	Inst. Aide	2100	23,760	0.75	-	1,473	345	9,240	840	356	36,014
FY2930	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	9,240	840	292	31,299

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Tustin International Charter School					July	August	September	October	November	December	January	February	March	April	May	June	Accruals	
MYP					Enrollment	228												
FY2526					ADA %	97%	Rev Limit %											
					ADA	221.16	District %											
Object Res	Description	Funding Rates	Notes	PY P-2	Amount	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
8011 0000	LCPF Revenue		See Assumptions		1,597,087	-	-	590,922	-	-	287,476	-	-	143,738	143,738	143,738	143,738	
8012 1400	Education Protection Account Revenue		See Assumptions		44,232	-	-	-	-	-	-	-	-	33,174	-	11,058	-	
8019 Var	Prior Year Adjustments				-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 0000	Charter Schools Funding In-Lieu of Property Taxes		See Assumptions		1,069,693	-	-	-	299,514	-	-	192,545	-	-	231,054	115,527	115,527	
Revenue Limit					-	2,711,012	-	-	590,922	299,514	-	287,476	192,545	-	176,912	374,792	259,245	270,323
8220	Federal Child Nutrition Programs	\$	-	See NSLP Calcs	70,999	-	-	-	-	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	
8520	State Child Nutrition Program	\$	-	See NSLP Calcs	15,424	-	-	-	-	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	
8550	Mandated Block Grant				4,390	-	-	-	-	4,390	-	-	-	-	-	-	-	
8560	State Lottery Revenue Prop 20				15,924	-	-	-	-	-	-	-	-	-	-	-	15,924	
8560	State Lottery Revenue Unrestricted				39,145	-	-	-	-	-	-	-	-	-	-	-	39,145	
8590	State MH Revenue				17,896	-	-	-	-	-	-	-	-	-	-	-	17,896	
8590	Other State Rev --ELOP				283,295	-	-	-	-	-	-	40,471	40,471	40,471	40,471	40,471	80,941	
Other State Revenue						376,074	-	-	-	5,932	1,542	1,542	42,013	42,013	42,013	42,013	42,013	156,991
8639	Student Lunch Revenue				42,914	-	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	-	
8791	Special Education - AB602	\$	820.00	See Assumptions	181,351	-	-	-	-	-	-	25,907	25,907	25,907	25,907	25,907	51,815	
Local Revenue						224,265	-	4,291	4,291	4,291	4,291	30,199	30,199	30,199	30,199	30,199	25,907	
Total Revenue						3,382,350	-	4,291	595,214	303,805	17,324	300,409	205,478	79,312	256,323	454,103	338,576	482,271
1100	Certificated Teachers Salaries			Payroll Tabs	800,000	-	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	
1300	Certificated Supervisors' and Administrators' Salaries			Payroll Tabs	130,000	-	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	
Certificated Salaries						930,000	-	10,833	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561
2100	Instructional Aide Salaries			Payroll Tabs	118,800	-	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	
2200	Classified Support Salaries (Maintenance, Food)			Payroll Tabs	19,440	-	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	
2300	Classified Supervisor and Administrator Salaries			Payroll Tabs	64,400	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	
2400	Clerical, Technical, and Office Staff Salaries			Payroll Tabs	60,720	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	
2900	Other Classified Salaries (Noon and Yard Sup, etc.)			Payroll Tabs	97,200	-	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	
Classified Salaries						360,560	10,427	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830
3101	State Teachers' Retirement System		19.10%	Payroll Tabs	177,630	2,069	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	
3313	QASDI		6.20%	Payroll Tabs	22,355	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	
3323	Medicare		1.45%	Payroll Tabs	18,713	308	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	
3403	Health & Welfare Benefits			Payroll Tabs	84,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	
3503	State Unemployment Insurance		12.00%	Payroll Tabs	22,680	420	5,460	2,730	2,730	-	5,880	2,730	2,730	-	-	-	-	
3603	Worker Compensation Insurance		1.50%	Payroll Tabs	19,358	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	
Employee Benefits						344,736	13,274	33,569	30,839	30,839	28,109	33,989	30,839	30,839	28,109	28,109	28,109	28,109
Total Personnel Expenses						1,635,296	34,533.53	148,960.25	146,230.25	143,500.25	143,500.25	149,380.25	146,230.25	146,230.25	143,500.25	143,500.25	143,500.25	143,500.25
4100	Approved Textbooks and Core Curricula Materials				91,200	41,040	31,920	18,240	-	-	-	-	-	-	-	-	-	
4110	Instructional Software (Core Curriculum)				57,000	25,650	19,950	11,400	-	-	-	-	-	-	-	-	-	
4200	Books and Other Reference Materials				6,840	3,078	2,394	1,368	-	-	-	-	-	-	-	-	-	
4215	Supplemental Instructional Materials				22,800	1,900	7,980	4,560	929	929	929	929	929	929	929	929	929	
4300	Office Materials and Supplies				34,200	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	
4315	Classroom Materials and Supplies				45,600	6,840	11,400	9,120	1,140	1,140	1,140	1,140	1,140	1,140	1,140	1,140	1,140	
4371	Staff & Board Mtg Supplies				1,140	95	95	95	95	95	95	95	95	95	95	95	95	
4381	Maintenance Supplies				17,100	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	
4388	Health & Safety supplies				3,420	-	-	-	428	428	428	428	428	428	428	428	428	
4400	Noncapitalized Technology Equip				-	-	-	-	-	-	-	-	-	-	-	-	-	
4405	Noncapitalized Instructional Technology Hardware				15,000	1,250	-	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	
4410	Noncapitalized Classroom Furniture/Equipment				46,800	7,020	11,700	9,360	9,360	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	
4430	Noncapitalized Furniture				90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	
4472	Noncapitalized Furniture				30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	
4700	Food and Food Supplies				180,731	-	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	
Books and Supplies						641,831	101,148	116,144	84,848	50,209	36,185	36,185	36,185	36,185	36,185	36,185	36,185	
5200	Travel & Conferences				3,500	-	318	318	318	318	318	318	318	318	318	318	318	
5205	Mileage Reimbursement				5,000	-	45	45	45	45	45	45	45	45	45	45	45	
5210	Training and Development Expense				5,000	1,750	1,750	150	150	150	150	150	150	150	150	150	150	
5220	Conference Fees				2,500	208	208	208	208	208	208	208	208	208	208	208	208	
5300	Dues and Memberships				3,420	2,052	-	-	171	171	171	171	171	171	171	171	171	
5310	Educational Publication Subscriptions				500	42	42	42	42	42	42	42	42	42	42	42	42	
5400	Insurance				29,640	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	
5500	Operations and Housekeeping Services				12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
5501	Utilities				36,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	
5581	Maintenance Services				28,800	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	
5583	Security Services				2,400	200	200	200	200	200	200	200	200	200	200	200	200	
5600	Facilities Rents and Leases				300,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	
5610	Facilities Repairs and Maintenance				4,800	400	400	400	400	400	400	400	400	400	400	400	400	
5620	Equipment Rental/Lease Expense				9,500	792	792	792	792	792	792	792	792	792	792	792	792	
5800	Professional/Consulting Services				25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	
5803	Banking and Payroll Service Fees				10,800	900	900	900	900	900	900	900	900	900	900	900	900	
5805	Legal Services				15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
5806	Audit Fees				9,500	792	792	792	792	792	792	792	792	792	792	792	792	
5810	Educational Consultants		</															

Documentary Record from the Orange County Board of Education

Tustin International Charter School				July	August	September	October	November	December	January	February	March	April	May	June	Actuals	
MYP	Enrollment	228		Advanc	Appt	ment	Per	Advanc	Appt	ment	Per	Advanc	Appt	ment	Per	Advanc	
FY2627	ADA %	97%	Rev Limit %	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	20%	
	ADA	221.16	District %	6%	6%	12%	8%	8%	8%	8%	8%	14%	7%	7%	7%		
Object	Description	Funding Rates	Notes	Amount	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
8011	LCFF Revenue		See Assumptions	2,143,459	-	79,854	79,854	143,738	143,738	143,738	143,738	143,738	253,012	253,012	253,012	253,012	
8012	Education Protection Account Revenue		See Assumptions	59,364	-	11,058	11,058	-	11,058	-	-	-	27,936	-	9,312	-	
8096	Charter Schools Funding in-Lieu of Property Taxes		See Assumptions	1,530,727	-	64,182	64,182	128,363	85,575	85,575	85,575	85,575	310,566	155,283	155,283	155,283	
Revenue Limit				3,733,550	-	144,036	155,094	272,101	229,313	240,371	229,313	229,313	591,515	408,295	408,295	408,295	
8181	Special Education - IDEA		See Assumptions	38,587	-	-	-	-	-	-	-	-	-	-	-	38,587	
8182	Special Education - Mental Health			-	-	-	-	-	-	-	-	-	-	-	-	-	
8220	Federal Child Nutrition Programs	\$	See NSLP Calcs	95,288	-	-	-	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	
Total Federal Revenue				133,875	-	-	-	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	48,116	
8520	State Child Nutrition Program	\$	See NSLP Calcs	20,700	-	-	-	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	
8550	Mandated Block Grant			5,892	-	-	-	-	5,892	-	-	-	-	-	-	-	
8560	State Lottery Revenue Prop 20			21,371	-	-	-	-	-	-	-	-	-	-	-	21,371	
8560	State Lottery Revenue Unrestricted			52,537	-	-	-	-	-	-	-	-	-	9,786	-	32,964	
8590	State Mtn Revenue			21,246	-	-	-	-	-	-	-	-	-	-	5,312	10,623	
8590	Other State Rev -ELOP			381,191	-	14,165	14,165	25,497	25,497	25,497	25,497	25,497	45,076	45,076	45,076	45,076	
Other State Revenue				502,938	-	14,165	14,165	27,567	33,458	27,567	42,664	27,567	47,146	56,932	52,457	112,104	
8639	Student Lunch Revenue			57,595	-	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	
8791	Special Education - AB602	\$	See Assumptions	243,392	-	9,068	9,068	16,322	16,322	16,322	16,322	16,322	28,730	28,730	28,730	28,730	
Local Revenue				300,987	-	14,827	14,827	22,081	22,081	22,081	22,081	22,081	34,489	34,489	34,489	28,730	
Total Revenue				4,671,350	-	173,028	184,086	331,277	294,382	299,548	303,588	288,490	682,678	509,246	504,771	597,245	
1100	Certificated Teachers Salaries		Payroll Tabs	1,035,000	-	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	
1300	Certificated Supervisors' and Administrators' Salaries		Payroll Tabs	136,500	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	-	
Certificated Salaries				1,171,500	11,375	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466
2100	Instructional Aide Salaries (Maintenance, Food)		Payroll Tabs	148,500	-	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	-	
2200	Classified Support Salaries (Maintenance, Food)		Payroll Tabs	34,560	-	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	-	
2300	Classified Supervisor and Administrator Salaries		Payroll Tabs	67,620	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	-	
2400	Periodical, Technical, and Office Staff Salaries		Payroll Tabs	63,740	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	-	
2900	Other Classified Salaries (Non and Yard Sup. etc.)		Payroll Tabs	121,500	-	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	-	
Classified Salaries				435,936	10,948	38,635	38,635	38,635	38,635	38,635	38,635	38,635	38,635	38,635	38,635	38,635	38,635
3101	State Teachers' Retirement System		Payroll Tabs	223,757	2,173	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	
3213	PASST	6.20%	Payroll Tabs	27,028	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	-	
3323	Medicare	1.45%	Payroll Tabs	23,308	324	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	-	
3403	Health & Welfare Benefits		Payroll Tabs	126,000	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	-	
3503	State Unemployment Insurance	12.00%	Payroll Tabs	15,540	420	5,460	945	945	-	-	5,880	945	945	-	-	-	
3603	Worker Compensation Insurance	1.50%	Payroll Tabs	24,112	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	-	
Employee Benefits				439,744	17,678	42,455	37,940	37,940	36,995	36,995	36,995	36,995	36,995	36,995	36,995	36,995	
Total Personnel Expenses				2,047,180	40,004.94	186,556.27	182,041.27	182,041.27	181,096.27	181,096.27	186,976.27	182,041.27	182,041.27	181,096.27	181,096.27	181,096.27	
4100	Approved Textbooks and Core Curricula Materials			34,320	15,444	12,012	6,864	-	-	-	-	-	-	-	-	-	
4110	Instructional Software (Core Curriculum)			75,810	34,115	26,534	15,162	-	-	-	-	-	-	-	-	-	
4200	Books and Other Reference Materials			11,781	5,301	4,123	2,356	-	-	-	-	-	-	-	-	-	
4215	Supplemental Instructional Materials			30,324	2,527	10,613	6,065	1,235	1,235	1,235	1,235	1,235	1,235	1,235	1,235	-	
4300	Office Materials and Supplies			45,486	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	-	
4315	Classroom Materials and Supplies			60,648	9,097	15,162	12,130	12,130	1,516	1,516	1,516	1,516	1,516	1,516	1,516	-	
4371	Staff & Board Mtg Supplies			1,516	126	126	126	126	126	126	126	126	126	126	126	-	
4381	Maintenance Supplies			22,743	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	-	
4388	Health & Safety supplies			4,549	-	-	-	-	569	569	569	569	569	569	569	-	
4400	Noncapitalized Technology Equip			-	-	-	-	-	-	-	-	-	-	-	-	-	
4405	Noncapitalized Instructional Technology Hardware			3,000	250	-	-	344	344	344	344	344	344	344	344	-	
4410	Noncapitalized Classroom Furniture/Equipment			15,600	2,340	3,900	3,120	390	390	390	390	390	390	390	390	-	
4430	Noncapitalized Furniture			30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	
4472	Noncapitalized Furniture			7,500	625	625	625	625	625	625	625	625	625	625	625	-	
4700	Food and Food Supplies			242,561	-	22,051	22,051	22,051	22,051	22,051	22,051	22,051	22,051	22,051	22,051	-	
Books and Supplies				585,838	78,011	103,332	76,085	47,473	35,042	35,042	35,042	35,042	35,042	35,042	35,042	35,042	
5200	Travel & Conferences			4,697	-	427	427	427	427	427	427	427	427	427	427	-	
5205	Mileage Reimbursement			671	61	61	61	61	61	61	61	61	61	61	61	-	
5210	Training and Development Expense			6,711	2,349	201	201	201	201	201	201	201	201	201	201	-	
5220	Conference Fees			3,355	280	280	280	280	280	280	280	280	280	280	280	-	
5300	Dues and Memberships			4,590	2,754	-	-	230	230	230	230	230	230	230	230	-	
5310	Educational Publication Subscriptions			671	56	56	56	56	56	56	56	56	56	56	56	-	
5400	Insurance			43,758	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	-	
5500	Operations and Housekeeping Services			15,105	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	-	
5501	Utilities			48,316	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	-	
5581	Maintenance Services			45,095	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	-	
5583	Security Services			3,221	268	268	268	268	268	268	268	268	268	268	268	-	
5600	Facilities Repairs and Leases			402,632	33,553	33,553	33,553	33,553	33,553	33,553	33,553	33,553	33,553	33,553	33,553	-	
5610	Facilities Repairs and Maintenance			6,442	537	537	537	537	537	537	537	537	537	537	537	-	
5620	Equipment Rental/Lease Expense			12,750	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	-	
5800	Professional/Consulting Services			33,553	2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	-	
5803	Banking and Payroll Service Fees			14,495	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208		

Documentary Record from the Orange County Board of Education

Tustin International Charter School				July	August	September	October	November	December	January	February	March	April	May	June	Accruals	
MYP	Enrollment	228		Advance	Appt	oment	Per od (July-January)					Pr ec pa	Appt	oment	Per od (February-May)		
FY2728	ADA	97%	Rev Limit %	5%	5%	9%	9%	9%	9%	9%	8%	20%	20%	20%	20%		
	ADA	221.16	District %	6%	6%	12%	8%	8%	8%	8%	8%	14%	7%	7%	7%		
Object	Description	Funding Rates	Notes	Amount	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
8011	LCFF Revenue		See Assumptions	2,507,707	-	107,173	107,173	192,911	192,911	192,911	192,911	265,761	265,761	265,761	265,761		
8012	Education Protection Account Revenue		See Assumptions	69,452	-	-	14,841	-	-	14,841	192,911	29,828	-	-	9,943	-	
8096	Charter Schools Funding In-Lieu of Property Taxes		See Assumptions	1,917,460	-	91,844	91,844	183,687	122,458	122,458	122,458	353,418	176,709	176,709	176,709		
	Revenue Limit		See Assumptions	4,494,619	-	199,017	213,858	376,599	315,369	330,210	315,369	649,006	442,470	442,470	452,412	442,470	
8181	Special Education - IDEA		See Assumptions	45,144	-	-	-	-	-	-	-	-	-	-	-	45,144	
8182	Special Education - Mental Health																
8220	Federal Child Nutrition Programs	\$	See NSLP Calcs	111,481	-	-	-	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	
	Total Federal Revenue			156,625	-	-	-	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	56,292	
8520	State Child Nutrition Program	\$	See NSLP Calcs	24,218	-	-	-	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	
8550	Mandated Block Grant			6,893	-	-	-	-	6,893	-	-	-	-	-	-	-	
8560	State Lottery Revenue Prop 20			25,003	-	-	-	-	-	-	-	-	-	-	-	25,003	
8560	State Lottery Revenue Unrestricted			61,465	-	-	-	-	-	-	-	-	-	-	-	41,892	
8590	State MH Revenue			24,857	-	-	-	-	-	-	-	-	-	-	-	12,428	
8590	Other State Rev -ELOP			445,969	-	19,060	19,060	34,307	34,307	34,307	34,307	47,263	47,263	47,263	47,263	47,263	
	Other State Revenue			588,404	-	19,060	19,060	34,307	34,307	34,307	34,307	47,263	47,263	47,263	47,263	129,008	
8639	Student Lunch Revenue			67,382	-	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	-	
8791	Special Education - AB602	\$	820.00	See Assumptions	284,753	-	12,170	12,170	21,905	21,905	21,905	21,905	30,177	30,177	30,177	30,177	
	Local Revenue			352,136	-	18,908	18,908	28,644	28,644	28,644	28,644	36,916	36,916	36,916	30,177	30,177	
	Total Revenue			5,591,783	-	236,984	251,825	453,119	398,783	406,731	407,891	391,890	746,754	550,004	546,432	657,947	
1100	Certificated Teachers' Salaries		Payroll Tabs	1,281,750	-	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	
1300	Certificated Supervisors' and Administrators' Salaries		Payroll Tabs	238,325	-	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	
	Certificated Salaries			1,520,075	-	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	
2100	Instructional Aide Salaries		Payroll Tabs	203,445	-	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	
2200	Classified Support Salaries (Maintenance, Food)		Payroll Tabs	36,288	-	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	
2300	Classified Supervisor and Administrator Salaries		Payroll Tabs	71,001	-	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	
2400	Clerical, Technical, and Office Staff Salaries		Payroll Tabs	66,944	-	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	
2900	Other Classified Salaries (Noon and Yard Sup, etc.)		Payroll Tabs	147,015	-	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	
	Classified Salaries			524,693	-	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	
3101	State Teachers' Retirement System		Payroll Tabs	290,334	-	3,793	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	
3213	OSAP		Payroll Tabs	32,331	-	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	
3323	Medicare		Payroll Tabs	29,649	-	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	
3403	Health & Welfare Benefits		Payroll Tabs	184,000	-	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	
3503	State Unemployment Insurance		Payroll Tabs	19,330	-	420	5,460	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	
3503	Worker Compensation Insurance		Payroll Tabs	30,672	-	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	
	Employee Benefits			586,506	-	25,268	54,763	51,193	51,193	49,303	49,303	55,183	51,193	51,193	49,303	49,303	
	Total Personnel Expenses			2,631,274	-	56,234.02	237,800.88	234,230.88	234,230.88	232,340.88	232,340.88	238,220.88	234,230.88	234,230.88	232,340.88	232,340.88	
4100	Approved Textbooks and Core Curricula Materials			22,880	-	10,296	8,008	4,576	-	-	-	-	-	-	-	-	
4110	Instructional Software (Core Curriculum)			88,470	-	39,812	30,965	17,694	-	-	-	-	-	-	-	-	
4200	Books and Other Reference Materials			13,783	-	6,202	2,824	2,757	-	-	-	-	-	-	-	-	
4215	Supplemental Instructional Materials			35,388	-	2,949	12,386	7,078	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	
4300	Office Materials and Supplies			53,082	-	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	
4315	Classroom Materials and Supplies			70,776	-	10,616	17,694	14,155	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	
4371	Staff & Board Mtg Supplies			1,769	-	147	147	147	147	147	147	147	147	147	147	147	
4381	Maintenance Supplies			26,541	-	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	
4388	Health & Safety supplies			5,308	-	-	-	664	664	664	664	664	664	664	664	664	
4400	Noncapitalized Technology Equip			-	-	-	-	-	-	-	-	-	-	-	-	-	
4405	Noncapitalized Instruction Technology Hardware			3,500	-	292	-	-	401	401	401	401	401	401	401	401	
4410	Noncapitalized Classroom Furniture/Equipment			15,600	-	2,940	3,900	3,120	390	390	390	390	390	390	390	390	
4460	Noncapitalized Furniture			20,000	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	
4472	Noncapitalized Furniture			7,500	-	625	625	625	625	625	625	625	625	625	625	625	
4700	Food and Food Supplies			283,778	-	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	
	Books and Supplies			648,377	-	81,581	112,649	84,252	53,589	39,538	39,538	39,538	39,538	39,538	39,538	39,538	
5200	Travel & Conferences			500	-	500	500	500	500	500	500	500	500	500	500	500	
5205	Mileage Reimbursement			785	-	71	71	71	71	71	71	71	71	71	71	71	
5210	Training and Development Expense			7,851	-	2,748	2,748	236	236	236	236	236	236	236	236	236	
5220	Conference Fees			3,925	-	327	327	327	327	327	327	327	327	327	327	327	
5300	Dues and Memberships			5,370	-	3,222	-	-	269	269	269	269	269	269	269	269	
5310	Educational Publication Subscriptions			785	-	65	65	65	65	65	65	65	65	65	65	65	
5400	Insurance			51,194	-	4,266	4,266	4,266	4,266	4,266	4,266	4,266	4,266	4,266	4,266	4,266	
5500	Operations and Housekeeping Services			18,842	-	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	
5501	Utilities			56,526	-	4,711	4,711	4,711	4,711	4,711	4,711	4,711	4,711	4,711	4,711	4,711	
5581	Maintenance Services			52,758	-	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	
5583	Security Services			3,768	-	314	314	314	314	314	314	314	314	314	314	314	
5600	Facilities Rents and Leases			471,053	-	39,254	39,254	39,254	39,254	39,254	39,254	39,254	39,254	39,254	39,254	39,254	
5610	Facilities Repairs and Maintenance			7,537	-	628	628	628	628	628	628	628	628	628	628	628	
5620	Equipment Rental/Lease Expense			14,917	-	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	
5800	Professional/Consulting Services			39,254	-	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	
5803	Banking and Payroll Service Fees			16,958	-	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	
5805	Legal Services			15,914	-	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	
5806	Audit Fees			10,079	-	840	840	840	840	840	840	840	840	840	840	840	
5810	Educational Consultants			15,702	-	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	
5811	Substitute Teachers			23,553	-	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	
5813	Mental Health Services			196,900	-	16,408	16,408	16,408	16,408	16,408	16,408	16,408	16,408	16,408	16,408	16,408	
5815	Non Educational Software			7,851	-	654	654	654	654	654	654	654	654	654	654	654	
5840	After School Student Enrichment			243,377	-	20,281	20,281	20,281	20,281	20,281	20,281	20,281	20,281	20,281	20,281	20,281	
5841	Field Trip Expenses			16,958	-	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	
5873	Financial Services			101,846													

Tustin International Charter School Petition 塔斯汀雙語國際學校請願書

Our petition includes signatures from teachers "meaningfully interested" in teaching and working at Tustin International Charter School (TICS) for the 2025-26 school year.

Ed Code 47605 (B) states: The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation." TICS estimates (10) ten teachers, meaning 5 teachers required.

Signature Page for Teachers

We the undersigned viewed and believed that the attached charter petition for Tustin International Charter School by Mandarin Immersion Schools INC, a 501(C)3 non-profit merits consideration and hereby petition the governing board to grant approval of the charter pursuant to Ed Code 47605 to enable the creation of the Tustin International Charter School. The Petitioners for TICS agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching and working at Tustin International Charter School.

By the Lead Petitioner:

Steven Chuang

Signature

Date

The petitioners recognize Steven Chuang as the Lead Petitioner and hereby authorize the Lead Petitioner or designee to negotiate any amendments to the attached charter necessary to secure approval by the governing board.

By the Teacher:

Print Name: Erin Ortega

Signature:

Address: 3507 W. Greentree Circle #C, Anaheim, CA 92804

Email: eebwri@gmail.com

Phone (562) 674-6587

Multiple Subject Credential ☒ YES ☐ NO

Child Development Permits ☐ YES ☒ NO

CTC Credential & Document # 240105398

The signatories recognize that this may be a public document, but do **not** consent to publication of their contact information on a website or shared with their current employers.

Tustin International Charter School Petition 塔斯汀雙語國際學校請願書

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By the Lead Petitioner:

Steven Chuang

Signature

Date

7/31/24

The petitioners recognize Steven Chuang as the Lead Petitioner and hereby authorize the Lead Petitioner or designee to negotiate any amendments to the attached charter necessary to secure approval by the governing board.

By the Teacher:

Print Name: Conor Matthews

Signature: Conor Matthews

Address: 101 Ambrose, Newport Beach, California 92657

Email: conor0martin@gmail.com

Phone 4423170786

Multiple Subject Credential YES / NO

Child Development Permits YES / NO

CTC Credential & Document # 190171566

The signatories recognize that this may be a public document, but do **not** consent to publication of their contact information on a website or shared with their current employers.

Tustin International Charter School Petition 塔斯汀雙語國際學校請願書

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By the Lead Petitioner:

Steven Chuang

Signature

Date

The petitioners recognize Steven Chuang as the Lead Petitioner and hereby authorize the Lead Petitioner or designee to negotiate any amendments to the attached charter necessary to secure approval by the governing board.

By the Teacher:

Print Name: Yachen Li

Signature: Yachen Li

Address: 577 Las Palmas Dr., Irvine CA 92602

Email: ysl10114@gmail.com Phone (810) 814-3961

Multiple Subject Credential ☒ YES ☐ NO Child Development Permits ☒ YES ☐ NO

CTC Credential & Document # 240048340

The signatories recognize that this may be a public document, but do not consent to publication of their contact information on a website or shared with their current employers.

Tustin International Charter School Petition 塔斯町雙語國際學校請願書

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By the Lead Petitioner:

Steven Chuang

Signature

Date

The petitioners recognize Steven Chuang as the Lead Petitioner and hereby authorize the Lead Petitioner or designee to negotiate any amendments to the attached charter necessary to secure approval by the governing board.

By the Teacher:

Print Name: Cindy Hang

Signature: Cindy Hang

Address: 1222 E. Borchard Ave., Santa Ana, CA 92707

Email: cindyhang97@gmail.com Phone (510) 862-0062

Multiple Subject Credential ✓ YES / NO Child Development Permits ✓ YES / NO

CTC Credential & Document # 230153591

The signatories recognize that this may be a public document, but do not consent to publication of their contact information on a website or shared with their current employers.

Tustin International Charter School Petition 塔斯汀雙語國際學校請願書

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By the Lead Petitioner:

Steven Chuang

Signature

Date

The petitioners recognize Steven Chuang as the Lead Petitioner and hereby authorize the Lead Petitioner or designee to negotiate any amendments to the attached charter necessary to secure approval by the governing board.

By the Teacher:

Print Name: Xiaoling Wu

Signature: [Signature]

Address: 909 E 2nd St, Santa Ana, CA 92701

Email: wuxiaoling1022@gmail.com Phone: 650 556 6692

Multiple Subject Credential ☒ YES / ☐ NO Child Development Permits ☐ YES / ☒ NO

CTC Credential & Document # 210113653

The signatories recognize that this may be a public document, but do not consent to publication of their contact information on a website or shared with their current employers.

Tustin International Charter School Petition 塔斯汀雙語國際學校請願書

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By the Lead Petitioner:

Steven Chuang

Signature

Date

The petitioners recognize Steven Chuang as the Lead Petitioner and hereby authorize the Lead Petitioner or designee to negotiate any amendments to the attached charter necessary to secure approval by the governing board.

By the Teacher:

Print Name:

Brianne Iversen

Signature:

Brianne I.

Address: 25162 Charinda Drive, Apt. D63

Email: brianne.iversen@gmail.com Phone (949) 307-8895

Multiple Subject Credential ☒ YES ☐ NO Child Development Permits ☒ YES ☐ NO

CTC Credential & Document # Multiple Subject Teaching Credential
Document #: 240181516

The signatories recognize that this may be a public document, but do not consent to publication of their contact information on a website or shared with their current employers.

Certification of Complete Charter Petition

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than sixty (60) days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within ninety (90) days of receipt of the petition, provided, however, that the date may be extended by an additional thirty (30) days if both parties agree to the extension.

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Steven Chuang, Lead Petitioner

Signature: Steven Chuang

Date: 09/24/2024

School Name: Tustin International Charter School

**Tustin International Charter School Multi-Year Budget
Summary**

Documentary Record from the Orange County Board of Education

Tustin International Charter School		FY2526	FY2627	FY2728	FY2829	FY2930
MYP		Enrollment	228	306	358	410
		ADA %	97.00%	97.00%	97.00%	97.00%
		ADA	221.16	296.82	347.26	397.70
						436
						422.92
Object	Description	Budget	Budget	Budget	Budget	Budget
8011	LCFF Revenue	1,597,087	2,143,459	2,507,707	2,871,955	3,054,079
8012	Education Protection Account Revenue	44,232	59,364	69,452	79,540	84,584
8096	Charter Schools Funding In-Lieu of Property Taxes	1,069,693	1,530,727	1,917,460	2,349,698	2,498,703
Revenue Limit		2,711,012	3,733,550	4,494,619	5,301,193	5,637,366
8181	Special Education - IDEA	-	38,587	45,144	51,701	54,980
8220	Federal Child Nutrition Programs	70,999	95,288	111,481	127,674	135,770
Total Federal Revenue		70,999	133,875	156,625	179,375	190,750
8520	State Child Nutrition Program	15,424	20,700	24,218	27,735	29,494
8550	Mandated Block Grant	4,390	5,892	6,893	7,894	8,395
8560	State Lottery Revenue Prop 20	15,924	21,371	25,003	28,634	30,450
8560	State Lottery Revenue Unrestricted	39,145	52,537	61,465	70,393	74,857
8590	State MH Revenue	17,898	21,246	24,857	28,467	30,273
8590	Other State Rev --ELOP	283,295	381,191	445,969	511,731	544,182
Other State Revenue		376,074	502,938	588,404	674,855	717,650
8639	Student Lunch Revenue	42,914	57,595	67,382	77,170	82,063
8791	Special Education - AB602	181,351	243,392	284,753	326,114	346,794
Local Revenue		224,265	300,987	352,136	403,284	428,858
Total Revenue		3,382,350	4,671,350	5,591,783	6,558,706	6,974,624
1100	Certificated Teachers Salaries	800,000	1,035,000	1,281,750	1,475,838	1,702,613
1300	Certificated Supervisors' and Administrators' Salaries	130,000	136,500	238,325	250,241	387,748
Certificated Salaries		930,000	1,171,500	1,520,075	1,726,079	2,090,361
2100	Instructional Aide Salaries	118,800	148,500	203,445	237,377	268,259
2200	Classified Support Salaries (Maintenance, Food)	19,440	34,560	36,288	38,102	39,245
2300	Classified Supervisor and Administrator Salaries	64,400	67,620	71,001	74,551	76,788
2400	Clerical, Technical, and Office Staff Salaries	60,720	63,756	66,844	70,291	72,400
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	97,200	121,500	147,915	173,806	198,460
Classified Salaries		360,560	425,936	524,689	594,127	655,151
3101	State Teachers' Retirement System	177,630	223,757	290,334	329,681	399,259
3313	OASDI	22,355	27,028	32,531	36,836	40,619
3323	Medicare	18,713	23,308	29,649	33,643	39,810
3403	Health & Welfare Benefits	84,000	126,000	184,000	238,400	292,800
3503	State Unemployment Insurance	22,680	15,540	19,320	19,740	23,100
3603	Worker Compensation Insurance	19,358	24,112	30,672	34,803	41,183
Employee Benefits		344,736	439,744	586,506	683,103	867,491
Total Personnel Expenses		1,635,296	2,047,180	2,631,274	3,153,309	3,733,003
4100	Approved Textbooks and Core Curricula Materials	91,200	34,320	22,880	22,880	11,440
4110	Instructional Software (Core Curriculum)	57,000	75,810	88,470	88,470	93,955
4200	Books and Other Reference Materials	6,840	11,781	13,783	15,785	16,786
4215	Supplemental Instructional Materials	22,800	30,224	35,388	40,696	43,219
4300	Office Materials and Supplies	34,200	45,486	53,082	61,044	64,829
4315	Classroom Materials and Supplies	45,600	60,648	70,776	81,393	86,439
4371	Staff & Board Mtg Supplies	1,140	1,516	1,769	2,035	2,161
4381	Maintenance Supplies	17,100	22,743	26,541	30,522	32,415
4388	Health & Safety Supplies	3,420	4,549	5,308	6,104	6,483
4405	Noncapitalized Technology Equip	15,000	3,000	3,500	3,500	3,500
4410	Noncapitalized Instructional Technology Hardware	46,800	15,600	15,600	78,000	85,800
4430	Noncapitalized Classroom Furniture/Equipment	90,000	30,000	20,000	20,000	10,000
4472	Noncapitalized Furniture	30,000	7,500	7,500	-	7,500
4700	Food and Food Supplies	180,731	242,561	283,778	325,001	345,609
Books and Supplies		641,831	585,838	648,377	775,432	810,136
5200	Travel & Conferences	3,500	4,697	5,496	6,294	6,693
5205	Mileage Reimbursement	500	671	785	899	956
5210	Training and Development Expense	5,000	6,711	7,851	8,991	9,561
5220	Conference Fees	2,500	3,355	3,925	4,496	4,781
5300	Dues and Memberships	3,420	4,590	5,370	6,150	6,540
5310	Educational Publication Subscriptions	500	671	785	899	956
5400	Insurance	29,640	43,758	51,194	58,630	62,348
5500	Operations and Housekeeping Services	12,000	16,105	18,842	21,579	22,947
5501	Utilities	36,000	48,316	56,526	64,737	68,842
5581	Maintenance Services	33,600	45,095	52,758	60,421	64,253
5583	Security Services	2,400	3,221	3,768	4,316	4,589
5600	Facilities Rents and Leases	300,000	402,632	471,053	539,474	573,684
5610	Facilities Repairs and Maintenance	4,800	6,442	7,537	8,632	9,179
5620	Equipment Rental/Lease Expense	9,500	12,750	14,917	17,083	18,167
5800	Professional/Consulting Services	25,000	33,553	39,254	44,956	47,807
5803	Banking and Payroll Service Fees	10,800	14,495	16,958	19,421	20,653
5805	Legal Services	15,000	15,450	15,914	16,391	16,883
5806	Audit Fees	9,500	9,785	10,079	10,381	10,692
5810	Educational Consultants	10,000	13,421	15,702	17,982	19,123
5811	Substitute Teachers	15,000	20,132	23,553	26,974	28,684
5815	Special Education Services	125,400	168,300	196,900	225,500	239,800
5827	Non Educational Software	5,000	6,711	7,851	8,991	9,561
5840	After School Student Enrichment	125,000	208,026	243,377	278,728	296,404
5841	Field Trip Expenses	10,800	14,495	16,958	19,421	20,653
5873	Financial Services	96,000	98,880	101,846	104,902	108,049
5874	Human Resources Expenses	4,500	6,039	7,066	8,092	8,605
5875	Authorizer Oversight Fees	27,110	37,336	44,946	53,012	56,374
5876	Student Recruiting	5,000	6,711	7,851	8,991	9,561
5877	IT Services/Student Data Services	68,400	70,452	72,566	74,743	76,985
5891	Interest and Fees on AR Sales	50,682	39,604	-	-	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	25,000	33,553	39,254	44,956	47,807
Services & Other Operating Expenses		1,071,552	1,395,955	1,560,881	1,766,041	1,871,137
Capital Outlay		-	-	-	-	-
7141	Special Education Encroachment	10,881	14,099	13,196	15,113	16,071
Other Outgo		10,881	14,099	13,196	15,113	16,071
Total Operational Expenses		1,724,264	1,995,892	2,222,453	2,556,586	2,697,344
Total Expenses		3,359,560	4,043,072	4,853,727	5,709,895	6,430,348
Net Income		22,789	628,278	738,056	848,811	544,276

Net Income as a % of LCFF revenue

0.84%

16.83%

16.42%

16.01%

9.65%

Net Income as a % of Total expenses

0.68%

15.54%

15.21%

14.87%

8.46%

Beginning Balance

Cash + Net AR/AP

150,000

172,790

801,067

1,539,124

2,387,935

Ending Balance

\$

22,789

\$

651,067

\$

1,389,123

\$

2,237,935

\$

2,782,211

As a % of Total expenses

0.68%

16.10%

28.62%

39.19%

43.27%

Saved for Reserve@4%

\$22,789

\$161,723

\$194,149

\$228,396

\$257,214

Saved for Uncertainty

\$0

\$489,344

\$1,194,974

\$2,009,539

\$2,524,997

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Tustin International Charter School						
Budget Assumptions						
Fiscal Year 2425 2829						
		FY2526	FY2627	FY2728	FY2829	FY2930
Enrollment by Grade						
TK		20	20	20	20	20
K		52	78	78	78	78
1		52	52	78	78	78
2		52	52	52	78	78
3		26	52	52	52	78
4		26	26	52	52	52
5			26	26	52	52
6						
7-8						
9-12						
TOTAL		228	306	358	410	436
ADA Rate		97.00%	97.00%	97.00%	97.00%	97.00%
ADA by Group:						
TK-3		195.94	246.38	271.60	296.82	322.04
4-6		25.22	50.44	75.66	100.88	100.88
Total		221.16	296.82	347.26	397.70	422.92
PY P2 ADA:						
TK-3			195.94	246.38	271.60	296.82
4-6			25.22	50.44	75.66	100.88
Total		-	221.16	296.82	347.26	397.70
PENSEC ADA:						
TK-3		195.94	-	-	-	-
4-6		25.22	-	-	-	-
Total		221.16	-	-	-	-
20 DAY ADA:						
TK-3		195.94	-	-	-	-
4-6		25.22	-	-	-	-
Total		221.16	-	-	-	-
REVENUE RATES						
8011-LCFF--TK-3		10,310.00	10,649.00	10,989.00	11,336.00	11,336.00
8011-LCFF--4-6		10,466.00	10,810.00	11,155.00	11,507.00	11,507.00
8011-LCFF--7-8		10,775.00	11,129.00	11,484.00	11,847.00	11,847.00
8012-EPA		200.00	200.00	200.00	200.00	200.00
8096-ILPT		6,905.92	6,905.92	6,905.92	6,905.92	6,905.92
8181-IDEA		-	130.00	130.00	130.00	130.00
8550-MBG K-8		19.85	19.85	19.85	19.85	19.85
8560-Rest Lottery		72.00	72.00	72.00	72.00	72.00
8560-Lottery		177.00	177.00	177.00	177.00	177.00
8590-Other State Rev --ELOP		1,280.95	1,284.25	1,284.25	1,286.73	1,286.73
8590-Other State Rev --Mental Health		80.92	71.58	71.58	71.58	71.58
8791-AB602		820.00	820.00	820.00	820.00	820.00
Revenue Fee %						
District Oversight		1.00%	1.00%	1.00%	1.00%	1.00%
SPED Encroachment		6.00%	5.00%	4.00%	4.00%	4.00%

Documentary Record from the Orange County Board of Education

Tustin International Charter School											
Payroll Summary		FY2526	FY2627	FY2728	FY2829	FY2930	FY2526	FY2627	FY2728	FY2829	FY2930
		\$	\$	\$	\$	\$	FTE	FTE	FTE	FTE	FTE
Certificated Salaries											
1100	Teachers' Salaries	800,000	1,035,000	1,281,750	1,475,838	1,702,613	12.00	15.00	18.00	20.00	22.50
1300	Certificated Supervisor and Administrator Salaries	130,000	136,500	238,325	250,241	387,748	1.00	1.00	2.00	2.00	3.00
	Total Certificated Salaries	\$ 930,000	\$ 1,171,500	\$ 1,520,075	\$ 1,726,079	\$ 2,090,361	13.00	16.00	20.00	22.00	25.50
Classified Salaries											
2100	Instructional Aide Salaries	118,800	148,500	203,445	237,377	268,259	3.75	4.50	6.00	6.75	7.50
2200	Classified Support Salaries (Maintenance, Food)	19,440	34,560	36,288	38,102	39,245	0.75	1.00	1.00	1.00	1.00
2300	Classified Supervisor and Administrator Salaries	64,400	67,620	71,001	74,551	76,788	1.00	1.00	1.00	1.00	1.00
2400	Clerical, Technical, and Office Staff Salaries	60,720	63,756	66,944	70,291	72,400	1.50	1.50	1.50	1.50	1.50
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	97,200	121,500	147,015	173,806	198,460	3.75	4.50	5.25	6.00	6.75
	Total Classified Salaries	\$ 360,560	\$ 435,936	\$ 524,693	\$ 594,127	\$ 655,151	10.75	12.50	14.75	16.25	17.75
Total Salaries		\$ 1,290,560	\$ 1,607,436	\$ 2,044,768	\$ 2,320,206	\$ 2,745,512	23.75	28.50	34.75	38.25	43.25
Benefits											
3101	State Teachers' Retirement System	177,630	223,757	290,334	329,681	399,259					
3313	OASDI	22,355	27,028	32,531	36,836	40,619					
3323	Medicare	18,713	23,308	29,649	33,643	39,810					
3403	Health & Welfare Benefits	84,000	126,000	184,000	378,400	443,520					
3503	State Unemployment Insurance	22,680	15,540	19,320	19,740	23,100					
3603	Worker Compensation Insurance	19,358	24,112	30,672	34,803	41,183					
	Total Benefits	\$ 344,736	\$ 439,744	\$ 586,506	\$ 833,103	\$ 987,491					
Total Salaries & Benefits		\$ 1,635,296	\$ 2,047,180	\$ 2,631,274	\$ 3,153,309	\$ 3,733,003					

Tustin International Charter School Multi-Year Budget: Payroll Detail

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2526 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
					19.10%	6.20%	1.45%	\$ 6,000	12.00%	1.50%	
FY2526	1st English Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	1st Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	2nd English Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	2nd Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	English Teacher (dual grades)	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	Mandarin Teacher (dual grades)	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	K English Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	K Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	TK Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	TK Mandarin Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	PE Teacher	1100	65,000	1.00	12,415	-	943	6,000	840	975	86,173
FY2526	SPED Teacher	1100	85,000	1.00	16,235	-	1,233	6,000	840	1,275	110,583
FY2526	Principal/ED	1300	130,000	1.00	24,830	-	1,885	6,000	840	1,950	165,505
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2526	Office Support	2400	30,360	0.75	-	1,882	440	-	840	455	33,978
FY2526	Office Support	2400	30,360	0.75	-	1,882	440	-	840	455	33,978
FY2526	HR Office Manager	2300	64,400	1.00	-	3,993	934	6,000	840	966	77,133
FY2526	Lunch Program Support	2200	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2526	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2627	3rd English Teacher	1100	-		-	-	-	-	-	-	-
FY2627	3rd Mandarin Teacher	1100	-		-	-	-	-	-	-	-
FY2627	K Bilingual Teacher	1100	-		-	-	-	-	-	-	-
FY2627	Inst. Aide	2100	-		-	-	-	-	-	-	-
FY2627	Lunch/Yard Support	2900	-		-	-	-	-	-	-	-
FY2728	4th English Teacher	1100	-		-	-	-	-	-	-	-
FY2728	4th Mandarin Teacher	1100	-		-	-	-	-	-	-	-
FY2728	PE Teacher	1100	-		-	-	-	-	-	-	-
FY2728	Assistant Principal	1300	-		-	-	-	-	-	-	-
FY2728	Inst. Aide	2100	-		-	-	-	-	-	-	-
FY2728	Inst. Aide	2100	-		-	-	-	-	-	-	-
FY2728	Lunch/Yard Support	2900	-		-	-	-	-	-	-	-
FY2829	5th English Teacher	1100	-		-	-	-	-	-	-	-
FY2829	5th Mandarin Teacher	1100	-		-	-	-	-	-	-	-
FY2829	Inst. Aide	2100	-		-	-	-	-	-	-	-
FY2829	Lunch/Yard Support	2900	-		-	-	-	-	-	-	-
FY2930	Bilingual Teacher	1100	-		-	-	-	-	-	-	-
FY2930	SPED Teacher	1100	-		-	-	-	-	-	-	-
FY2930	PE Teacher	1100	-		-	-	-	-	-	-	-
FY2930	Principal	1300	-		-	-	-	-	-	-	-
FY2930	Inst. Aide	2100	-		-	-	-	-	-	-	-
FY2930	Lunch/Yard Support	2900	-		-	-	-	-	-	-	-

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2627 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
			105.00%		19.10%	6.20%	1.45%	\$ 7,000	6.00%	1.50%	
FY2526	1st English Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	1st Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	2nd English Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	2nd Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	English Teacher (dual grades)	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	Mandarin Teacher (dual grades)	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	K English Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	K Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	TK Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	TK Mandarin Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	PE Teacher	1100	68,250	1.00	13,036	-	990	7,000	420	1,024	90,719
FY2526	SPED Teacher	1100	89,250	1.00	17,047	-	1,294	7,000	420	1,339	116,350
FY2526	Principal/ED	1300	136,500	1.00	26,072	-	1,979	7,000	420	2,048	174,018
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2526	Office Support	2400	31,878	0.75	-	1,976	462	-	420	478	35,215
FY2526	Office Support	2400	31,878	0.75	-	1,976	462	-	420	478	35,215
FY2526	HR Office Manager	2300	67,620	1.00	-	4,192	980	7,000	420	1,014	81,227
FY2526	Lunch Program Support	2200	34,560	1.00	-	2,143	501	7,000	420	518	45,142
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2526	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2627	3rd English Teacher	1100	65,000	1.00	12,415	-	943	7,000	840	975	87,173
FY2627	3rd Mandarin Teacher	1100	65,000	1.00	12,415	-	943	7,000	840	975	87,173
FY2627	K Bilingual Teacher	1100	65,000	1.00	12,415	-	943	7,000	840	975	87,173
FY2627	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2627	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2728	4th English Teacher	1100	-	-	-	-	-	-	-	-	-
FY2728	4th Mandarin Teacher	1100	-	-	-	-	-	-	-	-	-
FY2728	PE Teacher	1100	-	-	-	-	-	-	-	-	-
FY2728	Assistant Principal	1300	-	-	-	-	-	-	-	-	-
FY2728	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2728	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2728	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-
FY2829	5th English Teacher	1100	-	-	-	-	-	-	-	-	-
FY2829	5th Mandarin Teacher	1100	-	-	-	-	-	-	-	-	-
FY2829	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2829	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-
FY2930	Bilingual Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	SPED Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	PE Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	Principal	1300	-	-	-	-	-	-	-	-	-
FY2930	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2930	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2728 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
			105.00%		19.10%	6.20%	1.45%	\$ 8,000	6.00%	1.50%	
FY2526	1st English Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	1st Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	2nd English Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	2nd Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	English Teacher (dual grades)	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	Mandarin Teacher (dual grades)	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	K English Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	K Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	TK Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	TK Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	PE Teacher	1100	71,663	1.00	13,688	-	1,039	8,000	420	1,075	95,884
FY2526	SPED Teacher	1100	93,713	1.00	17,899	-	1,359	8,000	420	1,406	122,796
FY2526	Principal/ED	1300	143,325	1.00	27,375	-	2,078	8,000	420	2,150	183,348
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	-	420	393	29,012
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	-	420	393	29,012
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	-	420	393	29,012
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	-	420	393	29,012
FY2526	Inst. Aide	2100	26,195	0.75	-	1,624	380	8,000	420	393	37,012
FY2526	Office Support	2400	33,472	0.75	-	2,075	485	-	420	502	36,955
FY2526	Office Support	2400	33,472	0.75	-	2,075	485	-	420	502	36,955
FY2526	HR Office Manager	2300	71,001	1.00	-	4,402	1,030	8,000	420	1,065	85,918
FY2526	Lunch Program Support	2200	36,288	1.00	-	2,250	526	8,000	420	544	48,028
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2526	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	-	420	321	23,814
FY2627	3rd English Teacher	1100	68,250	1.00	13,036	-	990	8,000	420	1,024	91,719
FY2627	3rd Mandarin Teacher	1100	68,250	1.00	13,036	-	990	8,000	420	1,024	91,719
FY2627	K Bilingual Teacher	1100	68,250	1.00	13,036	-	990	8,000	420	1,024	91,719
FY2627	Inst. Aide	2100	24,948	0.75	-	1,547	362	-	420	374	27,651
FY2627	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	-	420	306	22,700
FY2728	4th English Teacher	1100	65,000	1.00	12,415	-	943	8,000	840	975	88,173
FY2728	4th Mandarin Teacher	1100	65,000	1.00	12,415	-	943	8,000	840	975	88,173
FY2728	PE Teacher	1100	65,000	1.00	12,415	-	943	8,000	840	975	88,173
FY2728	Assistant Principal	1300	95,000	1.00	18,145	-	1,378	8,000	840	1,425	124,788
FY2728	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2728	Inst. Aide	2100	23,760	0.75	-	1,473	345	-	840	356	26,774
FY2728	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	-	840	292	22,059
FY2829	5th English Teacher	1100	-	-	-	-	-	-	-	-	-
FY2829	5th Mandarin Teacher	1100	-	-	-	-	-	-	-	-	-
FY2829	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2829	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-
FY2930	Bilingual Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	SPED Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	PE Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	Principal	1300	-	-	-	-	-	-	-	-	-
FY2930	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2930	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2829 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
			105.00%		19.10%	6.20%	1.45%	\$ 8,800	6.00%	1.50%	
FY2526	1st English Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	1st Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	2nd English Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	2nd Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	English Teacher (dual grades)	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	Mandarin Teacher (dual grades)	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	K English Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	K Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	TK Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	TK Mandarin Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	PE Teacher	1100	75,246	1.00	14,372	-	1,091	8,800	420	1,129	101,057
FY2526	SPED Teacher	1100	98,398	1.00	18,794	-	1,427	8,800	420	1,476	129,315
FY2526	Principal/ED	1300	150,491	1.00	28,744	-	2,182	8,800	420	2,257	192,895
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Inst. Aide	2100	27,505	0.75	-	1,705	399	8,800	420	413	39,242
FY2526	Office Support	2400	35,145	0.75	-	2,179	510	8,800	420	527	47,581
FY2526	Office Support	2400	35,145	0.75	-	2,179	510	8,800	420	527	47,581
FY2526	HR Office Manager	2300	74,551	1.00	-	4,622	1,081	8,800	420	1,118	90,592
FY2526	Lunch Program Support	2200	38,102	1.00	-	2,362	552	8,800	420	572	50,809
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2526	Lunch/Yard Support	2900	22,504	0.75	-	1,395	326	8,800	420	338	33,783
FY2627	3rd English Teacher	1100	71,663	1.00	13,688	-	1,039	8,800	420	1,075	96,684
FY2627	3rd Mandarin Teacher	1100	71,663	1.00	13,688	-	1,039	8,800	420	1,075	96,684
FY2627	K Bilingual Teacher	1100	71,663	1.00	13,688	-	1,039	8,800	420	1,075	96,684
FY2627	Inst. Aide	2100	26,195	0.75	-	1,624	380	8,800	420	393	37,812
FY2627	Lunch/Yard Support	2900	21,433	0.75	-	1,329	311	8,800	420	321	32,614
FY2728	4th English Teacher	1100	68,250	1.00	13,036	-	990	8,800	420	1,024	92,519
FY2728	4th Mandarin Teacher	1100	68,250	1.00	13,036	-	990	8,800	420	1,024	92,519
FY2728	PE Teacher	1100	68,250	1.00	13,036	-	990	8,800	420	1,024	92,519
FY2728	Assistant Principal	1300	99,750	1.00	19,052	-	1,446	8,800	420	1,496	130,965
FY2728	Inst. Aide	2100	24,948	0.75	-	1,547	362	8,800	420	374	36,451
FY2728	Inst. Aide	2100	24,948	0.75	-	1,547	362	8,800	420	374	36,451
FY2728	Lunch/Yard Support	2900	20,412	0.75	-	1,266	296	8,800	420	306	31,500
FY2829	5th English Teacher	1100	65,000	1.00	12,415	-	943	8,800	840	975	88,973
FY2829	5th Mandarin Teacher	1100	65,000	1.00	12,415	-	943	8,800	840	975	88,973
FY2829	Inst. Aide	2100	23,760	0.75	-	1,473	345	8,800	840	356	35,574
FY2829	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	8,800	840	292	30,859
FY2930	Bilingual Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	SPED Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	PE Teacher	1100	-	-	-	-	-	-	-	-	-
FY2930	Principal	1300	-	-	-	-	-	-	-	-	-
FY2930	Inst. Aide	2100	-	-	-	-	-	-	-	-	-
FY2930	Lunch/Yard Support	2900	-	-	-	-	-	-	-	-	-

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Tustin International Charter School											
FY Position Start	Title/Position	Object	FY2930 Annual Salary	FTE	STRS	OASDI	MC	H&W	SUI	WC	Total Cost with Benefits
			103.00%		19.10%	6.20%	1.45%	\$ 9,240	6.00%	1.50%	
FY2526	1st English Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	1st Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	2nd English Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	2nd Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	English Teacher (dual grades)	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	Mandarin Teacher (dual grades)	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	K English Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	K Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	TK Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	TK Mandarin Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	PE Teacher	1100	77,503	1.00	14,803	-	1,124	9,240	420	1,163	104,252
FY2526	SPED Teacher	1100	101,350	1.00	19,358	-	1,470	9,240	420	1,520	133,358
FY2526	Principal/ED	1300	155,006	1.00	29,606	-	2,248	9,240	420	2,325	198,845
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Inst. Aide	2100	28,330	0.75	-	1,756	411	9,240	420	425	40,583
FY2526	Office Support	2400	36,200	0.75	-	2,244	525	9,240	420	543	49,172
FY2526	Office Support	2400	36,200	0.75	-	2,244	525	9,240	420	543	49,172
FY2526	HR Office Manager	2300	76,788	1.00	-	4,761	1,113	9,240	420	1,152	93,474
FY2526	Lunch Program Support	2200	39,245	1.00	-	2,433	569	9,240	420	589	52,496
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2526	Lunch/Yard Support	2900	23,179	0.75	-	1,437	336	9,240	420	348	34,960
FY2627	3rd English Teacher	1100	73,812	1.00	14,098	-	1,070	9,240	420	1,107	99,748
FY2627	3rd Mandarin Teacher	1100	73,812	1.00	14,098	-	1,070	9,240	420	1,107	99,748
FY2627	K Bilingual Teacher	1100	73,812	1.00	14,098	-	1,070	9,240	420	1,107	99,748
FY2627	Inst. Aide	2100	26,981	0.75	-	1,673	391	9,240	420	405	39,110
FY2627	Lunch/Yard Support	2900	22,076	0.75	-	1,369	320	9,240	420	331	33,755
FY2728	4th English Teacher	1100	70,298	1.00	13,427	-	1,019	9,240	420	1,054	95,458
FY2728	4th Mandarin Teacher	1100	70,298	1.00	13,427	-	1,019	9,240	420	1,054	95,458
FY2728	PE Teacher	1100	70,298	1.00	13,427	-	1,019	9,240	420	1,054	95,458
FY2728	Assistant Principal	1300	102,743	1.00	19,624	-	1,490	9,240	420	1,541	135,057
FY2728	Inst. Aide	2100	25,696	0.75	-	1,593	373	9,240	420	385	37,708
FY2728	Inst. Aide	2100	25,696	0.75	-	1,593	373	9,240	420	385	37,708
FY2728	Lunch/Yard Support	2900	21,024	0.75	-	1,304	305	9,240	420	315	32,608
FY2829	5th English Teacher	1100	66,950	1.00	12,787	-	971	9,240	420	1,004	91,372
FY2829	5th Mandarin Teacher	1100	66,950	1.00	12,787	-	971	9,240	420	1,004	91,372
FY2829	Inst. Aide	2100	24,473	0.75	-	1,517	355	9,240	420	367	36,372
FY2829	Lunch/Yard Support	2900	20,023	0.75	-	1,241	290	9,240	420	300	31,515
FY2930	Bilingual Teacher	1100	65,000	1.00	12,415	-	943	9,240	840	975	89,413
FY2930	SPED Teacher	1100	85,000	1.00	16,235	-	1,233	9,240	840	1,275	113,823
FY2930	PE Teacher	1100	32,500	0.50	6,208	-	471	-	840	488	40,506
FY2930	Principal	1300	130,000	1.00	24,830	-	1,885	9,240	840	1,950	168,745
FY2930	Inst. Aide	2100	23,760	0.75	-	1,473	345	9,240	840	356	36,014
FY2930	Lunch/Yard Support	2900	19,440	0.75	-	1,205	282	9,240	840	292	31,299

Tustin International Charter School Multi-Year Budget

Documentary Record from the Orange
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Tustin International Charter School - Tustin International Charter School				9/16/2024					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
General Assumptions									
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%	
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Student Assumptions:									
Enrollment Count	-	-	-	-	228	306	358	410	
Unduplicated Pupil Count (UPC)	-	-	-	-	98	132	154	176	
Unduplicated Pupil Percentage (UPP)	0.00%	0.00%	0.00%	0.00%	43.00%	43.00%	43.00%	43.00%	
Current Year LCFF Average Daily Attendance (ADA)	-	-	-	-	221.16	296.82	347.26	397.7	
Funded LCFF ADA	-	-	-	-	221.16	296.82	347.26	397.7	
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-	
Funded NSS ADA	-	-	-	-	-	-	-	-	
NSS ADA Funding Method(s)	-	-	-	-	-	-	-	-	
LCFF Entitlement Summary									
Base Grant	\$-	\$-	\$-	\$-	\$2,286,085	\$3,165,395	\$3,828,253	\$4,531,145	
Grade Span Adjustment	-	-	-	-	210,243	272,496	310,439	350,248	
Adjusted Base Grant	\$-	\$-	\$-	\$-	\$2,496,328	\$3,437,891	\$4,138,692	\$4,881,393	
Supplemental Grant	-	-	-	-	214,684	295,659	355,927	419,800	
Concentration Grant	-	-	-	-	-	-	-	-	
Total Base, Supplemental and Concentration Grant	\$-	\$-	\$-	\$-	\$2,711,012	\$3,733,550	\$4,494,619	\$5,301,193	
Allowance: Necessary Small School	-	-	-	-	-	-	-	-	
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-	
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-	
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-	
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-	
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-	
Total Allowance and Add-On Amounts	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$-	\$-	\$-	\$-	\$2,711,012	\$3,733,550	\$4,494,619	\$5,301,193	
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	
Total LCFF Entitlement (excludes Additional State Aid)	\$-	\$-	\$-	\$-	\$2,711,012	\$3,733,550	\$4,494,619	\$5,301,193	
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$-	\$-	\$-	\$-	\$12,258	\$12,578	\$12,943	\$13,330	
Additional State Aid	-	-	-	-	-	-	-	-	
Total LCFF Entitlement with Additional State Aid	-	-	-	-	2,711,012	3,733,550	4,494,619	5,301,193	
LCFF Sources Summary									
Funding Source Summary									
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$-	\$-	\$-	\$-	\$1,597,087	\$2,143,459	\$2,507,707	\$2,871,955	
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$-	\$-	\$-	\$-	\$44,232	\$59,364	\$69,452	\$79,540	
Net State Aid (excludes Additional State Aid)	\$-	\$-	\$-	\$-	\$1,069,693	\$1,530,727	\$1,917,460	\$2,349,698	
Additional State Aid	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Total Funding Sources	\$-	\$-	\$-	\$-	\$2,711,012	\$3,733,550	\$4,494,619	\$5,301,193	
Funding Source by Resource-Object									
State Aid (Resource Code 0000, Object Code 8011)	\$-	\$-	\$-	\$-	\$1,069,693	\$1,530,727	\$1,917,460	\$2,349,698	
EPA, Current Year (Resource 1400, Object Code 8012)	#N/A	\$-	\$-	\$-	\$44,232	\$59,364	\$69,452	\$79,540	
(P-2 plus Current Year Accrual)									
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
(P-A less Prior Year Accrual)									
Property Taxes (Object 8021 to 8089)	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	1,597,087	2,143,459	2,507,707	2,871,955	
Entitlement and Source Reconciliation									
Basic Aid/Excess Tax District Status	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Total LCFF Entitlement	\$-	\$-	\$-	\$-	\$2,711,012	\$3,733,550	\$4,494,619	\$5,301,193	
Additional State Aid	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Excess Taxes before Minimum State Aid	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Total Funding Sources	\$-	\$-	\$-	\$-	\$2,711,012	\$3,733,550	\$4,494,619	\$5,301,193	
LCAP Percentage to Increase or Improve Services Calculation									
Base Grant (Excludes add-ons for TIIG & Transportation)	\$-	\$-	\$-	\$-	\$2,496,328	\$3,437,891	\$4,138,692	\$4,881,393	
Supplemental and Concentration Grant funding in the LCAP year	\$-	\$-	\$-	\$-	\$214,684	\$295,659	\$355,927	\$419,800	
Projected Additional 15% Concentration Grant funding in the LCAP year	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Percentage to Increase or Improve Services	0.00%	0.00%	0.00%	0.00%	8.60%	8.60%	8.60%	8.60%	

Tustin International Charter School							
NSLP Calculations			FY2526	FY2627	FY2728	FY2829	FY2930
Enrollment			228	306	358	410	436
ADA %			97.00%	97.00%	97.00%	97.00%	97.00%
ADA			221.16	296.82	347.26	397.70	422.92
Number of School Days			180	180	180	180	180
Breakfast Participation %			50%	50%	50%	50%	50%
Lunch Participation %			80%	80%	80%	80%	80%
Free Meal Eligiblility %			25%	25%	25%	25%	25%
Reduced Meal Eligibility %			15%	15%	15%	15%	15%
Total Breakfast Count			19,904.00	26,714.00	31,253.00	35,793.00	38,063.00
Total Lunch Count			31,847.00	42,742.00	50,005.00	57,269.00	60,900.00
Fed Breakfast-Free Rate		2.28	11,345.51	15,226.87	17,814.44	20,402.01	21,695.80
Fed Breakfast-Reduced Rate		1.98	5,911.61	7,934.00	9,282.26	10,630.52	11,304.65
Fed Breakfast-Paid Rate		0.38	1,512.73	2,030.25	2,375.26	2,720.27	2,892.77
Fed Lunch-Free Rate		4.25	33,837.48	45,413.46	53,130.78	60,848.10	64,706.76
Fed Lunch-Reduced Rate		3.85	18,391.67	24,683.55	28,878.14	33,072.73	35,170.03
Fed Lunch-Paid Rate		0.4	1,592.35	2,137.10	2,500.27	2,863.44	3,045.02
			70,998.99	95,288.12	111,480.88	127,673.63	135,770.01
State SNP Reimbursement Rate		1.9372	15,423.52	20,699.99	24,217.63	27,735.28	29,494.10
Local Breakfast			9,076.41	12,181.49	14,251.55	16,321.61	17,356.64
Local Lunch			33,837.48	45,413.46	53,130.78	60,848.10	64,706.76
			42,913.89	57,594.95	67,382.33	77,169.71	82,063.40

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		FY2526	FY2627	FY2728	FY2829	FY2930	
		228		306	358	410	436
		Increase	1.33	1.167	1.15	1.062	
4100	Approved Textbooks and Core Curricula Materials	\$ 91,200.00	\$ 34,320.00	\$ 22,880.00	\$ 22,880.00	\$ 11,440.00	\$400 per new Student +10% in Yr 2-5
4110	Instructional Software (Core Curriculum)	\$ 57,000.00	\$ 75,810.00	\$ 88,470.27	\$ 88,470.27	\$ 93,955.43	250 per Student
4200	Books and Other Reference Materials	\$ 6,840.00	\$ 11,781.00	\$ 13,783.00	\$ 15,785.00	\$ 16,786.00	30 per Student+ 10% in Yr 2-5
4215	Supplemental Instructional Materials	\$ 22,800.00	\$ 30,324.00	\$ 35,388.11	\$ 40,696.32	\$ 43,219.50	100 per Student
4300	Office Materials and Supplies	\$ 34,200.00	\$ 45,486.00	\$ 53,082.16	\$ 61,044.49	\$ 64,829.24	150 per Student
4315	Classroom Materials and Supplies	\$ 45,600.00	\$ 60,648.00	\$ 70,776.22	\$ 81,392.65	\$ 86,438.99	200 per Student
4371	Staff & Board Mtg Supplies	\$ 1,140.00	\$ 1,516.20	\$ 1,769.41	\$ 2,034.82	\$ 2,160.97	5 per Student
4381	Maintenance Supplies	\$ 17,100.00	\$ 22,743.00	\$ 26,541.08	\$ 30,522.24	\$ 32,414.62	75 per Student
4388	Health & Safety Supplies	\$ 3,420.00	\$ 4,548.60	\$ 5,308.22	\$ 6,104.45	\$ 6,482.92	15 per Student
4400	Noncapitalized Technology Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	
4405	Noncapitalized Technology Equip	\$ 15,000.00	\$ 3,000.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	Office Staff Computers/Printers Office Staff Computers & Equi
4410	Noncapitalized Instructional Technology Hardw	\$ 46,800.00	\$ 15,600.00	\$ 15,600.00	\$ 78,000.00	\$ 85,800.00	Student Chromebooks 300 per new student (Grades 1 and abc
4430	Noncapitalized Classroom Furniture/Equipment	\$ 90,000.00	\$ 30,000.00	\$ 20,000.00	\$ 20,000.00	\$ 10,000.00	10k per new classroom
4472	Noncapitalized Furniture	\$ 30,000.00	\$ 7,500.00	\$ 7,500.00	\$ -	\$ 7,500.00	7500 per new office staff
4700	Food and Food Supplies	\$ 180,730.87	\$ 242,561.42	\$ 283,778.09	\$ 325,001.29	\$ 345,608.64	
		\$ 641,830.87	\$ 585,838.22	\$ 648,376.55	\$ 775,431.53	\$ 810,136.32	

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			FY2526	FY2627	FY2728	FY2829	FY2930	
			228	306	358	410	436	
			Increase	134.2%	117.0%	114.5%	106.3%	
5200		Travel & Conferences	\$ 3,500.00	\$ 4,697.37	\$ 5,495.61	\$ 6,293.86	\$ 6,692.98	
5205		Mileage Reimbursement	\$ 500.00	\$ 671.05	\$ 785.09	\$ 899.12	\$ 956.14	
5210		Training and Development Expense	\$ 5,000.00	\$ 6,710.53	\$ 7,850.88	\$ 8,991.23	\$ 9,561.40	
5220		Conference Fees	\$ 2,500.00	\$ 3,355.26	\$ 3,925.44	\$ 4,495.61	\$ 4,780.70	
5230		Professional Development	\$	\$	\$	\$	\$	
5300		Dues and Memberships	\$ 3,420.00	\$ 4,590.00	\$ 5,370.00	\$ 6,150.00	\$ 6,540.00	
5310		Educational Publication Subscriptions	\$ 500.00	\$ 671.05	\$ 785.09	\$ 899.12	\$ 956.14	
5400		Insurance	\$ 29,640.00	\$ 43,758.00	\$ 51,194.00	\$ 58,630.00	\$ 62,348.00	
5440		Pupil Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	
5450		Admin Insurance	\$	\$	\$	\$	\$	
5500		Operations and Housekeeping Services	\$ 12,000.00	\$ 16,105.26	\$ 18,842.11	\$ 21,578.95	\$ 22,947.37	contracted services
5501		Utilities	\$ - 36,000.00	\$ - 48,315.79	\$ - 56,526.32	\$ - 64,736.84	\$ - 68,842.11	
5581		Maintenance Services	\$ 33,600.00	\$ 45,094.74	\$ 52,757.89	\$ 60,421.05	\$ 64,252.63	contracted services
5582		Operating Expenses	\$	\$	\$	\$	\$	
5583		Security Services	\$ 2,400.00	\$ 3,221.05	\$ 3,768.42	\$ 4,315.79	\$ 4,589.47	Fire/security
5584		Other Plant Maintenance and Operations	\$	\$	\$	\$	\$	
5600		Facilities Rents and Leases	\$ 300,000.00	\$ 402,631.58	\$ 471,052.63	\$ 539,473.68	\$ 573,684.21	estimated 25K per month lease cost, plus expansion sqft in yrs 2-5
5601		Parking Lease	\$	\$	\$	\$	\$	
5602		Other Space Rental	\$	\$	\$	\$	\$	
5610		Facilities Repairs and Maintenance	\$ 4,800.00	\$ 6,442.11	\$ 7,536.84	\$ 8,631.58	\$ 9,178.95	
5620		Equipment Rental/Lease Expense	\$ 9,500.00	\$ - 12,750.00	\$ - 14,916.67	\$ - 17,083.33	\$ - 18,166.67	copier lease/printer
5621		Equipment Repair	\$ -	\$ -	\$ -	\$ -	\$ -	
5800		Professional/Consulting Services	\$ 25,000.00	\$ 33,552.63	\$ 39,254.39	\$ 44,956.14	\$ 47,807.02	contracted services(nursing/Security)
5801		Non-Educational Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	
5803		Banking and Payroll Service Fees	\$ 10,800.00	\$ 14,494.74	\$ 16,957.89	\$ 19,421.05	\$ 20,652.63	paycom payroll
5805		Legal Services	\$ 15,000.00	\$ 15,450.00	\$ 15,913.50	\$ 16,390.91	\$ 16,882.63	
5806		Audit Fees	\$ 9,500.00	\$ 9,785.00	\$ 10,078.55	\$ 10,380.91	\$ 10,692.33	
5807		Legal Settlements	\$ -	\$ -	\$ -	\$ -	\$ -	
5810		Educational Consultants	\$ 10,000.00	\$ 13,421.05	\$ 15,701.75	\$ 17,982.46	\$ 19,122.81	Program support
5811		Substitute Teachers	\$ 15,000.00	\$ 20,131.58	\$ 23,552.63	\$ 26,973.68	\$ 28,684.21	
5813		Mental Health Services	\$	\$	\$	\$	\$	
5815		Special Education Services	\$ 125,400.00	\$ 168,300.00	\$ 196,900.00	\$ 225,500.00	\$ 239,800.00	SPED Ancillary Services
5820		Fundraising Expense	\$	\$	\$	\$	\$	

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			FY2526	FY2627	FY2728	FY2829	FY2930	
			228	306	358	410	436	
			Increase	134.2%	117.0%	114.5%	106.3%	
5827		Non Educational Software	\$ 5,000.00	\$ 6,710.53	\$ 7,850.88	\$ 8,991.23	\$ 9,561.40	
5836		Student Busing to/from School		\$	\$	\$	\$	
5840		After School Student Enrichment	\$ 125,000.00	\$ 208,026.32	\$ 243,377.19	\$ 278,728.07	\$ 296,403.51	cost of elo program
5841		Field Trip Expenses	\$ 10,800.00	\$ 14,494.74	\$ 16,957.89	\$ 19,421.05	\$ 20,652.63	
5842		Student Athletic Services	\$	\$ -	\$ -	\$ -	\$ -	
5849		Employee Tuition Reimbursement		\$	\$	\$	\$	
5873		Financial Services	\$ 96,000.00	\$ 98,880.00	\$ 101,846.40	\$ 104,901.79	\$ 108,048.85	contracted services
5874		Human Resources Expenses	\$ - 4,500.00	\$ - 6,039.47	\$ - 7,065.79	\$ - 8,092.11	\$ - 8,605.26	
5875		Authorizer Oversight Fees	\$ 27,110.12	\$ 37,335.50	\$ 44,946.19	\$ 53,011.93	\$ 56,373.66	1% of LCFF Revenues
5876		Student Recruiting	\$ 5,000.00	\$ 6,710.53	\$ 7,850.88	\$ 8,991.23	\$ 9,561.40	
5877		IT Services/Student Data Services	\$ 68,400.00	\$ 70,452.00	\$ 72,565.56	\$ 74,742.53	\$ 76,984.80	Contracted powerschool&II Services
5879		Central Office Fee Expense		\$	\$	\$	\$	
5890		Fees and Other Interest Charges	\$	\$	\$	\$	\$	
5891		Interest and Fees on AR Sales	\$ 50,682.01	#REF!	\$	\$	\$	CSC Fees and interest
5892		Interest Expense (ROUAs)		\$ -	\$ -	\$ -	\$ -	
5898		Unallocated Credit Card Expense	-	\$ -	\$ -	\$ -	\$ -	
5899		Unallocated Expense		\$	\$	\$	\$	
5900		Communications (Tele., Internet, Copies,Postage,Messenger)	\$ 25,000.00	\$ 33,552.63	\$ - 39,254.39	\$ - 44,956.14	\$ - 47,807.02	
				-	-	-	-	
				-	-	-	-	
				-	-	-	-	

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Tustin International Charter School					Enrollment	228	97%	Rev Limit %	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
MYP					ADA %	ADA	221.16	District %	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
FY2526					ADA				0%	6%	12%	8%	8%	8%	8%	8%	14%	14%	14%	14%	
Object	Res	Description	Funding Rates	Notes	PY P 2	Amount	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8011	0000	LCFF Revenue		See Assumptions		1,597,087	-	-	590,922	-	-	-	-	287,476	-	-	143,738	143,738	143,738	143,738	143,738
8012	1400	Education Protection Account Revenue		See Assumptions		44,232	-	-	-	-	-	-	-	-	-	-	33,174	143,738	143,738	11,058	-
8019	Var	Prior Year Adjustments				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	0000	Charter Schools Funding In-Lieu of Property Taxes		See Assumptions		1,069,693	-	-	-	-	299,514	-	-	-	192,545	-	-	231,054	115,527	115,527	115,527
Revenue Limit						-	2,711,012	-	-	590,922	299,514	-	-	287,476	192,545	-	176,912	374,792	259,265	270,628	259,265
8220		Federal Child Nutrition Programs	\$	-	See NSLP Calcs	70,999	-	-	-	-	-	-	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	14,200
Total Federal Revenue						70,999	-	-	-	-	-	-	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	14,200
8520		State Child Nutrition Program	\$	-	See NSLP Calcs	15,424	-	-	-	-	-	-	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	3,085
8550		Mandated Block Grant				4,390	-	-	-	-	-	-	4,390	-	-	-	-	-	-	-	-
8560		State Lottery Revenue Prop 20				15,924	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15,924
8560		State Lottery Revenue Unrestricted				39,145	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39,145
8590		State MH Revenue				17,896	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17,896
8590		Other State Rev - ELOP				283,295	-	-	-	-	-	-	-	-	-	-	40,471	40,471	40,471	40,471	80,941
Other State Revenue						376,074	-	-	-	5,932	1,542	1,542	1,542	42,013	42,013	42,013	42,013	42,013	42,013	42,013	156,991
8639		Student Lunch Revenue				42,914	-	-	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	51,815
8791		Special Education - AB602	\$	820.00	See Assumptions	181,351	-	-	-	-	-	-	-	-	-	25,907	25,907	25,907	25,907	51,815	-
Local Revenue						224,265	-	-	4,291	4,291	4,291	4,291	4,291	4,291	4,291	30,199	30,199	30,199	30,199	25,907	51,815
Total Revenue						3,382,350	-	-	4,291	595,214	303,805	17,324	300,409	205,478	79,312	256,223	454,103	272,727	272,727	272,727	482,271
1100		Certificated Teachers Salaries		Payroll Tabs		800,000	-	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	72,727	336,576
1300		Certificated Supervisors' and Administrators' Salaries		Payroll Tabs		130,000	-	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833
Certificated Salaries						930,000	-	10,833	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561	83,561
2100		Instructional Aide Salaries		Payroll Tabs		118,800	-	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	-
2200		Classified Support Salaries (Maintenance, Food)		Payroll Tabs		19,440	-	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	-
2300		Classified Supervisor and Administrator Salaries		Payroll Tabs		64,400	-	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	5,367	-
2400		Clerical, Technical, and Office Staff Salaries		Payroll Tabs		60,720	-	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	5,060	-
2500		Other Classified Salaries (Noon and Yard Sup, etc.)		Payroll Tabs		97,200	-	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	-
Classified Salaries						360,560	-	10,427	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830	31,830	-
3101		State Teachers' Retirement System		Payroll Tabs	19.10%	177,630	-	2,069	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	-
3313		OASDI		Payroll Tabs	6.20%	22,355	-	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	-
3333		Medicare		Payroll Tabs	1.45%	18,713	-	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	1,673	-
3403		Health & Welfare Benefits		Payroll Tabs		84,000	-	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-
3503		State Unemployment Insurance		Payroll Tabs	12.00%	22,680	-	420	5,460	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730	-
3603		Worker Compensation Insurance		Payroll Tabs	1.50%	19,358	-	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	-
Employee Benefits						344,736	-	13,274	33,569	30,839	30,839	28,109	28,109	33,989	30,839	30,839	28,109	28,109	28,109	28,109	-
Total Personnel Expenses						1,615,236	-	34,533.13	146,960.25	146,230.25	146,230.25	143,500.25	143,500.25	143,500.25	146,230.25	146,230.25	143,500.25	143,500.25	143,500.25	143,500.25	-
4100		Approved Textbooks and Core Curricula Materials				91,200	-	41,040	31,920	18,240	-	-	-	-	-	-	-	-	-	-	-
4110		Instructional Software (Core Curriculum)				57,000	-	25,650	19,950	11,400	-	-	-	-	-	-	-	-	-	-	-
4200		Books and Other Reference Materials				6,840	-	3,078	2,394	1,368	-	-	-	-	-	-	-	-	-	-	-
4215		Supplemental Instructional Materials				22,800	-	1,900	7,980	4,560	929	929	929	929	929	929	929	929	929	929	-
4300		Office Materials and Supplies				34,200	-	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	-
4315		Classroom Materials and Supplies				45,600	-	6,840	11,400	9,120	9,120	1,140	1,140	1,140	1,140	1,140	1,140	1,140	1,140	1,140	-
4371		Staff & Board Mtg Supplies				1,140	-	95	95	95	95	95	95	95	95	95	95	95	95	95	-
4381		Maintenance Supplies				17,100	-	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	-
4388		Health & Safety supplies				3,420	-	-	-	-	428	428	428	428	428	428	428	428	428	428	-
4400		Noncapitalized Technology Equip				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4405		Noncapitalized Instructional Technology Hardware				15,000	-	1,250	1,250	1,250	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	-
4410		Noncapitalized Classroom Furniture/Equipment				46,800	-	7,020	11,700	9,360	9,360	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	-
4430		Noncapitalized Furniture				90,000	-	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-
4472		Noncapitalized Furniture				30,000	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-
4700		Food and Food Supplies				180,731	-	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	-
Books and Supplies						641,831	-	101,148	116,144	84,948	50,209	36,185	36,185	36,185	36,185	36,185	36,185	36,185	36,185	36,185	-
5200		Travel & Conferences				3,500	-	318	318	318	318	318	318	318	318	318	318	318	318	318	-
5205		Mileage Reimbursement				500	-	45	45	45	45	45	45	45	45	45	45	45	45	45	-
5210		Training and Development Expense				5,000	-	1,750	1,750	150	150	150	150	150	150	150	150	150	150	150	-
5220		Conference Fees				2,500	-	208	208	208	208	208	208	208	208	208	208	208	208	208	-
5300		Dues and Memberships				3,420	-	2,052	-	-	171	171	171	171	171	171	171	171	171	171	-
5310		Educational Publication Subscriptions				500	-	42	42	42	42	42	42	42	42	42	42	42	42	42	-
5400		Insurance				29,640	-	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470				

Documentary Record from the Orange
County Board of Education

Justin International Charter School				Enrollment		228		July		August		September		October		November		December		January		February		March		April		May		June		Accruals	
MYP	ADA	ADA	97%	Rev Limit %	6%	5%	6%	5%	9%	8%	9%	8%	9%	8%	9%	8%	9%	8%	9%	8%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
FY2627	ADA	ADA	221.16		5%	6%															20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%		
Object	Description			Funding Rates	Notes	Amount	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
8011	LCIF Revenue				See Assumptions	2,143,459	-	-	79,854	79,854	143,738	143,738	143,738	143,738	143,738	143,738	143,738	143,738	143,738	253,012	253,012	253,012	253,012	253,012	253,012	253,012	253,012	253,012	253,012	253,012	253,012		
8012	Education Support Administration Account Revenue				See Assumptions	59,364	-	-	11,364	11,364	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8016	Charter Schools Funding In-Lieu of Property Taxes				See Assumptions	1,530,727	-	-	64,182	64,182	128,363	128,363	128,363	128,363	128,363	128,363	128,363	128,363	128,363	155,283	155,283	155,283	155,283	155,283	155,283	155,283	155,283	155,283	155,283	155,283	155,283	155,283	
Revenue Limit						3,733,550	-	-	144,036	155,094	272,011	272,011	272,011	272,011	272,011	272,011	272,011	272,011	272,011	310,566	310,566	310,566	310,566	310,566	310,566	310,566	310,566	310,566	310,566	310,566	310,566		
8181	Special Education - IDEA				See Assumptions	38,587	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8182	Special Education - Mental Health					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8220	Federal Child Nutrition Programs			\$	-- See NSLP Calcs	95,288	-	-	-	-	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529		
Total Federal Revenue						133,875	-	-	-	-	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529	9,529		
8520	State Child Nutrition Program			\$	-- See NSLP Calcs	20,700	-	-	-	-	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070		
8550	Mandated Block Grant					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8560	State Lottery Revenue Prop 20					21,371	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21,371	
8560	State Lottery Revenue Unrestricted					52,537	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52,537	
8590	State Mtn Revenue					21,246	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21,246	
8590	Other State Rev - ELOP					381,191	-	-	14,165	14,165	25,497	25,497	25,497	25,497	25,497	25,497	25,497	25,497	25,497	25,497	45,076	45,076	45,076	45,076	45,076	45,076	45,076	45,076	45,076	45,076	45,076		
Other State Revenue						502,938	-	-	14,165	14,165	27,567	27,567	27,567	27,567	27,567	27,567	27,567	27,567	27,567	27,567	47,146	47,146	47,146	47,146	47,146	47,146	47,146	47,146	47,146	47,146	47,146		
8639	Student Lunch Revenue					57,595	-	-	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759		
8791	Special Education - AB602			\$	820.00	See Assumptions	241,932	-	-	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322		
Local Revenue						300,987	-	-	14,827	14,827	22,081	22,081	22,081	22,081	22,081	22,081	22,081	22,081	22,081	22,081	34,489	34,489	34,489	34,489	34,489	34,489	34,489	34,489	34,489	34,489	34,489		
Total Revenue						4,671,350	-	-	173,028	184,086	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	331,277	
1100	Certificated Teachers Salaries				Payroll Tabs	1,035,000	-	-	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	94,091	-	
1300	Certificated Supervisors' and Administrators' Salaries				Payroll Tabs	136,500	-	-	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	-	
Certificated Salaries						1,171,500	-	-	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	105,466	
2100	Instructional Aide Salaries				Payroll Tabs	148,500	-	-	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	-	
2200	Classified Support Salaries (Maintenance, Food)				Payroll Tabs	34,560	-	-	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	-	
2300	Classified Support and Administrative Salaries				Payroll Tabs	67,620	-	-	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	-	
2400	Clerical, Technical, and Office Staff Salaries				Payroll Tabs	63,756	-	-	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	-	
2900	Other Classified Salaries (Ngon and Yard Sup, etc.)				Payroll Tabs	121,500	-	-	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	11,045	-	
Classified Salaries						435,936	-	-	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	38,435	-	
3101	State Teachers' Retirement System				19.10% Payroll Tabs	223,757	-	-	2,173	2,173	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	20,144	-	
3313	OASDI				6.20% Payroll Tabs	72,728	-	-	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	-	
3323	Medicare				1.45% Payroll Tabs	23,308	-	-	324	324	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	-	
3400	Health & Welfare Benefits				10.00% Payroll Tabs	120,000	-	-	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	-	
3503	Life and Unemployment Insurance				12.00% Payroll Tabs	15,540	-	-	420	420	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	-	
3603	Worker Compensation Insurance				1.50% Payroll Tabs	24,112	-	-	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	-	
Employee Benefits						439,744	-	-	17,678	42,455	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	37,940	-	
Total Personnel Expenses						2,041,180	-	-	40,004.94	186,554.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	182,041.27	
4100	Approved Textbooks and Core Curricula Materials					34,320	-	-	15,444	15,444	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	12,012	-	
4110	Instructional Software (Core Curricula)					75,810	-	-	34,115	26,534	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	15,162	-	
4200	Books and other Reference Materials					11,781	-	-	5,301	4,123	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	2,356	-	
4215	Supplemental Instructional Materials					30,324	-	-	2,527	4,063	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,413	-	
4300	Office Materials and Supplies					45,488	-	-	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791										

[illegible]

Documentary Record from the Orange County Board of Education

Tustin International Charter School				Enrollment		228	Rev Limit		July		August	September	October	November	December	January	February	March	April	May	June	Accruals
MVP		ADA		97%	District %		Advance Apportionment Period (July January)		5%	5%	9%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
FY2728		ADA		221.16			5%		6%	6%	12%	8%	8%	8%	8%	8%	8%	14%	7%	7%	7%	
Object	Description	Funding Rates	Notes	Amount	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8011	LCFF Revenue		See Assumptions	2,507,707	-	107,173	107,173	192,911	192,911	192,911	192,911	192,911	192,911	192,911	192,911	192,911	192,911	265,761	265,761	265,761	265,761	265,761
8012	Education Protection Account Revenue		See Assumptions	69,452	-	-	14,841	-	14,841	-	14,841	-	14,841	-	14,841	-	29,828	-	29,828	-	9,943	-
8096	Charter Schools Funding In-Lieu of Property Taxes		See Assumptions	1,917,460	-	91,844	91,844	183,687	122,458	122,458	122,458	122,458	122,458	122,458	122,458	122,458	122,458	353,418	176,709	176,709	176,709	176,709
Revenue Limit				4,494,619	-	199,017	213,858	376,599	315,369	330,210	315,369	330,210	315,369	315,369	649,006	442,470	442,470	442,470	452,412	442,470	452,412	442,470
8181	Special Education - IDEA		See Assumptions	45,144	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45,144
8182	Special Education - Mental Health				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition Programs	\$	See NSLP Calcs	111,481	-	-	-	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148
Total Federal Revenue				156,625	-	-	-	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	11,148	56,292
8520	State Child Nutrition Program	\$	See NSLP Calcs	24,218	-	-	-	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422	2,422
8550	Mandated Block Grant			6,893	-	-	-	-	6,893	-	-	-	-	-	-	-	-	-	-	-	-	-
8560	State Lottery Revenue Prop 20			25,003	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25,003
8560	State Lottery Revenue Unrestricted			61,465	-	-	-	-	-	9,786	-	-	-	-	-	-	-	9,786	-	-	-	41,892
8590	State MHI Revenue			24,857	-	-	-	-	-	6,214	-	-	-	-	-	-	-	6,214	-	-	-	12,428
8590	Other State Rev - ELOP			445,969	-	19,060	19,060	34,307	34,307	34,307	34,307	34,307	34,307	34,307	34,307	34,307	34,307	47,263	47,263	47,263	47,263	47,263
Other State Revenue				588,404	-	19,060	19,060	36,729	43,622	36,729	52,730	36,729	49,684	59,471	55,899	49,684	129,008					
8639	Student Lunch Revenue			67,382	-	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	-
8791	Special Education - AB602	\$	820.00 See Assumptions	284,753	-	12,170	12,170	21,905	21,905	21,905	21,905	21,905	21,905	21,905	21,905	21,905	30,177	30,177	30,177	30,177	30,177	30,177
Local Revenue				352,136	-	18,908	18,908	28,644	28,644	28,644	28,644	28,644	28,644	28,644	28,644	28,644	36,916	36,916	36,916	36,916	30,177	-
Total Revenue				5,591,783	-	236,984	251,825	453,119	398,783	406,731	407,891	391,890	746,754	550,004	546,432	543,422	657,947					
1100	Certificated Teachers Salaries		Payroll Tabs	1,281,750	-	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	116,523	-
1100	Certificated Supervisors' and Administrators' Salaries		Payroll Tabs	238,125	-	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	19,860	-
Certificated Salaries				1,520,075	-	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	136,383	-
2100	Instructional Aide Salaries		Payroll Tabs	203,445	-	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	18,495	-
2200	Classified Support Salaries (Maintenance, Food)		Payroll Tabs	36,728	-	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	3,299	-
2300	Classified Supervisor and Administrator Salaries		Payroll Tabs	17,001	-	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-
2400	Clerical, Technical, and Office Staff Salaries		Payroll Tabs	66,944	-	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	-
2900	Other Classified Salaries (Non and Yard Sup, etc.)		Payroll Tabs	147,015	-	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	13,365	-
Classified Salaries				524,693	-	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	46,654	-
3101	State Teachers' Retirement System	19.10%	Payroll Tabs	290,334	-	3,751	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	26,049	-
3313	QASD		Payroll Tabs	32,531	-	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	2,711	-
3323	Medicare	1.45%	Payroll Tabs	29,649	-	455	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	2,654	-
3403	Health & Welfare Benefits		Payroll Tabs	184,000	-	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	-
3503	State Unemployment Insurance	12.00%	Payroll Tabs	19,320	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	-
3603	Worker Compensation Insurance	1.50%	Payroll Tabs	30,672	-	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	2,556	-
Employee Benefits				586,506	-	25,268	54,763	51,193	51,193	49,303	49,303	55,183	51,193	51,193	49,303	55,183	49,303	55,183	49,303	49,303	49,303	-
Total Personnel Expenses				2,631,274	-	56,624.02	237,800.88	234,230.88	234,230.88	232,340.88	232,340.88	232,340.88	234,230.88	232,340.88	232,340.88	234,230.88	232,340.88	232,340.88	232,340.88	232,340.88	232,340.88	-
4100	Approved Textbooks and Core Curricula Materials			22,880	-	18,008	4,876															-
4110	Instructional Software (Core Curriculum)			88,470	-	39,812	17,694															-
4200	Books and Other Reference Materials			13,783	-	6,202	4,824	2,757														-
4215	Supplemental Instructional Materials			35,388	-	2,949	12,386	7,078	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	-
4300	Office Materials and Supplies			13,002	-	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	-
4315	Classroom Materials and Supplies			70,776	-	10,616	17,694	14,155	14,155	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	-
4371	Staff & Board Mtg Supplies			1,769	-	147	147	147	147	147	147	147	147	147	147	147	147	147	147	147	147	-
4381	Maintenance Supplies			26,541	-	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	-
4388	Health & Safety supplies			5,308	-	-	-	-	664	664	664	664	664	664	664	664	664	664	664	664	664	-
4400	Noncapitalized Technology Equip				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4405	Noncapitalized Instructional Technology Hardware			3,500	-	292	-	-	401	401	401	401	401	401	401	401	401	401	401	401	401	-
4410	Noncapitalized Classroom Furniture/Equipment			15,600	-	2,240	3,900	3,120	3,120	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	-
4430	Noncapitalized Furniture			20,000	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-
4472	Noncapitalized Furniture			7,500	-	625	625	625	625	625	625	625	625	625	625	625	625	625	625	625	625	-
4700	Food and Food Supplies			283,778	-	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	-

Documentary Record from the Orange County Board of Education

Tustin International Charter School					Enrollment	228		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	REFORECAST	
MVP					ADA %	97%	Rev Limit %	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	20%	228.00	
FY2829					ADA	221.16	District %	6%	6%	12%	8%	8%	8%	8%	8%	14%	7%	7%	7%	7%	97.00%	
					ADA	221.16	District %	6%	6%	12%	8%	8%	8%	8%	8%	14%	7%	7%	7%	7%	97.00%	
Object Res	Description	Funding Rates	Notes	PY	Amount	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
8011	LOF Revenue		See Assumptions		2,507,707	2,871,905	-	125,385	125,385	225,694	225,694	225,694	225,694	225,694	225,694	225,694	225,694	225,694	225,694	225,694	2,871,905	
8012	Education Protection Account Revenue		See Assumptions		69,452	79,540	-	17,363	17,363	-	-	-	-	-	-	-	-	-	-	-	79,540	
8096	Charter Schools Funding In-Lieu of Property Taxes		See Assumptions		1,917,460	2,349,698	-	115,048	115,048	230,095	230,095	230,095	230,095	230,095	230,095	230,095	230,095	230,095	230,095	230,095	2,349,698	
Revenue Limit						4,494,619	5,301,193	-	240,433	257,796	455,789	455,789	379,090	396,453	379,090	379,090	757,461	511,197	511,197	522,400	511,196	5,301,192
8181	Special Education - IDEA		See Assumptions		51,701	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	51,701	
8182	Special Education - Mental Health		See Assumptions		51,701	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	51,701	
8220	Federal Child Nutrition Programs	\$	-	See NSLP Calcs	127,674	-	-	-	-	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	127,673	
Total Federal Revenue						179,975	-	-	-	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	179,974
8520	State Child Nutrition Program	\$	-	See NSLP Calcs	127,674	-	-	-	-	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	12,767	127,673	
8550	Mandated Block Grant				7,894	-	-	-	-	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	7,894	
8560	State Lottery Revenue Prop 20				28,634	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28,634	
8560	State Lottery Revenue Unrestricted				70,393	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70,393	
8590	State MHI Revenue				28,467	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28,467	
8590	Other State Rev - ELOP				511,731	-	14,165	14,165	25,497	25,497	25,497	25,497	25,497	25,497	25,497	25,497	25,497	25,497	25,497	25,497	511,731	
Other State Revenue						674,855	-	14,165	14,165	28,270	28,270	28,270	28,270	28,270	28,270	28,270	28,270	28,270	28,270	28,270	28,270	674,855
8639	Student Lunch Revenue				7,717	-	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	7,717	
8791	Special Education - AB602	\$	820.00	See Assumptions	326,114	-	14,238	14,238	25,628	25,628	25,628	25,628	25,628	25,628	25,628	25,628	25,628	25,628	25,628	25,628	326,114	
Local Revenue						403,284	-	21,955	21,955	33,345	33,345	33,345	33,345	33,345	33,345	33,345	33,345	33,345	33,345	33,345	33,345	403,284
Total Revenue						6,556,796	-	276,552	276,552	530,171	530,171	530,171	530,171	530,171	530,171	530,171	530,171	530,171	530,171	530,171	530,171	6,556,796
1100	Certificated Teachers Salaries			Payroll Tabs	1,475,818	-	134,167	134,167	134,167	134,167	134,167	134,167	134,167	134,167	134,167	134,167	134,167	134,167	134,167	134,167	1,475,818	
1300	Certificated Supervisors' and Administrators' Salaries			Payroll Tabs	250,241	-	20,853	20,853	20,853	20,853	20,853	20,853	20,853	20,853	20,853	20,853	20,853	20,853	20,853	20,853	250,241	
Certificated Salaries						1,726,059	-	155,020	155,020	155,020	155,020	155,020	155,020	155,020	155,020	155,020	155,020	155,020	155,020	155,020	155,020	1,726,059
2100	Instructional Aide Salaries			Payroll Tabs	237,377	-	21,580	21,580	21,580	21,580	21,580	21,580	21,580	21,580	21,580	21,580	21,580	21,580	21,580	21,580	237,377	
2200	Classified Support Salaries (Maintenance, Food)			Payroll Tabs	38,102	-	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	38,102	
2300	Classified Supervisor and Administrator Salaries			Payroll Tabs	74,551	-	6,213	6,213	6,213	6,213	6,213	6,213	6,213	6,213	6,213	6,213	6,213	6,213	6,213	6,213	74,551	
2400	Clerical, Technical, and Office Staff Salaries			Payroll Tabs	70,291	-	5,858	5,858	5,858	5,858	5,858	5,858	5,858	5,858	5,858	5,858	5,858	5,858	5,858	5,858	70,291	
2500	Other Classified Salaries (Nonoon and Yard Sup. etc.)			Payroll Tabs	173,806	-	15,801	15,801	15,801	15,801	15,801	15,801	15,801	15,801	15,801	15,801	15,801	15,801	15,801	15,801	173,806	
Classified Salaries						594,127	-	52,914	52,914	52,914	52,914	52,914	52,914	52,914	52,914	52,914	52,914	52,914	52,914	52,914	52,914	594,127
3101	State Teachers' Retirement System			Payroll Tabs	329,681	-	3,883	3,883	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	329,681	
3313	OSAP			Payroll Tabs	36,836	-	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	36,836	
3323	Medicare			Payroll Tabs	33,643	-	3,015	3,015	3,015	3,015	3,015	3,015	3,015	3,015	3,015	3,015	3,015	3,015	3,015	3,015	33,643	
3403	Health & Welfare Benefits	\$	8,800.00	Payroll Tabs	378,400	-	31,533	31,533	31,533	31,533	31,533	31,533	31,533	31,533	31,533	31,533	31,533	31,533	31,533	31,533	378,400	
3503	State Unemployment Insurance			Payroll Tabs	19,740	-	5,460	5,460	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	19,740	
3603	Worker Compensation Insurance			Payroll Tabs	14,803	-	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	14,803	
Employee Benefits						833,103	-	42,384	42,384	72,122	72,122	72,122	72,122	72,122	72,122	72,122	72,122	72,122	72,122	72,122	72,122	833,103
Total Personnel Expenses						3,153,399	-	75,307.36	75,307.36	283,522.00	283,522.00	283,522.00	283,522.00	283,522.00	283,522.00	283,522.00	283,522.00	283,522.00	283,522.00	283,522.00	283,522.00	3,153,399
4100	Approved Textbooks and Core Curricula Materials				22,880	-	10,296	8,008	4,576	-	-	-	-	-	-	-	-	-	-	-	22,880	
4110	Instructional Software (Core Curriculum)				88,470	-	39,812	30,965	17,694	-	-	-	-	-	-	-	-	-	-	-	88,470	
4200	Books and Other Reference Materials				15,785	-	7,103	5,523	3,157	-	-	-	-	-	-	-	-	-	-	-	15,785	
4215	Supplemental Instructional Materials				40,696	-	3,391	14,244	8,139	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	40,696	
4300	Office Materials and Supplies				61,044	-	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	61,044	
4315	Classroom Materials and Supplies				81,393	-	12,209	20,348	16,279	16,279	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	81,393	
4371	Staff & Board Mng Supplies				2,035	-	170	170	170	170	170	170	170	170	170	170	170	170	170	170	2,035	
4381	Maintenance Supplies				30,522	-	2,544	2,544	2,544	2,544	2,544	2,544	2,544	2,544	2,544	2,544	2,544	2,544	2,544	2,544	30,522	
4388	Health & Safety supplies				6,104	-	-	-	-	763	763	763	763	763	763	763	763	763	763	763	6,104	
4400	Noncapitalized Technology Equip				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4405	Noncapitalized Instructional Technology Hardware				3,500	-	292	-	-	401	401	401	401	401	401	401	401	401	401	401	3,500	
4410	Noncapitalized Classroom Furniture/Equipment				17,800	-	11,700	19,500	15,600	15,600	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	17,800	
4430	Noncapitalized Furniture				20,000	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000	
4700	Food and Food Supplies				325,001	-	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546	325,001	
Books and Supplies						775,432	-	94,270	137,602	104,457	72,549	45,819	45,819	45,819	45,819	45,819	45,819	45,819	45,819	45,819	45,819	775,432
5200	Travel & Conferences				6,294	-	572	572	572	572	572	572	572	572	572	572	572	572	572	572	6,294	
5205																						

Documentary Record from the Orange
County Board of Education

Justin International Charter School				July	August	September	October	November	December	January	February	March	April	May	June	Accruals	REFORECAST
MVP	Enrollment	228		Advance Apportionment Period (July January)							Principal Apportionment Period (February May)						228.00
FY2930	ADA %	97%	Rev Limit %	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%		97.00%
	ADA	221.16	District %	6%	6%	9%	9%	9%	9%	9%	20%	14%	7%	7%	7%		221.16
Object Res	Description	Funding Rates	Notes	PY	Amount	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8011	LCF Revenue		See Assumptions		2,507,707	3,054,079	-	125,385	125,385	225,694	225,694	225,694	225,694	334,968	334,968	334,968	3,054,079
8012	Education Protection Account Revenue		See Assumptions		69,452	84,383	-	17,363	17,363	17,363	17,363	17,363	17,363	17,363	17,363	17,363	84,383
8009	Charter Schools Funding In-Lieu of Property Taxes		See Assumptions		1,917,440	2,498,703	-	115,048	115,048	230,095	153,397	153,397	153,397	153,397	237,488	237,488	2,498,703
	Revenue Limit		See Assumptions		4,494,619	5,637,366	-	240,433	257,796	455,789	379,090	396,453	379,090	379,090	847,337	572,456	572,456
8181	Special Education - IDEA		See Assumptions			54,980	-	-	-	-	-	-	-	-	-	-	54,980
8182	Special Education - Mental Health		See Assumptions			54,980	-	-	-	-	-	-	-	-	-	-	54,980
8220	Federal Child Nutrition Programs	\$	-	See NSLP Calcs		135,770	-	-	-	13,577	13,577	13,577	13,577	13,577	13,577	13,577	135,770
	Total Federal Revenue				190,750	190,750	-	-	-	13,577	13,577	13,577	13,577	13,577	13,577	13,577	190,750
8530	State Child Nutrition Program	\$	-	See NSLP Calcs		23,494	-	-	-	2,949	2,949	2,949	2,949	2,949	2,949	2,949	23,494
8550	Mandated Block Grant	\$	-	See NSLP Calcs		8,395	-	-	-	839	839	839	839	839	839	839	8,395
8560	State Lottery Revenue Prop 20	\$	-	See NSLP Calcs		30,450	-	-	-	-	-	-	-	-	-	-	30,450
8580	State Lottery Revenue Unrestricted	\$	-	See NSLP Calcs		74,857	-	-	-	-	-	-	-	-	-	-	74,857
8590	State Min Revenue	\$	-	See NSLP Calcs		30,273	-	-	-	-	-	-	-	-	-	-	30,273
8590	Other State Rev -EOP	\$	-	See NSLP Calcs		544,182	-	14,165	14,165	25,497	25,497	25,497	25,497	25,497	77,674	77,674	55,284
	Other State Revenue				717,650	717,650	-	14,165	14,165	25,497	25,497	25,497	25,497	25,497	77,674	77,674	74,857
8739	Student Lunch Revenue	\$	-	See NSLP Calcs		8,206	-	8,206	8,206	8,206	8,206	8,206	8,206	8,206	8,206	8,206	8,206
8791	Student Lunch Revenue -ABSD	\$	820.00	See Assumptions		346,794	-	14,238	14,238	26,628	26,628	25,628	25,628	38,036	38,036	38,036	346,794
	Total Revenue				4,928,458	5,944,444	-	277,042	294,405	531,646	463,342	472,311	472,302	454,948	987,779	722,485	722,485
1000	Certificated Teachers' Salaries				1,702,613	1,702,613	-	154,783	154,783	154,783	154,783	154,783	154,783	154,783	154,783	154,783	1,702,613
1300	Certificated Supervisors' and Administrators' Salaries				387,748	387,748	-	32,312	32,312	32,312	32,312	32,312	32,312	32,312	32,312	32,312	387,748
	Certificated Salaries				2,090,361	2,090,361	-	187,095	187,095	187,095	187,095	187,095	187,095	187,095	187,095	187,095	2,090,361
2100	Instructional Aide Salaries				268,259	268,259	-	24,387	24,387	24,387	24,387	24,387	24,387	24,387	24,387	24,387	268,259
2200	Classified Support Salaries (Maintenance, Food)				39,245	39,245	-	3,568	3,568	3,568	3,568	3,568	3,568	3,568	3,568	3,568	39,245
2300	Classified Supervisor and Administrator Salaries				6,788	6,788	-	639	639	639	639	639	639	639	639	639	6,788
2400	Clerical, Technical, and Office Staff Salaries				72,400	72,400	-	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	72,400
	Other Certificated Salaries (Non and Yard Sup, etc.)				199,246	199,246	-	18,042	18,042	18,042	18,042	18,042	18,042	18,042	18,042	18,042	199,246
	Classified Salaries				655,151	655,151	-	58,429	58,429	58,429	58,429	58,429	58,429	58,429	58,429	58,429	655,151
3101	State Teachers' Retirement System	19.10%			399,259	399,259	-	35,735	35,735	35,735	35,735	35,735	35,735	35,735	35,735	35,735	399,259
3113	OSDI	6.20%			40,619	40,619	-	3,885	3,885	3,885	3,885	3,885	3,885	3,885	3,885	3,885	40,619
3114	Medicare	1.41%			3,810	3,810	-	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,810
3403	Health & Welfare Benefits	\$	8,800.00		343,520	343,520	-	36,960	36,960	36,960	36,960	36,960	36,960	36,960	36,960	36,960	343,520
3503	State Unemployment Insurance	6.00%			23,100	23,100	-	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835	23,100
3603	Worker Compensation Insurance	1.50%			41,183	41,183	-	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	41,183
	Employee Benefits				897,491	897,491	-	88,532	88,532	88,532	88,532	88,532	88,532	88,532	88,532	88,532	897,491
	Total Personnel Expenses				3,733,003	3,733,003	-	334,056	334,056	334,056	334,056	334,056	334,056	334,056	334,056	334,056	3,733,003
4100	Approved Textbooks and Core Curricula Materials				11,440	11,440	-	4,004	4,004	2,288	-	-	-	-	-	-	11,440
4110	Instructional Software (Core Curriculum)				13,952	13,952	-	32,884	32,884	18,791	-	-	-	-	-	-	93,955
4200	Books and Other Reference Materials				16,786	16,786	-	7,554	7,554	3,357	-	-	-	-	-	-	16,786
4215	Supplemental Instructional Materials				43,219	43,219	-	15,137	15,137	8,644	1,761	1,761	1,761	1,761	1,761	1,761	43,219
4300	Office Materials and Supplies				64,829	64,829	-	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	64,829
4315	Classroom Materials and Supplies				86,439	86,439	-	17,388	17,388	2,161	2,161	2,161	2,161	2,161	2,161	2,161	86,439
4371	Staff & Board Mtg Supplies				2,161	2,161	-	180	180	180	180	180	180	180	180	180	2,161
4381	Maintenance Supplies				32,415	32,415	-	2,701	2,701	2,701	2,701	2,701	2,701	2,701	2,701	2,701	32,415
4388	Health & Safety Supplies				6,483	6,483	-	-	-	-	810	810	810	810	810	810	6,483
4400	Noncapitalized Technology Equipment				-	-	-	-	-	-	401	401	401	401	401	401	-
4405	Noncapitalized Instructional Technology Hardware				3,500	3,500	-	292	292	-	-	-	-	-	-	-	3,500
4410	Noncapitalized Classroom Furniture/Equipment				85,800	85,800	-	21,450	21,450	17,160	2,145	2,145	2,145	2,145	2,145	2,145	85,800
4430	Noncapitalized Furniture				833	833	-	833	833	833	833	833	833	833	833	833	10,000
4472	Noncapitalized Furniture				7,500	7,500	-	625	625	625	625	625	625	625	625	625	7,500
4700	Food and Food Supplies				345,609	345,609	-	31,419	31,419	31,419	31,419	31,419	31,419	31,419	31,419	31,419	345,609
	Books and Supplies				810,136	810,136	-	94,453	94,453	108,698	77,770	48,439	48,439	48,439	48,439	48,439	810,136
5200	Travel & Conferences				6,693	6,693	-	608	608	608	608	608	608	608	608	608	6,693
5205	Mileage Reimbursement				956	956	-	87	87	87	87	87	87	87	87	87	956
5210	Training and Development Expense				9,561	9,561	-	3,346	3,346	287	287	287	287	287	287	287	9,561
5220	Conference Fees				4,781	4,781	-	398	398	398	398	398	398	398	398	398	4,781
5300	Dues and Memberships				6,540	6,540	-	3,924	3,924	-	327	327	327	327	327	327	6,540
5310	Education Publication Subscriptions				956	956	-	80	80	80	80	80	80	80	80	80	956
5320	Insurance				62,349	62,349	-	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	62,349
5500	Operations and Housekeeping Services				29,947	29,947	-	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	29,947
5501	Utilities				68,842	68,842	-	5,737	5,737	5,737	5,737	5,737	5,737	5,737	5,737	5,737	68,842
5581	Maintenance Services				64,253	64,253	-	5,354	5,354	5,354	5,354	5,354	5,354	5,354	5,354	5,354	64,253
5583	Security Services				4,589	4,589	-	382	382	382	382	382	382	382	382	382	4,589
5600	Facilities Rents and Leases				47,807	47,807	-	47,807	47,807	47,807	47,807	47,807	47,807	47,807	47,807	47,807	47,807
5610	Facilities Repairs and Maintenance				9,179	9,179	-	765	765	765	765	765	765	765	765	765	9,179
5620	Equipment Rental/Lease Expense				18,187	18,187	-	1,514	1,514	1,514	1,514	1,514	1,514	1,514	1,514	1,514	18,187
5800	Professional/Consulting Services				3,984	3,984	-	3,984	3,984	3,984	3,984	3,984	3,984	3,984	3,984	3,984	3,984
5803	Banking and Payroll Service Fees				20,653	20,653	-	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	20,653
5805	Legal Services				16,883	16,883	-	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	16,883
5806	Rent Fees				891	891	-	891	891	891	891	891	891	891	891	891	10,693
5810	Educational Consultants				19,123	19,123	-	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	19,123
5811	Substitute Teachers				28,684	28,684	-	2,390	2,390	2,390	2,390	2,390	2,390	2,390	2,390	2,390	28,684
5813	Mental Health Services				-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Special Education Services				239,800	2											

[illegible]

**Orange County Department of Education Staff Report
Findings of Fact and Recommendations March 18,
2025**

**ORANGE COUNTY DEPARTMENT OF EDUCATION****Staff Report Findings of Fact and Recommendations****Tustin International Charter School****March 18, 2025****I. INTRODUCTION**

The following is a summary of the review conducted by Orange County Department of Education staff of the Tustin International Charter School petition to establish a charter school presented on appeal following a denial by the governing board of the Tustin Unified School District. The information in this report has been condensed to the most significant issues and does not include all areas of concern. In addition, commendations or suggestions for improvement are not included, as the review process is intended to target deficits.

Based on information gathered throughout the review process, which included a clarification meeting held with petitioners on February 11, 2025, the staff recommends approval with conditions of the Tustin International Charter School petition. This action would result in the approval of the charter and require the execution of an Agreement to address the issues outlined in this Staff Report and establish appropriate timelines for the petitioners to meet the conditions as specified.

II. BACKGROUND

On January 8, 2025, Mandarin Immersion Schools, Inc., a California nonprofit public benefit corporation (Petitioner), submitted a charter petition to the Orange County Board of Education (the Board), appealing the Tustin Unified School District Board's December 19, 2024, denial of its request to operate Tustin International Charter School within the district's boundaries. Tustin International Charter School (Charter School) proposes to utilize year one of its charter term for planning purposes and to begin serving students in transitional kindergarten through grade five in the 2026-27 academic year.

On March 5, 2025, the Board held a public hearing on the provisions of the charter petition and to consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents.

The Board must take action to either grant or deny the charter within ninety (90) days of receipt of the petition unless this date is extended by up to an additional 30 days by agreement. Board action is scheduled to occur at the regular meeting of the Board on April 2, 2025.

III. LEGAL STANDARD

Education Code section 47605(k)(1)(A)(i) states: "If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education." The county board of education shall review the petition according to Education Code sections 47605(b) & (c).

Should the Board approve the petition, the Board would become the charter authorizer for the Charter School. Should the Board deny the petition, the petitioner may appeal that denial to the state board within 30 days of the denial.

Under Education Code section 47605(c), the Board shall not deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following:

- 1) Charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- 2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- 3) The petition does not contain the number of signatures required by subdivision (e).
- 4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).
- 5) The petition does not contain reasonably comprehensive descriptions of the required elements under Education Code section 47605.
- 6) The petition does not contain a declaration of whether or not the school shall be deemed the exclusive employer of the employees of the 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.
- 7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
- 8) The school district is not positioned to absorb the fiscal impact of the proposed charter school.

If a school district's denial of the petition was made pursuant to Education Code section 47605(c)(8), the Board shall also review the school district's related findings.

IV. SUMMARY OF FINDINGS

The factual findings outlined in this report, which are condensed to the most significant areas, should be addressed either in an Agreement between the parties should the Board approve the charter petition or may be adopted as a basis for denial should the Board deny the appeal.

A. Charter school fails to provide a reasonably comprehensive description of the educational program of the school required by Education Code section 47605(c)(5)(A)

According to the charter petition, the proposed school will provide 50% of its instruction to students in English and the remaining 50% in Mandarin. With an educational program that includes second language immersion as a core component of the charter, in which some core subjects are taught entirely in Mandarin, OCDE determined that the most

significant areas of concern are (1) Support for English Language Learners, (2) Special Education Compliance, (3) How to meet the needs of students achieving below grade level expectations, and (4) Curriculum for core subject mastery and language acquisition.

1. Charter School lacks a comprehensive plan that includes clear metrics for reclassifying English language learners, support for reclassified learners for the required four years, strategies to address the needs of long-term English language learners and provisions for students learning Mandarin and English concurrently. The petition states that the school will deliver integrated and designated English Language Development (ELD) in the school's educational program. However, it is unclear when and how this will be done and what additional support will be provided to long-term English learners, reclassified students, and those attempting to master two languages.

Upon seeking further clarification of what interventions would exist for English learners (ELs) who struggle with both English and Mandarin, the lead petitioners, one of whom will serve as the principal/executive director, explained that students would have online access to a curriculum at home, may work with a reading specialist or in small groups, and may come before and after school for additional support. Working with students in small groups can assist with language acquisition, but ELs should have constant and targeted support throughout the instructional day. The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools states, "All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English....Throughout the school day and across the disciplines, ELs learn to use English as they simultaneously learn content knowledge through English." This is done partly through Integrated ELD, which refers to ELD taught throughout the day across all content areas and designated ELD, a protected time during the regular school day when the teacher uses ELD standards as a focal point to build and develop English language knowledge and skills. Both of which are led by a credentialed teacher. Using an online curriculum or supporting this population before and after school only fails to comply with the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools.

2. The petition lacks the necessary information regarding how the school will meet the needs of students with disabilities. Specifically, the petition fails to clearly explain how the school will differentiate instruction to accommodate students with special needs. During the clarification meeting on February 11, 2025, when petitioners were asked to elaborate on the school's plan for diverse learners, particularly regarding page 66 of the petition, the response indicated a misunderstanding of the special education process. The petitioners mentioned monthly IEP meetings and the process of first conducting an SST (Student Study Team) before moving to a resource specialist and scheduling an IEP meeting. This response conflates the process of supporting students with

disabilities and low-achieving students. IEP meetings are held annually, and a resource specialist only works with students receiving special education services, not automatically assigned to all low-achieving students. Furthermore, the petition fails to outline how the school will provide the necessary accommodations and support for students with special needs in accordance with legal requirements.

3. The petition lacks a clear plan for addressing the needs of low-achieving students who require additional support. While the petition outlines tier 1 interventions, including small group work and targeted skill-building activities for academically low-achieving students, it assumes these students will have IEPs (Pages 66-69 of the petition). This approach does not address the needs of all struggling students, as those who are low-achieving but do not have IEPs may not be included in these interventions. Low-achieving students may need different strategies to meet grade-level expectations, yet the petition does not present a framework to identify and support these students. Unlike students with special needs, these students do not receive automatic special education services but benefit from additional resources, such as tutoring or differentiated instruction, to improve their academic performance. There is no indication of how the school will differentiate instruction or provide targeted interventions for these students to meet grade-level expectations.
4. The petition presents inconsistencies regarding the curriculum, which raises questions about its implementation. For example, page 42 of the petition states, "Instruction in Mandarin Language Arts, Mathematics, and half of the Social Studies curriculum will be conducted in Mandarin." In contrast, pages 47 and 61 indicate that mathematics will be taught in English. When this discrepancy was raised, petitioners clarified that mathematics would be taught in Mandarin.

The review team also questioned information on page 42 of the petition: "To ensure pedagogical coherence and alignment with the Common Core State Standards, our Mandarin teaching staff will be responsible for curriculum development in the subjects instructed in Mandarin." The petition states that curriculum development will occur on Wednesdays during the minimum school day. In a multi-lingual school environment where 50% of instruction will be in Mandarin, all personnel must be prepared to support and address the diverse learning needs of its population using practical tools grounded in best practices and expertise in differentiating instruction that comes from appropriate professional development and the guidance of an instructional leader.

When asked when the Mandarin teaching staff would have time to plan, meet in professional learning communities, or participate in the professional development that the school specifies will take place on Wednesdays, the proposed principal/executive director stated that this was a mistake in the petition and the Mandarin teachers would not create the curriculum. Instead, the school would purchase the necessary curriculum.

Staff Report – Tustin International Charter School
Page 5 of 5

These discrepancies suggest the need for further clarification on how the school plans to deliver its educational program.

V. RECOMMENDATION

OCDE staff recommends that the Board approve with conditions the Tustin International Charter School charter petition for a term of five years from July 1, 2025, to June 30, 2030. To satisfy the conditions, the petitioner and the Board must fully execute an Agreement that addresses all of the findings in this report, establishes appropriate timelines for the petitioners to satisfy the conditions, and delineates the operational relationship between the school, the Board, and OCDE, no later than the Board's regularly scheduled meeting in June 2025.

VI. CONCLUSION

The Board has three options for action regarding a charter petition on appeal:

- Option One: Approve the charter petition as written.
- Option Two: Approve the charter petition with conditions. This action would result in the charter petition being approved and require the execution of an Agreement to address the findings outlined in the Staff Report.
- Option Three: Deny the charter petition.

**Email of Revised Plan and Support Commitments for
Tustin International Charter School Approval**



Steven Chuang <steven.chuang@misit.org>

Revised Plan and Support Commitments for Tustin International Charter School Approval

1 message

Steven Chuang <steven.chuang@tics.school>

Fri, Mar 28, 2025 at 5:53 PM

To: contact@ocbe.us

Cc: "LUD Inc." <ludinc@outlook.com>

Dear Members of the Orange County Board of Education,

On behalf of many families in Tustin and neighboring communities, we extend our sincere appreciation for the thorough and thoughtful review conducted by the Orange County Department of Education (OCDE) staff regarding our petition to establish **Tustin International Charter School (TICS)**.

We are encouraged by the recommendation for approval with conditions and remain fully committed to collaborating with OCDE to address each of the concerns outlined in the March 18, 2025, Staff Report. Our team is proactively engaging with your staff to ensure that the Agreement required for final approval is comprehensive, actionable, and completed prior to the Board's June 2025 meeting.

In response to the key areas of concern identified:

1. Support for English Language Learners (ELLs):

We recognize the critical importance of providing robust integrated and designated ELD instruction. To ensure a high-quality, research-based approach, we are establishing partnerships with leading Mandarin immersion schools, including Yinghua Academy, Yu Ming Charter School, and Paint Branch Elementary School. Additionally, we are forming an **Advisory Committee** composed of nationally recognized leaders in the Mandarin immersion field- Dr. Shuhan Wang, Dr. Luyi Lien, Eddie Park, Eric Peterson, and others- who will provide guidance to ensure our instructional model aligns fully with the California ELA/ELD Framework. This includes clearly scheduled designated ELD time, strategic use of integrated ELD across content areas, and consistent support from credentialed staff during the instructional day.

2. Special Education Compliance:

We acknowledge the need to clarify and strengthen our special education procedures. Our team is in the process of revising policies to ensure full compliance with legal requirements regarding referral, identification, and service delivery. We have initiated collaboration with **Ms. Tabitha Obligacion**, NPA Director, and the **Behavior Education Consulting Center**, to develop effective, inclusive practices that meet the diverse needs of students with disabilities. We are also open to partnering with Comp Therapy to provide consultation on special education compliance during our planning year. Upon approval, we will promptly begin the process of applying to join the LA County Charter SELPA.

3. Support for Low-Achieving Students:

We are developing a comprehensive **Multi-Tiered System of Supports (MTSS)** that clearly distinguishes between students requiring special education services and those needing academic interventions. With the guidance of our Advisory Committee, we will implement a framework that includes frequent assessments, progress monitoring, and targeted instructional strategies to accelerate student growth. We recognize that resources specialists do not just work with students with IEPs in an inclusive model. We can collaborate with Jennifer Reiter-Cook through Comp Therapy to set up an effective inclusive model that will support students with and without disabilities. We understand that students who are below grade level, do not have IEPs and that our inclusive model and support will ensure students are supported and potentially not referred for assessments.

4. Curriculum Alignment and Clarity:

We recognize and regret the inconsistencies in our initial petition regarding instructional language and curriculum development. These discrepancies are being corrected to accurately reflect our plan to implement adopted, standards-aligned curricula in both English and Mandarin. Furthermore, our professional development calendar will be revised to ensure adequate time for collaboration, curriculum implementation, and instructional planning. We clarified these discrepancies at the Clarification meeting, and included professional development time for curriculum development based on ongoing student needs and real-time feedback.

5. Facility Options:

As presented during the public hearing, we intend to pursue facilities through **Proposition 39**, though we are fully aware of potential challenges. To mitigate this risk, we have proactively developed a backup plan to secure a permanent site at the **former Tustin Marine Base**, where several education-dedicated parcels are available for long-term lease through the **South Orange County Community Century** (with prior involvement from Joe Liu, DRE#01924433). Should Prop 39 facilities be unavailable, we have also identified a temporary location within Tustin that was previously used as an educational facility affiliated with a hospital. Due to a signed Non-Disclosure Agreement, we are currently unable to disclose further details, but we are prepared to act quickly if needed.

We appreciate the opportunity to revise and strengthen our petition to ensure that it reflects a sound, inclusive, and academically rigorous educational program. Our founding team remains deeply committed to providing a high-quality Mandarin-English dual immersion experience that meets the diverse needs of all students.

Thank you again for your consideration and your support of educational innovation. We look forward to continued dialogue and to finalizing the terms of approval to ensure a successful launch of Tustin International Charter School in the 2026–2027 academic year.

Please reach out to us if you have any questions.

With Much Appreciation,

Steven Chuang (TEL) 267-679-5052

Joe Liu (TEL) 949-903-3858

2 attachments



Mandarin Immersion Schools INC Mail - Future Collaboration with Yinghua Academy.pdf
196K



Behavior Education Consultation Center Flyer.pdf
147K

**Tustin International Charter School Revised Plan and
Support Commitments for Orange County Board of
Education Approval March 2025**

Tustin International Charter School

Revised Plan & Support
Commitments for OCBE Approval
March 2025

Introduction

- Appreciation for OCDE's thorough review
- Encouraged by recommendation for approval with conditions
- Commitment to address concerns in the March 18, 2025 Staff Report

Support for English Language Learners (ELLs)

- Focus on integrated and designated ELD instruction
- Partnerships with Yinghua Academy, Yu Ming, and Paint Branch Elementary
- Advisory Committee: Dr. Shuhan Wang, Dr. Luyi Lien, Eddie Park, Eric Peterson
- Alignment with CA ELA/ELD Framework

Special Education Compliance

- Revising policies for legal compliance in referral, identification, service delivery
- Collaborating with Tabitha Obligation (NPA Director) & Behavior Education Consulting Center
- Open to consulting with Comp Therapy
- Will apply to join LA County Charter SELPA upon approval

Support for Low-Achieving Students

- Development of a comprehensive MTSS framework
- Distinguish between special ed and academic interventions
- Frequent assessments, progress monitoring, targeted strategies

Curriculum Alignment & Clarity

- Corrected inconsistencies in initial petition
- Adoption of standards-aligned curricula in English and Mandarin
- Revised PD calendar to support implementation and collaboration

Facility Options

- Primary plan: Pursue Prop 39 facilities
- Backup: Permanent site at former Tustin Marine Base
- Temporary option: Previously used educational facility (under NDA)
- Ready to act quickly if needed

Conclusion

- Commitment to a rigorous, inclusive, dual-language program
- Dedicated to a successful launch in 2026–2027
- Thank you for supporting educational innovation

Email of Future Collaboration with Yinghua Academy

3/27/25, 8:29 PM

Mandarin Immersion Schools INC Mail - Future Collaboration with Yinghua Academy



Steven Chuang <steven.chuang@misit.org>

Future Collaboration with Yinghua Academy

Luyi Lien <luyi.lien@yinghuaacademy.org>
To: Steven Chuang <steven.chuang@tics.school>
Cc: "LUD Inc." <ludinc@outlook.com>

Sun, Mar 23, 2025 at 7:18 PM

Dear Mr. Chuang,

Thank you so much for reaching out! I am truly excited to hear that Tustin International Charter School is in the process of getting approved. It is inspiring to know that a visionary leader like you is committed to creating an excellent educational environment for students.

In our conversation, I could see how deeply you care about students' learning and well-being. I shared with you our innovative small group learning approach, which provides both Tier 1 intervention support and enrichment opportunities to meet students' diverse needs. Our experience implementing this program has been highly positive, and our team is eager to share our insights with you. We firmly believe that identifying and addressing students' needs at an early stage is crucial, and we are happy to contribute to this important work.

On behalf of Yinghua Academy, we welcome new partnerships and collaboration in the best interest of students. We look forward to connecting further and sharing our expertise with you.

Warm regards,
Dr. Lien

Dr. Luyi Lien (Dr. Lien 連校長)
CEO / Executive Director
Pronouns: she/her/hers



#1 in Best Charter Elementary School
1616 Buchanan St NE, Minneapolis, MN 55413
Phone: 612-788-9095
Fax: 612-788-9079
Email: luyi.lien@yinghuaacademy.org

[Quoted text hidden]

Parent Signature List

					By typing your full name here, it will serve as the electronic signature. I understand that signing this Form should not guarantee a spot in the Charter School when there is already a waiting list. I further understand that this information will be disclosed to the Tustin Unified School District to support the Charter School's request for facilities under Proposition 39. 在此輸入您的全名，它將作為電子簽名。我明白如果有候補名單的時候，簽署此表格並不能保證在特許學校中佔有一個學生名額。我進一步了解，這些資訊將向塔斯町學區披露，以支持特許學校根據第 39 號提案提出向學區租借學校場地的設施請求。 Al escribir aquí su nombre completo, servirá como firma electrónica. Entiendo que firmar este formulario no debe garantizar un lugar en la Escuela Chárter cuando ya hay una lista de espera. Además, entiendo que esta información se divulgará al Distrito Escolar Unificado de Tustin para respaldar la solicitud de instalaciones de la Escuela Chárter según la Proposición 39.									
Parent/Guardian's Name 家長姓名	Home Address 家裡地址	Phone Number 電話號碼	STUDENT GRADE IN 2025-2026 SCHOOL YEAR	DISTRICT SCHOOL OF RESIDENCE 你的小孩上哪一個學校 ¿A qué escuela va su hijo?		Email address 電子郵件地址								
Nikki Liu	1402 Charloma Dr Tustin	8187443398	4th Grade	Tustin Memorial Academy	Nikki L	nikipdliu@gmail.com								
Howard Chen	117 cutlass	6265361888	Others	Irvine	Howard Chen	khchen1@yahoo.com								
Justine Lau	17612 Miller Drive, Tustin	7147241041	Kindergarten	Helen estock, TUSD	Justine Lau	justinemclau@gmail.com								
Alyssa Chen Hur	16 Bayside, Irvine, CA 92618	6307806300	Others	IUSD	Alyssa Chen Hur	hhurality@gmail.com								
Xuan Zhang	62 pedigree	9498782833	3rd Grade	Orchard Hills school, TUSD	Xuan Zhang	305141832@qq.com								
Ting fang chin	23 winterbranch irvine ca 92618	6268318010	2nd Grade	Eastshore, IUSD	Ting fang chin	jintinfan@hotmail.com								
Matthew Iversen	4112 Salacia Drive	9493799122	5th Grade	Brywood, IUSD	Matthew Iversen	iversenmatt@yahoo.com								
Elaine Chao	13362 presidio pl	714-260-1406	TK	Tustin	Elaine Chao	elaine.lynn.chao@gmail.com								
Sam Wang	15231 cherbourg ave	6199643925	4th Grade	Deerfield, IUSD	Sam wang	hswang123@hotmail.com								
Katherine Matsumoto	13426 South Hearst Ct Tustin	9097647550	TK	Tustin Ranch	Katherine Matsumoto	kat7lin@gmail.com								
Josie Chu	10 Cloudcrest, Irvine CA 92618	2123006776	2nd Grade	Eastshore Elementary School IUSD	Josie Chu	josiekuo@gmail.com								
Taylor Tran	2430 payette pl, Tustin CA 92680	7148569655	1st Grade	Peters Canyon Elementary TUSD	Taylor Tran	taylorltrn@gmail.com								
Karen Le	11951 gladiators Dr	9498364333	1st Grade	TUSD	Karen Le	karespesar@gmail.com								
Kim grattron	10072 Highcliff Drive Nor	9492460750	4th Grade	Tusd	Kim grattron	kvu216@gmail.com								
Susan Shen	344 Pacific St. Tustin, CA 92680	3106225120	3rd Grade	Helen E Stock TUSD	Susan Shen	shenwsusan@gmail.com								
David Shen	344 pacific st tustin ca 92680	5103043393	3rd Grade	Helen e stock TUSD	David Sheb	shenyun2014@gmail.com								
Melody Hashemi	13162 Lemon Leaf Lane, Tustin	7144516248	2nd Grade	Tustin Unified School District	Melody Hashemi	melody.chu@gmail.com								
Navead Hashemi	13162 Lemon Leaf Ln, Tustin	9493322262	Kindergarten	Arroyo TUSD	Navead Hashemi	navead@gmail.com								
Pante-a Reza	15204 Columbus Sq, Tustin	7147853607	2nd Grade	Tustin unified	Pante-a Reza	pnlichian@gmail.com								
Linh Cao	1460 Georgia St Tustin	6268982411	1st Grade	Tustin Legacy	Linh Cao	linhscao@gmail.com								
Kim Nguyen, PharmD	1641 green meadow ave	7142350514	3rd Grade	Tustin unified	Kim Nguyen, PharmD									
Maki Kopp	15250 Severyns Rd, Tustin	8314026610	1st Grade	Tustin	Maki Kopp	avachen0813@gmail.com								
Heidi young	13672 tea house st	6099370508	1st Grade	Tustin	Heidi young	lilpengee@gmail.com								
Lucy vu	21 Cabazon Irvine, CA 92606	9497013048	4th Grade	Tustin unified	Lucy vu	lucyvu1@gmail.com								
Viet Nguyen	1641 Green Meadow Ave	9499927701	2nd Grade	Heritage Elementary TUSD	Viet Nguyen	vcadviser@gmail.com								
Elizabeth Hsueh	13591 Navajo Tustin 92707	7736003916	4th Grade	TUSD	Elizabeth Hsueh	elizabeth.hsueh@gmail.com								
ShuLin Huang	14741 Bridgeport road, Tustin	626-652-5592	4th Grade	TUSD	ShuLin Huang	shulinh@hotmail.com								
Shimmer xie	18961 silver maple way, Tustin	6572340131	2nd Grade	TUSD	Shimmer Xie	lovelydog99@gmail.com								
Christine Kao	112 Donati Irvine CA 92618	9499106293	3rd Grade	IUSD	Christine Kao	ckckao@gmail.com								
Khai Tang	2062 Fallen Leaf Pl	714-469-5424	Kindergarten	Nelson Elementary TUSD	Khai Tang	khaitang@gmail.com								
Terrence Chen	2 Oriole, Irvine, CA 92606	6268335281	5th Grade	IUSD	Terrence Chen	ttchen88@yahoo.com								
Kyra Tao	17 Delano, Irvine	92602	3rd Grade	TUSD	Kyra Tao	kyratao@yahoo.com								
Victor Chu	59 Avanzare	3104864058	TK	Plaza Vista IUSD	Victor Chu	vicchudds@gmail.com								
Tiffany Chan	190 Liberty St, Tustin CA 92680	6575490774	TK	Irvine Unified	Tiffany Chan	tchan557@gmail.com								
Charles Tseng	136 imagination trail	6268981384	2nd Grade	Irvine	SuHaw Charles Tseng	charles_tseng@hotmail.com								
Xiaohua Tan	106 Long Fence Irvine	9493904878	Kindergarten	TUSTIN	Yes	amytan80315@gmail.com								
Emily Xiang	136 Roadrunner Irvine CA 92618	6327293583	Others	Crean Lutheran	Emily Xiang	ying_75@yahoo.com								
Jason Reiher	21 Meadowgrass, Irvine CA 92618	949-735-3879	4th Grade	IUSD	Jason Reiher	jreiher888@gmail.com								
Kk Chiang	75 Harrison, Irvine, Ca 92606	9493106688	Others	Irvine	Yes	Kayc6688@gmail.com								
Destiny Chiang	75 Harrison	9497716288	Others	IUSD	Deko Hsiao	dekohsiao@gmail.com								
Kelly Wilson	15527 Jasmine Pl	9494688542	Others	Irvine school district	Kelly Wilson	tiger41374@yahoo.com								
Troy Wilson	15527 Jasmine PL	9498613122	Others	Irvine school district	Troy Wilson.	Leadcowboy@gmail.com								
Jia He	600 W Santa ana blvd st	5626662281	1st Grade	Tustin	Jia he	Linagem411@gmail.com								
Kimberly Shibuya-Hsu	6311 E Rocking Horse Way	805428-1827	TK	Orange	Kimberly Shibuya	Kshibuya13@yahoo.com								
Chia Hui Lin	6560 E camino vista #3, Irvine	9493287088	TK	orange	chia hui lin	lulofanshopping@gmail.com								
Monica Lee	12 Mandrake Way, Irvine	6503433056	Others	Irvine	Monica Lee	mishoponline@gmail.com								
Stena Kaneko	66 sparrowhawk Irvine	7148631981	4th Grade	Irvine	Stena Kaneko	stena84@yahoo.com								
Cheryl Chen	131 Acamar, Irvine, CA 92618	(714) 280-6321	Others	IUSD	Cheryl Chen	cchenusa@gmail.com								
Eric Wang	131 Acamar, Irvine	7142806621	Others	Irvine	Eric Wang	ericinusa@gmail.com								
Michael Loke	48 Norwich Irvine CA92618	9497671109	Others	IUSD	Michael Loke	michaellokec@gmail.com								
Kimberly Tsai	2304 Main, Tustin, CA 92680	5103715468	Kindergarten	TUSD	Kimberly Tsai	Kimm047@gmail.com								
Aileen Lee	2035 Peebler Way Tustin	9176538369	TK	Tustin unified	Aileen Lee	Aileen.thai@gmail.com								
Kay Liu	2204 Anacapa, Irvine CA 92618	214-563-6089	1st Grade	Tustin	Yes	luo6666@hotmail.com.tw								
Lee Huang	1 Pemberly Irvine	949-812-8526	3rd Grade	Turtle Rock	Agree	Mrsleehuang@yahoo.com								
Timothy Jones	14683 Red Hill AVE in Tustin	415-713-5471	Others	Tustin	Timothy Jones	ti.dojo@gmail.com								
Priscilla Chung	18467 Stonegate Lane R	562-694-9568	Others	Irvine	Priscilla Chung	PF1222@gmail.com								
Joe Bai	2620 El Dorado Tustin CA 92680	8137661202	1st Grade	Tustin	Joe Bai	josephbai@hotmail.com								
Angela Kim	5 Hermosa Irvine, CA 92618	7143371933	4th Grade	IUSD	Angela Kim	ankim1@hotmail.com								
Irene Tao	33 Brisbane Ct	9492317080	TK	tusd	Irene Tao	starrytale@gmail.com								
Kristy Zhang	14 Iron Spgs	7149255220	Kindergarten	Tustin unified school district	Kristy Zhang	kristydoan@gmail.com								
Jimmy Zhang	14 Iron Spgs	5624309999	2nd Grade	Tustin unified school district	Jimmy Zhang	jimmy.zhang@gmail.com								
Sui Cheung	2523 N Skytop Court, Orange	949 702 5689	5th Grade	Fletcher Elementary School Chinese In	Sui Cheung	bjmluk@gmail.com								
Annie Lin	101 heavenly, Irvine, ca 92618	3234817753	1st Grade	Tustin	Annie Lin	Annie.chang888@yahoo.com								
Annie lin	101 heavenly, Irvine, ca 92618	3234817753	3rd Grade	Tustin	annie lin	Annie.chang888@yahoo.com								
Donna Lea	16617 Sonora St. Tustin, CA 92680	310-382-4092	3rd Grade	Irvine	Donna Lea	Donnadlea@gmail.com								
Xuejun Yuan	137 southbrook, Irvine	3127748584	4th Grade	IUSD	Xuejun yuan	ggsherry1990@hotmail.com								
Jade Chang	11372 Cielo Pl, Santa Ana	9492335299	Others	TUSD	Jade Chang	daniabowandme@gmail.com								
Jack Yen	19 Orchard Irvine CA 92618	949-232-7549	1st Grade	Irvine	Jack Yen	Jacky@wheegreen.com								
lili su	31 Charity, Irvine Ca92618	9497256338	Others	Irvine	Lili Su	lilisusu@gmail.com								
Carrie Lin	5281 E Fairlee Ct Anaheim	3109800909	Others	Orange	carrie chang	Jbeddinginfo@gmail.com								
Sam Wang	53 Ranchland, Irvine 92618	9493513683	TK	Irvine	SAM WANG	Ninjadude23@gmail.com								
Vickie Sun	2188 Pieper Lane, Tustin	9095692007	Others	Tustin	Vickie Sun	vickiesun@gmail.com								
Eva Wong	14802 branbury pl Tustin	7148837188	Others	Tustin unified school district	Eva Wong	simplyxeva@gmail.com								
Haran Chen	2336 Tubbs Drive	8477383188	TK	Tustin Unified	Haran Chen	tae.haran@gmail.com								
Stephanie	Statuary, Irvine, 92620	9495360116	TK	IUSD	Stephanie Jiang	jxyworld2012@gmail.com								
Yingyin Ou	16012 Legacy Rd, Unit 4	2135906798	Others	Tustin district	Yingyin Ou	annieou31@hotmail.com								
Alice Lee	2501 Alton Pkwy, Apt 21	9719017996	TK	IUSD	Alice Lee	alicelee257@hotmail.com								
Xin Tong	75 Tallowood	9496983680	TK	IUSD	Xin Tong	tongxin415@gmail.com								
ELAINE KUNG	62 Tall Cedars	9498782749	Kindergarten	Irvine	ELAINE KUNG	elainek813@gmail.com								
Josh Lee	2630, Jessee Dr	7147672716	Kindergarten	Fairhaven Elementary (OUSD)	Josh lee	Thegonzalez@gmail.com								
Chadapon Lohachitkul	104 White Jasmine, Irvine	4157661829	Kindergarten	Portola Spring	Chadapon Lohachitkul	Dagota2928@gmail.com								
Pamela obbey	12741 Doral Tustin da 92618	9099731086	TK	Tustin Unified	Pamela Obbey	Pdsilva22@gmail.com								
Mandy Lee	234 Terra Cotta	8609877266	Kindergarten	Irvine	Mandy Lee	Mandylee0527@gmail.com								
Yu-Ling, Chang	26 parkcrest, Irvine CA 92618	7143680689	TK	Irvine	Yu-Ling, Chang	Yulingc0603@gmail.com								
Danielle Choice	10 blue shore Newport ca 92659	949532665	TK	Newport Beach	Danielle Choice	daniellechoice@yahoo.com								
DONNA SUEN	75 ROCKINGHORSE	6503079388	TK	Tustin	Donna suen	donna_suen@yahoo.com								
Avishan Nasiri	27 Hollinwood Irvine CA 92618	9499615601	Kindergarten	Irvine	Avishan K. Nasiri	Nasindmd@gmail.com								
Andrea Che	601 Handley Ct. Tustin, CA 92680	6263740622	TK	Tustin	Andrea Che	Andrea.m.che@gmail.com								
Thomas Yang	21 Stafford Pl, Tustin CA 92680	9493955655	Kindergarten	Tustin	Thomas Yang	21staffordtustin@gmail.com								
Diana Lin	18261 Fernando circle w	9496826385	TK	Villa park	Diana Lin	Dlin3030@hotmail.com								
Kenneth Chang	9 monarch Irvine ca 92618	9492415616	TK	Irvine	Kenneth Chang	Kencee33@gmail.com								
Jooshin Kim	5 Hermosa Irvine CA 92618	7148898457	4th Grade	IUSD	Jooshin Kim	jooshin@gmail.com								
Yeoh	125 Summerland, Irvine, CA 92606	4088248487	Kindergarten	Irvine	SHU WEN YEOH	vanness.shuwen@gmail.com								

Nina Kao	100 Knob Creek, Irvine	7144700964	TK	Tustin	Nina Kao	ninayskao@gmail.com
Jonathan Chang	214 Clear Falls, Irvine CA	9499540259	TK	Irvine and Tustin Unified	Yes	Jonandesther1007@gmail.com
Sui Wah Cheung	2523 Skytop Court Drive,	9497025689	5th Grade	OUSD	Sui Wah Cheung	bjmluk@gmail.com
Madeleine Redifer	25 Sanctuary	2624430542	Others	Woodbury	Madeleine.redifer@gmail.com	
Judy Sun	12765 Crawford Dr Tustin	9493314515	TK	Tustin	Judy Sun	Judysun00@gmail.com
Amy	188 Novel	9492850348	1st Grade	Irvine	zao li	shakira03@gmail.com
Jack Chao	46 Twin Gables, Irvine, C	9496177091	Others	IUSD	Jack Chao	Jchao98@yahoo.com
Mandana Jafarinejad	1402 Juliette Way	9498787018	2nd Grade	Tustin	Mandana Jafarinejad	ms.mandana@gmail.com
Stella Chiang	3892 Balsa St Irvine, CA	9495451376	4th Grade	IUSD	Stella Chiang	Buckmaker@gmail.com
Shelly Wang	14292 Hamlet Lane, Tust	9493317879	Others	Tustin	Shelly Wang	lanshellywang@gmail.com
Tessie Lee	14781 Birchwood Pl, Tus	949-421-9730	Others	Tustin	Tessie Lee	Lee.tessie@gmail.com
Hsinying Hsieh	125 Mountain Violet, Irvin	9494399399	4th Grade	Cypress Village	Hsinying Hsieh	hsinying19@gmail.com
Heidi Young	13672 Tea house st	6099370508	2nd Grade	Arroyo Elementary	Heidi Young	ilipengee@gmail.com
Aileen Lee	2035 Peebler Way	9176538369	Kindergarten	Heritage	Aileen Lee	aileen.thai@gmail.com
Shuo Xie	18961 Silver Maple Way,	9513290151	2nd Grade	Arroyo Elementary	Shuo Xie	lovelydog99@gmail.com
Kathryn Hsieh	16450 Veterans Way #2C	9512001749	TK	Heritage	Kathryn Hsieh	katej620@gmail.com
Haran Chen	2336 Tubbs Drive, Tustin	847-738-3188	TK	Arroyo Elementary	Haran Chen	tae.haran@gmail.com
Khai Tang	2062 Fallen Leaf Pl, Tust	714-469-5424	1st Grade	Outside of Tustin Unified School District	Khai Tang	khaitang@gmail.com
Nikki Liu	14082 Charloma Dr. Tust	818-744-3398	TK	Not sure about which school, but belong	Nikki Liu	nikkipdliu@gmail.com
Erin Dobashi	12533 Wedgwood Cir, Tu	6263204657	TK	Red Hill	Erin Dobashi	erinmatt999@gmail.com
Thomas	21 Stafford PL Tustin	9493955655	Kindergarten	Not sure about which school, but belong	Thomas Yang	thomasyk.yang@gmail.com
Irene Tao	33 Brisbane Ct Tustin	9492317080	Kindergarten	Heritage	Irene Tao	Starlytale@gmail.com
Linh Cao	1460 georgia st	6268982411	3rd Grade	Heritage	Linh Cao	Caotlinh90@gmail.com
Sui Cheung	2523 N Skytop court	9497025689	5th Grade	Outside of Tustin Unified School District	Sui Wah Cheung	bjmluk@gmail.com
Yingyin Ou	16323 Moonstone Circle,	2135906798	Kindergarten	Heritage	Yingyin ou	annieou31@hotmail.com
Tathata Lohachitkul	144 Bozeman	4156453834	TK	Orchard Hills	Tathata Lohachitkul	ta.loha@gmail.com
Lucy Vu	21 Cabazon Irvine, CA 92	9497013048	1st Grade	Hicks Canyon	Lucy vu	lucyvu1@gmail.com
Kay Liu	2204 Anacapa, Irvine CA	214-563-6089	3rd Grade	Outside of Tustin Unified School District	Kay Liu	iuc6666@hotmail.com.tw
Tessie Lee	14781 Birchwood Pl, Tus	949-421-9730	TK	Sycamore Magnet Academy	Tessie Lee	lee.tessie@gmail.com
Kenneth Chang	18261 Fernando cir	9492415616	1st Grade	Not sure about which school, but belong	Kenneth Chang	Kencee33@gmail.com
John Duong	14352 Clarissa Lane Tus	949-351-2362	3rd Grade	Ladera	John Duong	duongj@uci.edu
Miranda Tseng	30 Palmatum, Irvine, CA	9493850775	Others	Outside of Tustin Unified School District	Miranda Tseng	mtseng88@gmail.com
Annie lin	101 heavenly, irvine,ca 92	3234817753	2nd Grade	Orchard Hills	Annie lin	Annie.chang888@yahoo.com
Annie lin	101 heavenly, irvine,ca 92	3234817753	4th Grade	Orchard Hills	Annie lin	Annie.chang888@yahoo.com
Wendy Chen	13312 Tiburon Way, Tus	7143608037	3rd Grade	Ladera	Wendy Chen	Wfchen@gmail.com
Connie Hsu	16123 Dawn way #304,	9492329900	Kindergarten	Not sure about which school, but belong	Connie Hsu	Conniehsu7@63.com
Justina Hii	17662 Orange tree Lane	6268073127	Kindergarten	Red Hill	Justina Hii	justinalauhi@gmail.com
Christina Hii	12536 Wedgwood cir Tus	6268073213	TK	Red Hill	Christina Hii	Christinahii89@gmail.com
Angela Wang	1454 Montgomery St, Tu	6265908498	TK	Heritage	Angela Wang	Furball2_@hotmail.com
Xin Ma	2112 E 1ST ST, 383	9496643313	3rd Grade	Outside of Tustin Unified School District	Xin Ma	abot2015@gmail.com

Support Letter from Dr. Christy Lao

Documentary Record from the Orange
County Board of Education

accs-aug25item02

Attachment 4

Page 317 of 406



GRADUATE COLLEGE OF EDUCATION DEPARTMENT OF
ELEMENTARY EDUCATION
1600 Holloway Avenue, BH 179
San Francisco, CA 94132-4158
Tel: 415/338-1562
Fax: 415/338-0567
E-mail: elemmed@sfsu.edu

February 28, 2025

Tustin Unified School District
Tustin, CA

Subject: Letter of Support for Tustin International Charter School Petition

Dear Members of the Tustin Unified School District Board,

I am writing to express my strong support for the petition to establish the Tustin International Charter School, a new Mandarin Immersion school in the City of Tustin. As a professor and coordinator of the Chinese Bilingual Program at San Francisco State University, I have dedicated my career to advancing bilingual education and supporting the development of high-quality Mandarin immersion programs. I wholeheartedly endorse this initiative and am excited about the opportunities it will provide for students, families, and the broader community.

Research consistently demonstrates the cognitive, academic, and cultural benefits of bilingual education. Mandarin immersion programs not only promote multilingual proficiency but also enhance students' problem-solving skills, cultural competence, and long-term academic achievement. The establishment of the Tustin International Charter School will contribute significantly to the development of globally competent students who can thrive in an increasingly interconnected world.

I am pleased to offer my expertise and professional support to this initiative. Specifically, I will assist the school in developing and implementing high-quality professional development for Chinese language teachers, ensuring best practices in Mandarin immersion pedagogy. Additionally, I will help recruit and support Mandarin bilingual credential teachers, leveraging my work at San Francisco State University to build a strong pipeline of well-trained educators who are equipped to foster students' linguistic and cultural proficiency.

The demand for high-quality Mandarin immersion programs continues to grow, and Tustin International Charter School has the potential to serve as a model for excellence in bilingual education. I urge the Tustin Unified School District to approve this petition and support this important initiative that will benefit students, families, and the community for years to come.

Thank you for your time and consideration. I look forward to collaborating with the school to ensure its success.

Sincerely,

Dr. Christy Lao
Professor & Coordinator, Chinese Bilingual Program
College of Education
San Francisco State University

Support Letter from Save Cantonese



March 13, 2025

Orange County Board of Education
Costa Mesa, CA

Subject: Letter of Support for Tustin International Charter School Petition

Dear Members of the Orange County Board of Education,

We are writing to write our strong support for the petition to establish the Tustin International Charter School in the Tustin Unified School District. We are from Save Cantonese, a global movement that promotes and celebrates Cantonese language and culture. We have worked with Stanford, City College of San Francisco, UC Berkeley, and UCLA to support the postsecondary instruction of Cantonese through public awareness campaigns, which has cumulatively attracted over 1.6 million dollars to university Cantonese language programs. We have also worked in community organizing to support Cantonese bilingual education and provide community input and advocate for expanded Chinese bilingual authorization programs in California.

In our advocacy to expand the Chinese bilingual teacher pipeline, we came to know Steven Chuang, the founding principal of the Irvine International Academy. Principal Chuang has been a steadfast supporter of Save Cantonese's efforts to expand programs to train bilingual teachers. He has generously provided his time over many meetings, calls, and emails to support our grassroots community efforts, and he has connected us to many major figures in California bilingual education. For a primarily student-run organization like Save Cantonese, Principal Chuang's support has been very valuable and shows his commitment to including community input when building up our public bilingual education infrastructure.

From our shared work with Principal Chuang, we believe that his commitment to community-driven public bilingual education should weigh in favor of approving the petition to establish the Tustin International Charter School. In addition, Save Cantonese has seen broad interest in the community for Chinese bilingual education and the benefits for students. For these reasons, we offer our support of the petition.

Sincerely,

Save Cantonese
<https://www.savecantonese.org/>

Support Letter from Better Chinese

4/25/25, 11:40 PM

Mandarin Immersion Schools INC Mail - Strong support to establish Tustin International Charter School (TICS)



Steven Chuang <steven.chuang@misit.org>

Strong support to establish Tustin International Charter School (TICS)

1 message

James Lin <james@betterchinese.com>
To: contact@ocbe.us
Cc: steven.chuang@tics.school

Sun, Mar 23, 2025 at 11:05 PM

Dear Members of the Orange County Board of Education,

I am writing on behalf of **Better Chinese Inc**, a leading provider of Mandarin immersion curriculum used by hundreds of schools across the United States and internationally, to express our strong support for the petition to establish **Tustin International Charter School (TICS)**.

As a founder and CEO of Better Chinese Inc, I have had the privilege of working closely with Steven Chuang, who has demonstrated exceptional leadership in Mandarin immersion education through his work at College Park Elementary School and as the founding principal of Irvine International Academy. His longstanding commitment to high-quality dual language education is evident in the success of these programs, both of which adopted and implemented the Better Immersion curriculum with fidelity and distinction.

Tustin International Charter School represents a forward-thinking initiative that will expand access to rigorous, culturally enriching, and research-based Mandarin immersion instruction for students in Orange County. With a clear academic vision, a proven instructional model, and an experienced leadership team, TICS is well-positioned to become a flagship program.

I grew up in Orange County, not far from the selected site. This is so meaningful. We are proud to support this effort and look forward to the opportunity to partner with TICS in delivering a world-class Mandarin language experience to its students. We are confident that the approval of this charter school will contribute positively to the linguistic and global competencies of the region's future generations.

Thank you for your time and thoughtful consideration of this promising new school.

Sincerely,

James Lin
CEO of Better Learning
CEO of Better Chinese | 大華風采 | 大華風采
BetterChinese.com | 650-384-0902

*"Building a **multilingual** and **multicultural** world"*

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Behavior Education Consultation Center Flyer

Documentary Record from the Orange
County Board of Education

Behavior Education Consultation Center

Non Public Agency

Certified by the California Department of
Education

Need help with your students IEP?

Do you need an advocate?

We are here to help.

We offer specialized services for students
including speech services, parent
counseling, counseling and guidance
services, psychological services,
occupational therapy, behavior
intervention implementation, and
behavior intervention development.

We have licensed educational
psychologist, occupational therapists,
licensed clinical counselors, speech
therapists, and behavior interventionist
here to support you.

Additionally our licensed educational
psychologist are available to conduct
independent educational evaluations.

Contact Us Now
(909) 248-4329

A New Path to Learning



**Behavior
Education
Consulting
Center**

**Links to Recorded Videos of Orange County Board of
Education Board Meetings on March 5, 2025 and April
2, 2025**

Orange County Board of Education Board Meeting on Mar 5, 2025

<https://www.youtube.com/watch?v=Xur7053MQqo&t=10821s>

Starting from 2:57:41

Orange County Board of Education Board Meeting on Apr 2, 2025

<https://www.youtube.com/watch?v=pCwWbwA9zeY&t=14481s>

Starting from 3:20:25

Transcript of the April 3, 2024 Orange County Board of Education Meeting

Transcript of the April 3, 2024, Orange County Board of Education Meeting

SHAW: Good afternoon, everyone. I would like to call the regular meeting of the Orange County Board of Education to order. Darou, will you please call roll?

SISAVATH: Trustee Barke?

BARKE: Here.

SISAVATH: Trustee Williams?

WILLIAMS: Here.

SISAVATH: Trustee Shaw?

SHAW: Here.

SISAVATH: Trustee Sparks?

SPARKS: Here.

SISAVATH: Trustee Valdes?

VALDES: Here.

SHAW: Thank you. Do I have a motion to approve the agenda for the meeting?

BARKE: So moved.

SPARKS: Second.

SHAW: Okay. All in favor?

VALDES, SHAW, SPARKS, BARKE, WILLIAMS: Aye.

SHAW: Any opposed? Passes unanimously. We will go to the approval of the Minutes for the regular meeting of March 6, 2024.

BARKE: So moved.

SPARKS: Second.

SHAW: Okay. All in favor?

VALDES, SHAW, SPARKS, BARKE, WILLIAMS: Aye.

SHAW: Wonderful. We will go to the budget study session, David Giordano. Giordano, how is that? A little bit better? Giordano.

BARKE: I always want pizza when I hear your name.

GIORDANO: There is one in Chicago, right?

BARKE: Yes. That is my favorite, Giordano's in Chicago. Oh my gosh.

GIORDANO: I have heard that was good.

SPARKS: Yeah, it is good. Good stuff.

BARKE: Deelish.

SHAW: Oh, thank you.

HENDRICK: Unless you guys remember yours from last time.

BARKE: Thank you.

GIORDANO: All right, well thank you and good afternoon, President Shaw, members of the board. Tonight, we have our budget study session, which of course begins preparations for budget development for the upcoming fiscal year 24-25. We provided each of you a copy of our 23-24 Second Interim Budget Book. If you could keep that handy, I would like to just walk you through some of the key information that is included in that report as we begin the budget study session. Included in the first several pages of the Budget Book, pages B2 - B27, it is a detailed narrative with graphics that highlights the key historical information regarding the Department's operating budget. The information includes details regarding the Department's federal, state, and local revenue sources, as well as key expenditure data. Also included is a list of any budget changes that were in excess of \$25,000; that is since the board approved the budget back in December.

Part one, or tab number one, includes some of the key planning factors that we used when we put the Second Interim Budget Book together. Tab two highlights the key changes between the First Interim and the Second Interim Financial Reports in a narrative format. Tab three highlights the major object code variances between the First and Second Interim Financial Reports. Tab four summarize the Department's adopted first interim, second interim, general fund budgets on the state required Form 01, and also included in there is a variance column that shows you the differences between the first and the second interim budgets. Tab five provides a summary of the Department's multi-year projection for the current, and then also the two subsequent years. And of course, that is required by the state of California.

Tab six provides the state required criteria and standards form, which includes a trend analysis of budgetary information. Tab seven reflects the Department's average daily attendance, and this is on the state required Form A. Tab eight provides a listing of all the Department's funds, and you

will notice it is in summary format. It has on their total revenues, total expenditures, and fund balance for each of the Department's funds. Then, tab nine or, Form 10, reflects the North Orange County SELPA pass through fund, which is used to account for the SELPA's financial activities and highlights key revenue and expenditure data for the SELPA-member districts.

Moving on, this is tab 10 or Form 12. This is used to account for the Department's child development programs. Tab 11, or Form 14, this is used to account for our Department's facility needs, maintenance needs, which include major facility repairs and also major facility system replacements. Tab 12, or Form 17, this is a special reserve fund that is used for non-capital facility related projects. Tab 13, or Form 35, this is the county school facilities fund that is used to count for state school facility apportionments, and of course the construction projects that go along with that funding. Tab 14, or Form 40, this is a special reserve fund that is used to account for capital outlay projects related to our Esplanade property. Tab 15, or Form 56, this is used to account for debt service activities for the loan on our Esplanade property. Tab 16, or Form 67, this is used to account for self-insurance activities on our Delta Dental Program.

Tab 17, this is a listing of all of our entitlement's, contracts, and grants, and of course we posted all that information on our website as well. Tab 18, this provides information on our holding account. This is object code 4399, and this is used to temporarily account for expenditures until the final project budgets have been determined. Then, tab 19 provides detailed information on all the COVID-19 relief funding. These are the one-time, federal and state dollars along with their allowable uses. Then lastly, tab 20, that contains all the other required state forms, such as the Indirect Cost Rate Form and also the Cashflow Form. This slide just highlights the key components of the state's standardized account code structure. Of course, the two-digit fund and then the four-digit object code numbers are defined by the state of California. Those are the two fields that the board is used to seeing when you take a look at our standardized account code structure's financial reports.

However, there are a total of eight other state and locally defined fields that are used behind each of those financial transactions. These fields include the following. First, we have the four-digit resource code. This identifies federal, state, and local revenue sources that have specific restrictions on how those dollars can be spent, an example would be our Title I program. We have the one-digit project year field, and this identifies projects whose reporting year is different from the fiscal year. We have the four-digit goal field, and this identifies specific instructional goals and objectives, such as regular ed, alternative ed, and special ed. The four-digit function code field, this identifies detailed activities or services performed for each goal and objective, such as instruction, instructional supervision, and then pupil related services. We also have the three-digit school field, and this identifies schools with a unique CDS code, such as our Juvenile Court Schools and our Special Schools' programs. The four-digit manager code field, this identifies the respective manager that is assigned responsibility over a particular budget. The four-digit cost center field, and this includes the department that uses to track locally defined projects and programs. Then lastly, we have the three-digit site code field, and we use this to track our major programs, such as our ACCESS program and our Special Schools' programs.

Next, we are just going to provide a quick overview of the current economic outlook, and this is based on UCLA's December forecast. We know the university is forecasting that headline

inflation will fall to about 2.7% in 2024. Although they are not forecasting a recession in the near term, they are forecasting three quarters of slow growth of around 1% before increasing to 2.5% growth with the final quarter of 2024. The university is also forecasting interest rate cuts this year. Currently, the effective federal funds rate stands at 5.25 to 5.5% and is expected to drop to about 4.8% by the end of 2024. Fortunately, the employment rate in the U.S. still remains really strong. The U.S. unemployment rate is at approximately 3.9%. That is as of month-end February. However, when you look at California's unemployment rate, it is sitting at 5.3% as of month-end February, which is right now the highest in the nation.

Here is a quick review of some of the key highlights contained in the Governor's January budget proposal for next fiscal year. Of course this proposal again represents just the start of the budget cycle for fiscal year '25. First, the Governor is estimating a state budget shortfall of \$37.9 billion for next year. Again, this is largely due to those tax collections coming in well below estimates for last year, 22-23, which were not known at the time the state developed the budget for the current year. And of course, this again is directly related to that November tax extension. Of course, this is going to have a major impact on the state's operating budget in the coming year. The good news is the Governor's proposal for next year aims to protect education funding from that significant drop in the Prop 98 Guarantee due to those lower tax collections.

The Governor's plan also includes a series of budget balancing measures, including drawing down \$13.1 billion in state general fund reserves and another \$5.7 billion from the state's Prop 98 Reserve Account, along with several other budget balancing measures including proposed borrowing, funding reductions in the non-Prop 98 side of the budget, funding delays, deferrals, and then of course the use of more optimistic revenue assumptions. We are going to talk about those assumptions here in a moment. Here is a look at the Governor's "Big Three" tax Revenue Estimates. This is as compared to the LAO's office estimates, and this is for fiscal years 22-23 through the budget year 24-25. Again, as you can see from this chart, the Governor is estimating personal income tax collections to come in higher by \$9.1 billion in the current year, that is 23-24, and then \$1.8 billion higher in the budget year 24-25.

Then, on a similar note, the Governor is estimating sales and use tax collections to come in higher by \$1.6 billion in the current year and \$2.3 billion higher in the budget year. Additionally, the Governor's corporate tax estimates are about \$400 million higher than the LAO's office estimates. In total, the Governor's "Big Three" tax revenue estimates are roughly \$15.2 billion higher than the LAO's office, which again poses a significant risk for the May Revision if those revenues don't come in as projected. Unfortunately, state revenues are trending right now about \$5.6 billion below the estimates contained in the Governor's January budget proposal, and that is through February-end of this year. We should receive an update on state revenue collections for the month of March here in the next few days.

This chart just highlights the impact of the Governor's revised revenue estimates on the Prop 98 Minimum Funding Guarantee for schools. Again, due to those lower revenue estimates, that guarantee has been revised down since budget adoption by \$9.1 billion for last year. That is 22-23, and then \$2.7 billion for the current year 23-24 for a combined downward adjustment of nearly \$12 billion over those two fiscal years. Here is just a look at the state's Prop 98 reserve account. As you can see from this slide, the Governor is proposing to withdraw roughly \$5.7

billion in 23-24 and 24-25 combined. This would leave roughly \$3.8 billion in the state's Prop 98 reserve account at the end of the budget year. Again, the good news is really what is not in the education budget. Despite that significant drop in the Prop 98 guarantee, for last year, 22-23, the Governor is not proposing any cuts to overall Prop 98 funding, and no deferred payments to schools at least at this point. Additionally, the Governor is not proposing to sweep any of the unallocated program funds.

Here is just a quick recap of some of the assumptions that we used to build our Second Interim Financial Report, and then you can see here we have included the current year 23-24, also the two subsequent years. If you are to look at the salary accounts in our Budget Book, you would see the increased cost reflected for the negotiated settlements with our certificated and our classified bargaining groups. You would also see the increased cost reflected for step and column included in there. Then if you were to drill down and take a look at the statutory lines, you would see the increased costs reflected for CalSTRs and CalPERS pensions.

Then on the health and welfare benefit lines, you would see the increased premiums for healthcare costs that are projected for the coming year. Then for 24-25, you can see that statutory COLA, it is projected at 0.76%. We heard recently that that number will come in, it is expected to come in a little higher, in the 0.8% range. But, definitely not enough to cover our operating expenses in the coming year, those increased costs. Average daily attendance is up a little bit over the prior year, about 130 students. It is projected to come in this year at 4,608 students, and then you can see its projected to increase slightly each of the next two years. LCFF funding projections for 23-24 projected at \$108.5 million, and then in 24-25 you can see a projected decrease. It is about \$1.64 million, and that is due to the ADA losses that we experienced during the pandemic, partially offset by that 0.76% cost of living adjustment. Then in 24-25, you can see LCFF funding increases again to just over \$109.5 million.

Tuition for our ACCESS and Special Schools in the current year, budget at \$43.5 million and then is expected to increase slightly each in the next couple of years. Here is a look at the combined multi-year projection. Again, this is just in summary format. If you were to take a look at our Budget Book, I believe it is under tab four. It is a little bit more detailed version of this same report. But if you look at the current year, 23-24, and again, this includes both unrestricted and restricted operating accounts, all of our categorical programs as well. For 23-24, we are projected to close out the year in very good financial position heading into, again, what looks to be a really difficult year next year, in 24-25, as well as 25-26 for the state of California.

When you look at 24-25, we have got surplus, a small surplus projected of just over \$2.2 million, and that is as we spend down all that one-time state and federal COVID-19 relief funding. Then in 25-26 you can see it increases slightly to just over \$5.1 million. Here is a look at some of the key factors that are impacting our multi-year projection as we move forward. We know the CalSTRS employer contribution rates are forecast to remain steady at 19.1% for the current year, 23-24, and the budget year 24-25. That is based on the latest information that we have available from CalSTRS. As you can see from this chart, since implementation of the LCFF back in 2013-14, the CalSTRS employer contribution rate has increased from 8.25% to 19.1%. Of course this places a tremendous strain on school district operating budgets. Prior to implementation of the LCFF, the rate had remained steady at 8.25% since 1986.

Here is a look at the CalPERS employer contribution rate for the current year, 23-24, as well as the rate projections for the next five years. For 23-24, the CalPERS employer rate is set at 26.68% and then is expected to increase to 27.8% in 24-25; 28.5% in 25-26; 28.9% in 26-27, and then 30.3% in 27-28 before dropping slightly to 30.1% in 28-29. Then similar to CalSTRS, since implementation of that LCFF formula, the CalPERS employer contribution rate has also increased dramatically, up from 11.442%, again, placing tremendous strains on school district operating budgets.

Here is a look at the minimum wage forecast, the state of California's minimum wage forecast through 2029. Effective January 1 of this year, the state's minimum wage has increased from \$15.50 cents per hour, which is one of the highest minimum wage rates in the nation. The current federal minimum wage is sitting at \$7.25 per hour. For California-based fast food workers for chains with 60 more locations nationwide began earning at least \$20 an hour this past Monday, April 1, or \$4 higher than the overall minimum wage rate for the state of California of \$16 per hour. Of course, this is going to place upward pressure on salaries for some of our workers, which could have that trickle up effect on other positions, which is why of course we are going to watch this very closely.

This slide just highlights the statutory cost of living adjustments, going all the way back to 1983-1984, and you can see from this chart the large fluctuations in the COLA from year-to-year, which of course make it very, very difficult to try to anticipate the level of state funding in the coming year. Aside from the last two fiscal years where the statutory COLA has exceeded 6%, the trend line for the COLA is beginning to normalize at a much lower level. Here is a look at the change in the projected statutory COLAs that we received from the Department of Finance. Back in June when the Board approved our budget for the current year, the statutory COLA for 24-25 was projected at 3.94%, which we know of course has been revised down to 0.76% as of the Governor's January proposal. Likewise, the projected statutory COLAs for fiscal years 25-26 and 26-27 have been revised down by 0.56% and then 0.08% respectively. Again, that is since the budget was approved back in June.

Another challenge that districts face is the expiration of all the one-time federal and state COVID-19 relief funding. The final round of ESSER III funds have to be obligated within the next six months. By September 30, those have to be encumbered, and then they have to be liquidated or spent by January 31, 2025. At the same time, the benefits of the ADA protections that were put in place during the pandemic years, those are beginning to diminish. In fact, many districts are expected to feel the full impact of those ADA losses over the course of the next year or two.

Switching gears for a moment, here is a look at some of the major projects that we have planned for the coming fiscal year. Recently, we did hire a project manager to help us facilitate completion of the Rancho Soñado project. Over this past month, we met with the Department of State Architect, the Orange County Fire Authority, and our Outdoor Science school staff to discuss project planning. Currently, our architects are incorporating feedback that they received from the outdoor science school team on those project design plans. We are going to provide some additional updates on this particular project to the board in the coming weeks. We also plan to replace several portable buildings that are used in our Special Education program, and those

new buildings are going to replace some older units that have extended well beyond their useful life. Then lastly, our Sunburst Youth Academy program will also receive a refresh this summer, and we plan to replace all the flooring, repaint the interior of the facilities, install new classroom countertops, lighting, and also new whiteboards.

Here is a summarized look at the Board of Education's budget. We have included actual expenditures for last year, 22-23, as well as the second interim budget for the current year 23-24. We have also included a placeholder budget for next year, 24-25. For the current year under the salary and employee benefit line items, you can see we spent just over \$213,000. Really, what that includes, it is the nominal stipend the board receives for service on the board and the statutory benefits that go along with that nominal stipend. The majority of the costs that you see there reflect on that line is for health and welfare benefit premiums. Those are the same premiums paid for all the employees that are offered benefits here at the Department.

Materials and supplies are coming in at just over \$658 for last year. Services and other operating expenditures, excluding legal and advocacy services are coming in at just over \$32,235. Legal services contracts, a little over \$956,000, and then advocacy contracts at \$215,000. You can see we spent just over \$1.41 million, and then you can see for 23-24, we do have the second interim budget reflected there. We will update the second interim budget as we begin preparation of the budget for 24-25. We will update that and present the board our estimated actuals in June with the actual expenditures to date. Then again, we just wanted the board to have a snapshot of the budget as we begin budget development for 24-25 in case you wanted to make any adjustments.

Here is a look at some of the key challenges that we face moving forward. First, we know that costs for step and column movement, PERS and STRS pensions, and also health and welfare benefit premiums are going to continue to place additional strain on our operating budget as well as districts throughout the county and the state. We also know that inflationary cost pressures in other areas, such as supplies, services, and equipment also remain persistent. Other challenges include the expiration of all that one-time state and federal COVID-19 relief funding. Our county offices minimum state aid excess tax status, as well as the continued decline that we are seeing in enrollment throughout Orange County, which of course could have an impact on our programs. Finally, all the uncertainty surrounding the state's budget outlook for the coming year. And of course, that is due that significant decline we have seen in revenues for last year, 22-23, as well as what we are continuing to see in the current year.

I just want to wrap up with a budget timeline and then open up to questions the board may have. Again, back in December, early December, the board took action and approved the Department's first interim budget. Again, that included our transactions to date through October. It also included updated revenue and expenditure forecasts. Then in early February, staff presented the mid-year LCAP update. Then last month, the board approved the Second Interim Report. Again, that included actual financial transactions through January 31, updated revenue and expenditure forecasts for the current and two subsequent years. Of course that report was built on the Governor's January Budget Proposal. Again, tonight we are holding the study session for the upcoming budget. Then in early June, we are going to hold the public hearings for both the LCAP and the adopted budget for next year. Then in late June, we will present both the LCAP and the adopted budget for the board's final approval. The adopted budget will be based on the

Governor's May Revise, and that is expected to be out in the mid-May timeframe. The May Revise always contains tax collections through the month of April month end. Last year of course it didn't, which is why we had the problem with the tax extension. But normally, it includes tax collections through month-end April, and that will give us a much better idea of what the state's budget outlook will be for the coming fiscal year. And of course, we will keep the board updated as the budget progresses. Thank you. That is the presentation. I would like to open up to questions.

SHAW: Thank you. I want to begin by just complimenting you guys on the great work, as always, in putting these budget presentations together. I know how much work must go into that, so appreciate that hard work. I made a few notes to myself. I didn't want to interrupt you. But the inverted yield curve, we had an inverted yield curve and yet we didn't have a recession. Do you ever recall such a thing happening?

GIORDANO: I'm definitely not an expert or an economist. But I don't think it is the norm for it to go that long without having a recession. I do think that the yield curve is definitely a good signal for whether or not we might have a recession, and I know there is a lot of economists that track that very, very closely. But, it is sort of an anomaly. We have had an inverted yield curve for years now. It has been some time, so I don't quite have the great answer for that one.

SHAW: Okay. I was looking at slide 11 that you had, and I wanted to make sure I understood this. It looks like we are projecting a slight increase in ADA, but we are talking about declining enrollment. I just wanted to make sure I understood what we are saying here on slide 11.

GIORDANO: I think I'm going to have—I think messed this up. Here we go. I'm getting it.

HENDRICK: Got it? Currently, our programs are actually growing a tiny bit. Districts may be declining.

SHAW: I see.

HENDRICK: But currently, our programs are actually are seeing a flattening and a small increase.

SHAW: Okay, got it. I was curious also when we were looking at the pension contribution rates, I just find it remarkable, like I'm looking at slide 13. From 1986 to 2013, we didn't have any increase in the employer contribution rate. We went from 8.25% in 2013 to now 19.1% in the current year. It just seems remarkable to me that we went so long without any increase, and now we have more than doubled.

GIORDANO: Yeah.

SHAW: I know as an employer the strain that puts on the budgets. I just was curious. Is this people living longer, is this the great recession and the losses there, all of the above?

GIORDANO: One of the things under the old funding model, the revenue limit funding model, school districts were actually protected from those increases in the CalPERS rate. There was an offset in that funding formula that adjusted our funding for any changes, so we were protected. We didn't see those increases on the CalPERS side. For the longest time, CalSTRS was running fine. I know they made some changes to the plan several years ago where they increased the benefits. I know they have had a number of years with poor returns because of the market. But I think there is a lot of factors contributing. I think the point that you make about folks living longer, those actuarial tables I think factor into it too. I think there is a lot of different factors.

HENDRICK: If you also remember many years ago in their infinite wisdom when they thought the fund was doing well, they actually had PERS members no longer pay into PERS. Now, schools were not actually exempt from that. It got reduced from our revenue limit; whereas, state and other public agencies, cities and stuff, they didn't have to pay into PERS. That happened for quite a few years, and that did not help in their overall funding. I think also GASB 68 made a bigger impact because now you have to book all those liabilities. I think that highlighted the depth of the unfunded liabilities I should say. This is the state's attempt to catch up.

SHAW: Yeah. All right, terrific. I know we will probably all have questions. Dr. Williams, I see you scribbling. Do you have some questions here?

WILLIAMS: These high rates, basically, what you were sharing with us, Renee, was that they are making up for the past practice of not contributing appropriately?

HENDRICK: For PERS specifically, yeah, that is what the state had done. I think it was like in 2008. There was multiple years where they just didn't—we had our funding reduced, so we technically still, as schools, contributed, because they reduced our funding by that amount. But other agencies didn't pay into the PERS system, universities, cities, counties, and all of that. That did not help their unfunded. Then I think when they started having to count that 30 years' worth of unfunded liability, they found that they were short.

WILLIAMS: Going back to Tim's identification in slide 13 about the employer contribution rate, for many years it was nothing. When I look at that table, the three-column table that you created, is that 19.1% in '22, then it goes up another 19.1% in '23, and the same for '24?

GIORDANO: I'm sorry, I'm looking at slide number 13 in the bottom right hand corner. What slide were you looking at? Was it the—

SHAW: They are not numbered the same. I think he is on—

GIORDANO: Oh, they are not?

SHAW: —slide 14.

GIORDANO: Fourteen, okay.

SHAW: I think.

GIORDANO: There we go. CalSTRS employer contribution rates?

WILLIAMS: Right. Yeah, it's not marked right here on what we have. I will repeat what I said. We went for many years as Tim noted with no increase, and then all of a sudden we started getting these increases going from 8.25, 8.88 all the way down now we are in '24, we are going to have a 19.1% increase. Is that every year?

GIORDANO: Yeah, that says, "a percent of our salaries."

WILLIAMS: Oh, percent of. Okay. I see.

GIORDANO: Percent of salaries for those that qualify for that pension system. That is 19.1% of their salary will go into the CALSTRS program.

WILLIAMS: Okay.

GIORDANO: That is correct.

WILLIAMS: As Renee marked, this is because we are behind, and we didn't contribute, and we are in a deficit. The Governor wants to fill that void. Is that correct?

HENDRICK: Not we, the state. The PERS system. Not we, but the state system.

WILLIAMS: The state.

GIORDANO: I don't think it was just the state of California.

HENDRICK: The state of California. No.

GIORDANO: My former program that I was in, I worked for another county for many years and it was a similar kind of thing. They weren't contributing to their program, and they were running deficits. They are borrowing from the funds. I think it was an issue many years ago. I think they have cleaned that up. I don't think you can do that anymore, but there was an issue for many years.

WILLIAMS: Going to probably slide 17 on your model, it's 16 on our document here.

GIORDANO: Okay.

WILLIAMS: Who defines the statutory COLA? Is that the state?

GIORDANO: The state, yeah. The state actually—it's an implicit price deflator, I think is what the technical term is. Basically what it is, it's a basket of government goods and services. It's an index. It is like the CPI, but it's looking specifically at government goods and services. They track that. There is like eight different components to it that come up throughout the year. I believe there is only one component that is still out there remaining, and they will know exactly

what the COLA is going to be for the coming year. I think by the time we get to the May Revision, it will be known.

WILLIAMS: Okay, so Sacramento establishes that?

GIORDANO: Yes.

WILLIAMS: Just looking at these historical trends, when we went, and again, I'm not an economist. I'm just a plain family doctor. But in 2006-08, that is when we kind of had a downturn in the economy.

GIORDANO: Seven and eight, yes.

WILLIAMS: In the Obama administration, the COLAs went up. Now that we are kind of heading into what I think is the downturn in the economy, we see the COLAs go up. Is there a trend, or am I just seeing things that maybe aren't there, or am I seeing things correctly, that there is a relationship?

GIORDANO: You know, it is a good question. I haven't looked at it enough to be able to say one way or another. I really haven't.

WILLIAMS: Okay.

HENDRICK: I will say as a reminder though, even though they show those COLAs, from 2007-8 through I think 13-14, even though we had COLAs, the state didn't pay us COLAs.

GIORDANO: Yeah, that is right.

WILLIAMS: Oh, really?

HENDRICK: Yes.

GIORDANO: That is right.

HENDRICK: They gave us a deficit.

GIORDANO: That is absolutely right.

HENDRICK: They gave us a deficit on our income. They say, oh, you should get 4%, but we are not going to pay that to you. Now, they did have to end up paying all that money back—

WILLIAMS: Got it.

HENDRICK: —in later years. Just because we get a COLA doesn't necessarily mean—

GIORDANO: That is right.

HENDRICK: —the state will fund it.

WILLIAMS: Wow.

GIORDANO: That is right.

WILLIAMS: Last question, then I will let my other board members. Those portable classrooms that we are retiring and replacing.

GIORDANO: Yes.

WILLIAMS: We own those outright?

GIORDANO: We do.

WILLIAMS: Okay. If I can put dibs in, as we used to say in school. Can we sell those?

HENDRICK: Well, the reason why they are being replaced is they are over 30 years old.

WILLIAMS: How old?

HENDRICK: They are over 30 years old, and they are falling apart.

GIORDANO: They are in very bad condition.

HENDRICK: Otherwise, we wouldn't be getting new ones.

GIORDANO: We might have to pay somebody to—

WILLIAMS: Are they salvageable at all?

HENDRICK: Well, I know at least the one in one of the districts, not at all. But that is something we could look at.

GIORDANO: Look at, yeah. Yeah.

WILLIAMS: I'm just thinking that maybe we can put them up for sale and let our charter schools pick from whatever we have if that helps them out.

HENDRICK: If they would like to pay to have them moved.

WILLIAMS: Oh, you will do it for free then?

HENDRICK: No, what I was saying—

WILLIAMS: Maybe a dollar.

HENDRICK: Actually, that is something we probably could look at, but it is very costly to move them is what I was going to say.

WILLIAMS: Oh, is it?

HENDRICK: Mm-hmm.

WILLIAMS: Okay. Well I just bring it up because that is something—we will have a conversation later.

HENDRICK: I think the ones that are most on the list, we are sad that our staff is in them currently.

GIORDANO: Yes.

HENDRICK: How is that?

GIORDANO: They are in pretty bad shape.

HENDRICK: They are pretty bad.

WILLIAMS: Okay.

GIORDANO: They are in pretty bad shape.

SHAW: Thank you.

BARKE: Attempting a move might hurt them. They might fall apart more trying to move them.

GIORDANO: It's possible.

BARKE: My question is really with the CalPERS. I'm trying to understand that. The rate increase that is 19.10, is that the employee contribution that is increased, or who is paying that 19.10?

GIORDANO: Yeah, it is a great, great question. That is the employer contribution rate.

BARKE: Oh, the employer.

GIORDANO: Yeah. So that would be the Department. The school districts are all paying that rate. Then, on top of the employer paying in, there is also a rate that is established that the employee pays as well. Depending on when you were hired, whether you are hired before 2013 or after, there is a difference in those rates slightly.

BARKE: Approximately is it half that rate or how much is that? I think it's about—is it seven?

HENDRICK: I think if you were hired after the PEPRA, it's like eight point something.

GIORDANO: Is it? Okay.

HENDRICK: I think the STRS is up to 10%.

GIORDANO: Is it now?

HENDRICK: If I remember correctly.

GIORDANO: That sounds about right.

HENDRICK: It depends on when you were hired, yeah.

GIORDANO: I can get those rates.

BARKE: Is this funded? I mean here I think we have plenty of reserves, but at districts, is that a funded?

GIORDANO: They don't specifically fund the PERS or the STRS separately. Years ago the Governor was giving some additional monies to help pay down the liabilities and actually giving additional monies, passing them on to school districts and county offices. He hasn't done that in a number of years. We don't get any separate funding from that. It would come in the form of our unrestricted monies, like our local control funding formula dollars, same thing with the school district. It would be their unrestricted discretionary dollars that would pay for those. If an employee is charged to a categorical program, the categorical program could pick up that cost as well.

BARKE: Okay. I would imagine some of the districts that are really hurting, that would be a huge burden to come up with.

HENDRICK: It is. Just as a reminder, this is in state statute, so we don't really get a choice. Right? They pick the rates.

GIORDANO: That is right.

HENDRICK: They pick the employee contribution, but this has been probably one of the biggest burdens on our districts moving forward. Yeah.

BARKE: Yeah, I would guess that. Okay. All right, thank you. I appreciate that.

SHAW: Great. Dr. Sparks?

SPARKS: Yes. Okay, if we look at section four, B33 through B41-ish, if I recall correctly from past budgets, I'm seeing a lot of negative numbers here. First, on B33, under services and

operating, line number nine and capital outlay, I'm seeing a negative 3.2% and negative 29.8%, and I'm wondering what is going on, what the explanation is there. I'm seeing—

HENDRICK: I'm sorry, what page you on?

SPARKS: B33.

GIORDANO: You are looking at the services and other operating expenditures.

SPARKS: Line nine and 10.

GIORDANO: Yeah. In that variance column, I think you are looking at the \$2.5 million negative on the difference column.

SPARKS: Yeah. Yeah.

SPARKS: That is looking at the difference in columns B and column D. Between the time the board approved our budget back in June for services at that time were budgeted at \$78.4 million. Then, by the time we got to the second interim budget, which represents our projected column there, it had increased to \$80.9 million. When you are looking at the difference there, for expenditures, if it increases, they are showing it as a negative.

SPARKS: Right.

SPARKS: That is a number of different factors that are included in there, but a lot of times there will be additional grants or entitlements really that come in that we would have to budget, because the budget is a living document. As we are getting new funding, that new funding has to get budgeted, so it will increase the budget depending on where we allocate it.

SPARKS: Yeah.

GIORDANO: It could be in the supply account.

SPARKS: Right.

GIORDANO: It could be in the services.

SPARKS: Right. Well, that is the point that I'm making. I'm just seeing a lot of negative numbers. Then, the capital outlay, you are also seeing that negative 29.8% there on-line number 10. There is pretty big discrepancy there.

GIORDANO: Yeah.

SPARKS: If you move on to B35, under supplemental taxes, you are seeing a negative 27.5% differential.

HENDRICK: Yeah, so this is kind of just the total budget. Also, if you see revenue also went up by \$16 million. As the new revenue increases—

SPARKS: Right.

HENDRICK: —we are going to increase expenditures—

SPARKS: Right.

HENDRICK: —to go with that. What you are seeing is the difference, not necessarily that those programs are any negative. Does that make sense?

SPARKS: Yeah, it does. I feel like I'm seeing more of them than I have seen in the past.

GIORDANO: I think part of this is when you look at the capital outlay for example, there is that negative 2.8. Remember all that one-time COVID-19 relief funds, we have to have it encumbered by September 30 and spent by January 31. For example, when you look at the capital line item, a lot of that is our ESSER monies. It would be on the restricted side of the budget, not our discretionary dollars.

SPARKS: Okay. Okay. Then, there is a couple more that I want to just bring up just for clarification for the public. On page B36, under the LCFF transfer, the second section there, it says transfer to charter schools in lieu of property taxes. We see a negative 10% there.

GIORDANO: Let's see here. I'm sorry, what object code you looking at?

SPARKS: I am on B36, and I'm under LCFF transfers. That second section on that page.

GIORDANO: Yes. Yes.

SPARKS: In the middle of that, transfers to charter schools in lieu of property taxes, and I have a negative 10% differential.

GIORDANO: That is simply, any property taxes that charter schools are entitled to get transferred to them automatically. There is adjustments in property taxes throughout the year. We will get updates from the Treasurer's Office. As those property taxes get adjusted, we have to adjust our budget to match that. That is all that is.

SPARKS: Okay. Okay. A couple more things. Well, on page B39, I see a lot of differentials here under—well, you already explained some of it with the STRS and the PERS under the employee benefits.

GIORDANO: Yes.

SPARKS: I'm on B39, so I think I understand that. Then, I see on books and supplies a lot of adjustments there, like negative 81% for approved textbooks and core curricular materials.

GIORDANO: I'm sorry, what page again?

SPARKS: B39.

GIORDANO: B39, and materials and supplies, 4300 object code?

SPARKS: 4100. I see a negative 81.9%.

GIORDANO: Oh, textbooks.

SPARKS: Differential on approved textbooks and core curriculum materials.

GIORDANO: Yes. I could find the details behind that, but more than likely there was some adjustment between first and—well, I should say between budget adoption and Second Interim Report where we had to increase the budget for some reason. But I can get you the exact reason.

SPARKS: Right. Yeah, I'm just kind of wanting some specifics.

GIORDANO: It could have been a new program. It could have been a new program.

SPARKS: Okay.

GIORDANO: There is some justification. I can get you that.

SPARKS: If we could have specifics on that?

GIORDANO: Sure.

SPARKS: I think that would be of interest to the public. Yeah?

HENDRICK: Can I—just a reminder. When you did the second interim, and we gave you the changes, over \$25,000, that is when you approve those.

SPARKS: Yes.

HENDRICK: This is just looking from one budget to the next.

SPARKS: Yes.

HENDRICK: It's kind of a little bit different.

SPARKS: Yeah, no, I understand that. Sometimes we see things at different times in different ways too. Then, same kind of thing, but on that same page, under capital outlay, you have got a negative 33% for land differential and a negative 113.9% for building and improvements of buildings, so maintenance.

GIORDANO: Okay. I'm still on that same page.

SPARKS: That would be 6100 and 6200 project codes.

GIORDANO: Gotcha. Yeah, so if I'm looking at the board-approved budget of \$403,430 for object code 6100 land—

SPARKS: Yeah.

GIORDANO: —and then projected year totals at \$539,832, so an increase of \$136,000. Again, we could provide the detail on that.

SPARKS: Then, the same for 6200 on the buildings and improvement of buildings, that has got a differential of negative 113.9%.

GIORDANO: That is primarily tied to the construction, or the improvements that you saw here in Building A.

SPARKS: Yeah.

GIORDANO: Also will be going on in Building D.

SPARKS: Okay.

GIORDANO: Yeah.

SPARKS: But that clarification is important. Then, the last thing, while I'm having fun with all of this, is on the board of education budget—

GIORDANO: Yes.

SPARKS: Which would be, let's see, slide 20 on your little slides here.

GIORDANO: Yep.

SPARKS: Do I add one?

GIORDANO: Here we go.

SPARKS: Twenty-one.

SHAW: Twenty for us.

GIORDANO: Sorry about that.

SHAW: It's okay.

SPARKS: Okay. Yeah, that is the one. I'm wondering why there is the increase in the salaries and employee benefits when there hasn't been any real change.

GIORDANO: Between 22-23 and 23-24?

SPARKS: Yeah. Yeah.

GIORDANO: It really comes down to—yeah, there is no change in the stipend, right? The monthly stipend.

SPARKS: Yeah, the little pennies.

GIORDANO: There is nothing, pennies. It's very small. It's the health and welfare benefits.

SPARKS: Okay, that is what I thought.

GIORDANO: That is what it is.

SPARKS: That is what I thought. I wanted clarification on that.

GIORDANO: Yep.

SPARKS: Okay. I think those are my main questions. Thank you.

SHAW: Thank you. Trustee Valdes?

VALDES: I think I have similar questions regarding the Board of Education budget.

GIORDANO: Okay.

VALDES: I think first and foremost, for the benefit of the public, the line that says salaries and employee benefits is just factually not correct. Shouldn't that say trustees? Because that is us, right?

GIORDANO: It is.

VALDES: This is us.

GIORDANO: It is, yes, you are correct.

VALDES: We don't get paid a salary.

GIORDANO: Yeah.

VALDES: I think for purposes of the public, it shouldn't say salary.

GIORDANO: Yeah.

VALDES: It should say trustee stipends and health benefits. Right?

GIORDANO: Yeah. Just to clarify, because this is a state required report, and this is the only object code that is assigned to be able to charge those two. Again, when we talked earlier about the standardized account code structure, we don't establish those codes. You can actually go online and see those.

VALDES: So, you cannot change that? It has to say that?

GIORDANO: It is in the actual SACS financial report.

VALDES: Well, I just want to make clear to the public that I don't think that that is accurate.

BARKE: Right.

VALDES: But it sounds like we can't change it.

HENDRICK: We can change it for this slide.

GIORDANO: The slide.

HENDRICK: We could do that, but it will actually show up in salaries and benefits in the form documents.

GIORDANO: That is a good point.

SPARKS: Some counties actually do get a full salary. I think L.A. County, they get a salary.

HENDRICK: I didn't check L.A. County. But I have been looking at it and know there is no other county that I have seen.

SPARKS: I thought L.A. County got a full salary.

HENDRICK: That is one county I haven't looked at yet.

SPARKS: Yeah.

BARKE: Think there have a tiered system, whether you are employed or not employed, other than the board. I believe there is pretty healthy minimums.

SPARKS: Yeah.

BARKE: I know when I was in L.A. County and I spoke of our stipends, they were shocked. It was quite different.

HENDRICK: We are doing some research on that currently, so I will have all that data for the Executive Committee.

SPARKS: So the public knows the stipend is like \$500—

BARKE: \$62.61 or something. Is that right? Something like that.

GIORDANO: Yeah. The stipend? It is \$561 something.

SPARKS: Per hour or something?

BARKE: No, per month.

GIORDANO: Per month, per month.

BARKE: Per month, yes. It's per month.

SPARKS: It is \$62?

BARKE: No, \$562.

SPARKS: Oh, \$562.

BARKE: \$561.62.

GIORDANO: And \$0.72. Something like that.

BARKE: Yeah, something like that.

GIORDANO: I can get you the exact number.

BARKE: Yeah.

GIORDANO: It's very small.

SPARKS: Then, if you do the benefits, it subtracts from that.

GIORDANO: The statutory benefits are calculated on top of it, but it's very, very small.

SPARKS: But I think the public should know that.

GIORDANO: Yeah.

SPARKS: Because, this is volunteer work.

HENDRICK: It is listed on your website—

SPARKS: Yes.

HENDRICK: —which I will commend you on. I found very few county offices that do have it listed on their website, so I commend you for being transparent on that.

SPARKS: Yes. Okay. Sorry, Jorge, I had to pipe in.

VALDES: Oh, It's okay. Next question is how does materials and supplies go from less than \$700 to 45,000?

GIORDANO: Less than \$700 to—

HENDRICK: That was actually the printing of the flyers—

VALDES: Oh. Okay.

HENDRICK: —that went out and were posted and mailed to everybody.

VALDES: Okay. All right. Legal services contracts, I'm guessing that is our attorneys.

GIORDANO: Yes, that would be the attorneys.

VALDES: But why would that go from \$956,000 to \$2.2 million?

GIORDANO: Yeah, so that is just the budget for 23-24. I think if I look at—and I have got additional detail I can provide the board if you would like to see more of the detail there. If I look at the actual transactions to date, I think that is spent. I can tell you, because I have got it right here. To date, for 23-24, as of second interim, which would have been as of January 31, \$453,053.47 cents. What is encumbered is another \$591,332.76. As of right now for the current year, there is a balance of \$1,155,613.77. That is the balance right now so that when we talked earlier about coming in, when we adopt the budget in June, we will be doing an update on our estimated actuals. We are going to be shoring up these numbers, and then we will use those numbers as we budget for next year. This is just to make sure that we are covered. You just never know, especially on legal costs. It is so hard to guesstimate what those numbers can be.

VALDES: What you are saying is that 23-24, you are just ball parking that.

GIORDANO: Yes.

VALDES: You are just kind of throwing out a number?

GIORDANO: That is a guesstimate, absolutely.

VALDES: All right. Advocacy contracts, is that our lobbyist?

GIORDANO: That is, yes.

VALDES: Okay. Mr. Giordano, as far as the Covid funds, the ones that need to be allocated by September—

GIORDANO: Yes.

VALDES: —and the ones that have to be spent by January 1. Right?

GIORDANO: Yeah.

VALDES: How much is completely unencumbered and not allocated left?

GIORDANO: Unencumbered and not allocated? I would have to go back in and take a look at it. When we were looking at this about a month ago, we had about \$18 million, close to \$18 million that we needed to spend. We have been working real closely with school sites, departments on coming up with items to expend those dollars.

VALDES: Because Trustee Williams and I have an agenda item tonight regarding a loan account. You are saying that the Department has \$18 million unallocated and unencumbered—

GIORDANO: No.

VALDES: —that has to be spent by—

GIORDANO: There are ESSER money. There is specific restrictions on how the dollars can be spent. When we looked at this back about a month ago, we had about \$18 million that we needed to spend by that time. I need to go back in and take a look. We have come up with a pretty extensive list. I'm sure there is still dollars that are unallocated there. It's just a matter of what we would spend those monies on.

VALDES: Okay.

HENDRICK: Dollars have to be encumbered. Air conditioning is one of our big purchases. We did new air conditioning units. We have to have a PO by September 30. We would actually have to have them completely installed and paid for by that January 1 date.

GIORDANO: That is right.

HENDRICK: It is not funds that you can hold. They actually have to be spent and what they call liquidated—

GIORDANO: That is right.

HENDRICK: —by that date. And there is specific restrictions on whether it's direct instruction, non-direct instruction, and those type of things in those funds.

GIORDANO: Yeah, yeah.

HENDRICK: We do reporting on that, which you will see in your handouts to the state and fed. And, for anything over \$5,000, we actually have to send justification to the state to get approval.

GIORDANO: Yeah, yeah.

VALDES: Okay. I do recognize all these really significant packets that get put together for us multiple times a year. I'm just curious, how large is our accounting department? How many people are in there?

GIORDANO: Oh boy, you put me on the spot. I think we probably have about 20, about 20 total. We have got a pretty decent sized staff.

HENDRICK: Which includes, yeah, Accounts Receivable, Accounts Payable, Payroll.

GIORDANO: Special Projects.

HENDRICK: Special Projects.

GIORDANO: Special projects alone—

HENDRICK: Contracts and purchasing.

GIORDANO: —yeah, 113 programs that we have. That is a special unit unique to the county because of the different programs that we manage.

VALDES: One last question. I'm not sure it's a budget question, but more of an allocation question. As many of you know, I have an older son who is autistic. For many years I would go to his classrooms, and for some reason all his classrooms were outdoor portable classrooms. I noticed that on your slide 20, you are doing some deferred maintenance on special education portable building replacements, which we have just talked about. Maybe this is more of a question for Ramon than yourself, Mr. Giordano, but why do the special education kids always get put into portable classrooms outside?

GIORDANO: Yeah, it is a tough question. Those facilities, the portables that we are talking about are actually at school districts. We are actually requesting space from them to run our programs. Oftentimes, and it's not just for special ed. It would be anything that we wanted to put on their campus, rarely are they going to give up permanent classroom space. It's sort of like preschool programs as well. Oftentimes if you are running a preschool, they are going to run those in portables. I think it's the nature of sort of the business that we do that oftentimes that we end up in portables for a lot of our programs.

HENDRICK: This board had approved two projects that we had completed. One at Mann Elementary in Anaheim, a joint use project with Anaheim Elementary where we actually built a school with them. We have very nice classrooms there. We also had a joint use project in Irvine, the University of Deaf and Hard of Hearing. That is our opportunity to be able to do a joint use project with the district. Our special ed programs must be mainstreamed on a regular campus, so

we can't have them segregated by themselves. We are sharing facilities and depending on the districts to give us more space and nicer space. But we do try to do as much as we can to assist the district in making sure we have the best space for our students as we can.

VALDES: Well, I guess it's more of a request than anything else.

GIORDANO: Yes.

VALDES: But to the extent that we can, this trustee is asking everyone here to try and put our special education kids in regular classrooms and not relegate them to portable classrooms. It is certainly important to me. I'm sure it's important to my colleagues up here.

SHAW: It is. Thank you for those questions. It was kind of reminding me, going over these things, as a board, we don't have the fun of negotiating collective bargaining agreements with employees. It was bringing me back a little bit to my city council days. I was just thinking about how when we would have huge increases in pension costs, medical insurance, and dental insurance. The cost of employing a person has gone way up, and then they walk in the door and they say, okay, well, where is my raise? Just to keep you from being cut at all, we already have expended quite a bit. Now, they want the raise, so it's like, oh. But they don't see it in their paycheck, so it's kind of hard to appreciate that I guess from the employee's perspective. Did that sound familiar, Renee? Just a little bit. Oh sure, Dr. Williams?

WILLIAMS: Just real quick, on objective code 6100, on page B39, we have some funds in there to buy land. Did we anticipate buying land with those funds?

GIORDANO: B39.

HENDRICK: I think its just improvement to land. It was like \$136,000.

GIORDANO: Right.

HENDRICK: That probably was some of our shade structures that we had done with ESSER funds.

WILLIAMS: It's not actually going out and purchasing land? Okay.

HENDRICK: You would know about that.

WILLIAMS: Yes. Yes. Okay. And just real quick, just going back on the Covid funds. There is an estimated \$18 million or so. The PO has to be in by September 1, and it actually has to be spent by January 1. Is that right?

GIORDANO: Yeah. It has to be encumbered by September 30.

WILLIAMS: September 30.

GIORDANO: Then 120 days after September 30, it has to be completely completely spent.

WILLIAMS: Okay.

GIORDANO: Yes.

WILLIAMS: Do we have a list of priorities, how we want to spend those funds?

GIORDANO: Do we have a list of priorities?

HENDRICK: Yes.

GIORDANO: We have got a whole list of projects that are planned.

HENDRICK: Yeah, our concern is can we get them completed by that time?

GIORDANO: Right.

HENDRICK: Those portables, as an example, that is \$6.9 million.

GIORDANO: Yeah.

HENDRICK: We don't know if we actually could complete all those projects by December 31, and so they may not qualify. That is what we are in the process of going through.

WILLIAMS: So it's not the purchase order. It is actually you have to get it, complete it, and in.

HENDRICK: Yes.

GIORDANO: You have to be—

WILLIAMS: If the money isn't spent, we have to send it back?

HENDRICK: Yes.

GIORDANO: You have to do that.

HENDRICK: We are not going to do that, so we will move to other type of expenditures. We do have existing expenditures that we could transfer, which is what will probably end up happening, that would qualify under that, which gives us more funds in our general fund.

WILLIAMS: Got it. Okay. Thank you.

SHAW: Very good. Any other questions from the board? Seeing none, I think we better skedaddle into our closed session. Hopefully we won't start too late. Renee, is there any comments received related to closed session items?

HENDRICK: I have none.

SHAW: Very well. The board will now recess into closed session with counsel to discuss closed session items one through three. We will try to get back at 5 to start our meeting. Thanks.

[The Orange County Board of Education conducts closed session and returns.]

SHAW: Good evening, everybody. It's great to see so many smiling faces out there. We are going to come back into open session. Forgive us for being a little late. We were in closed session, but we will now get started. We have with us this evening, from Coaches of Influence, Nelson Cook, to lead us in the invocation.

NELSON: Great. Fantastic. Is everybody excited?

AUDIENCE: Yes.

NELSON: Well, that was mediocre. Well, I'm excited. I am excited. I am privileged. Honored, Board and revered people. Thank you for the opportunity to come and share. Nobody is unaware of the issues going on in our country. A recent Pew Research report said two thirds of American respondents claim that it's not necessary to believe in God to be moral. George Washington claimed that religion and morality are each indispensable supports of democracy. If we are going to claim in our secularized culture that morality is personal and subjective, it's like an archer who shoots an arrow and then draws a bullseye around it wherever it lands. We need one another. We need to have boundaries.

I'm thinking of a time in Vietnam when a friend of mine told me, he was a chaplain and he said, there was a key verse. It says, above all else, guard your heart with all diligence for out of it proceed the issues of life. Above all else. He just gave a quick little simple example. He said, when we would go out to a fire base that if the people in the fire base did not clear it and let bushes, and trees, and weeds, and stuff grow up around it, it would be overrun. That is true today for us. If we allow anything in our hearts, bushes and weeds and junk to fill our hearts, then we will be overrun. I just want to encourage us with those words.

I do lead a ministry to athletic coaches called Coaches of Influence, because we are trying to help coaches, instead of just win. There is nothing wrong with winning. It's just how we go about it. We want to build character and values into kids' lives so that they come out as better people. John Wooden was one of my heroes. He just said very simply, we need to humble ourselves in the sight of God and that he will lift us up. When success turns your head, you face failure. This favorite quote of Wooden's was not about handling adversity, rather about managing success. We have a very successful country. He had successful teams, winning 10 national championships, seven of them in a row, which is unheard of. But he did that because he had that pyramid of success that was built on character and values.

I just exhort us and the Board to remember that the Lord is the one that we serve, bottom line. We just celebrated Easter, and that day changes everything if you believe in that. I would just like to offer a prayer, and thank you for the opportunity to come and share with you. Father, in

the name of Jesus, I just thank you for this board. I thank you for their service, their willingness to give of their time, and their talents, and the things of wisdom, and the knowledge, and the understanding and discernment in such a complicated world. Tonight, I ask you to imbue on them your wisdom. That you would empower them to see things like they have never seen them before, but from your perspective. That they would humble themselves before you so that you could be exalted in any decisions.

For the people in the audience that are coming to share, thank you for a country that allows us to come and share with our leaders. There are other countries that do not, and I thank you for that privilege that we have. That everyone would have a listening ear and an open heart to what is being said and then the wisdom to make the right decisions. Bless all the people involved tonight and especially the Board and Al, who I understand, Al Mijares who is struggling with some physical issues, that you would touch him and encourages his heart. I ask these things in the wonderful name of Jesus. Amen.

SHAW: Thank you, Nelson, for those words and that invocation. I don't know that we have someone prepared to lead the Pledge of Allegiance. Perhaps I could call on Trustee Barke.

BARKE: I would love to.

SHAW: Thank you.

BARKE: If you would like, please put your right hand over your heart and join me. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all. Thank you for that honor.

SHAW: Thank you. Okay, Renee, do we have any introductions this evening?

HENDRICK: We have none this evening?

SHAW: All right, so we will proceed to public comments. I know we have a number of you, so how are we looking, Dr. Sparks?

SPARKS: We have more than 20, so I was thinking we give—oh, hello. We have more than 20, so I was thinking that we give everyone a chance to speak, perhaps a minute each.

WILLIAMS: How about two minutes?

SHAW: All right, two minutes.

SPARKS: Two minutes?

BARKE: Two, yeah.

SPARKS: Okay.

BARKE: Yeah.

SPARKS: We will do two minutes each. We want to make sure everyone has a chance to speak. I'm going to call the first name, and then I will call who is on deck. We will just kind of run through the public comment. All right, first we have Bill Masters, and on Deck is Michelle Sapanara.

BILL: Good evening, board members. My name is Bill Masters. I'm a resident of the City of Orange. I would like to thank the board members for their diligent work that they do and sometimes very thankless. But I'm thankful and I'm very grateful. Some of the things I want to talk to you about. This came across my desk not too long ago, and it's a new SB Bill, SB 907. Yeah, what they want to do is they want basically to take your rights away as parents. They are pushing, two senators, David Min and Josh Newman. They are both pushing and they are being backed by the teacher's union to have this be successful for them. We cannot let this happen.

Los Angeles, when it comes to board members, they are not voted in. They are appointed in, which means that you have no authority to say too much. What happened just recently, Orange Unified School District, this is how easy it is to get rid of people. What they did, they got—already yellow? They talked about getting rid of the two members. These are two Christian conservatives. Two down, two more to go. That is the way they look at it. They don't care about us. They don't care about the parents. They don't care about your rights. We have to stop this. We cannot let this bill go through.

Los Angeles, okay, Los Angeles, they are one of the worst. I can't believe that. I don't have the numbers, but as far as GPA, they are one of the top, bottom school districts in the United States. Do you want that for your kids? Do you really want that type of education? We are supposed to be there to prepare our children to be able to get out there and perform in life, to be able to sustain themselves. What is going to happen is these kids are going to turn 35 years old. They are going to turn to their parents and go, it's your fault. You are right. It is your fault parents because you are not paying attention.

SPARKS: Thank you. Michelle Sapanara, and on deck is Rudi Krause.

MICHELLE: Good afternoon, President Shaw, and distinguished members of the Board of Trustees. My name is Michelle Sapanara, and I'm the assistant superintendent for Student Support Services for Springs Charter Schools. After attending your monthly meetings for this school year, it is my great pleasure to speak to you today. Springs Charter Schools has been serving students in Orange County since 2006, and we have been authorized by the county since 2016 as Citrus Springs. We currently serve students in 25 districts across the county and our schools consist of three main programs. The first is a typical seat-based K-8 program in Santa Ana. The second is a hybrid program with two days at school and three days of home study. The third is a personalized homeschool program. We are pleased to announce that we wish to add a three-program charter to Orange County with our submission of a countywide benefit charter named Orange Springs.

We have been working with staff for over a decade through Citrus Springs and have a wonderful relationship that we hope to continue for years to come. I want to thank Trustee Jorge Valdes for visiting us in the fall, and I would like to invite you all to come visit our Santa Ana Student Center, meet our wonderful students, and see our site. On behalf of Citrus Springs, Orange Springs, and the Springs Network, we want to thank the staff for their collaboration thus far. Any further questions will be answered during our public hearing and the subsequent vote in June, or you may contact us directly. Thank you again for your time today.

SPARKS: Thank you. Rudi Krause is up and Stephen Sprague is on deck.

RUDI: Okay, well this country is going to hell in a hand basket, real fast. The board of education, you guys are the enablers of the World Economic Forum agenda that Newsom is the pawn of over here. Obama and Newsom, core education. What are we going to do? Well, this is what we are going to do. I'm running for Governor in '26. Global control party, we establish global control from California. We become the global controllers. We don't take our fifth highest economy in the world and send our money to Davos to Klaus Schwab to implement his what, global homo program here in California. All their divisive education programs like ESG. No, you guys can't do it. You guys don't have the intestinal fortitude. I do. My name is Krause. I'm a man, not a mouse. I'm a genius. I'm a super genius. I solved Covid. I proved my points.

I'm running for Governor in '26. Put Krause in the Governor house. You vote anyone else, you guys will be slaves by 2030; 2030 is right around the corner. Don't think that Schwab is one of these people that is going to come in 2030 and say, we tried. No, he is going to get it done. Newsom ain't going to do it. No democrat, no republicans is going to do it, because they are all complicit with the global agenda. This board of education, too with your vaccine mandates and jabbing all the kids, and long-range suicide on them, and your stupid masking and all that. All of you guys, low IQ. I got a high IQ. I'm quick.

SHAW: All right.

RUDI: Thank you.

SPARKS: Thank you.

SHAW: As a reminder, speakers should be making comments directed to the subject matter jurisdiction of this board, which is education in Orange County.

RUDI: It is education. If you had given us more than one minute, I was getting ready to go to the young power, creative intelligent revolution that is necessary.

SPARKS: Stephen Sprague is up and on deck is Heidi Landgraf.

STEPHEN: Thank you for allowing me to speak. I have 16-year-old twins who have attended OCSA since seventh grade. They are Jewish through their mother who was born and raised in Israel. All four members of our family have always valued OCSA's inclusiveness. Our teenagers have always felt safe and respected for who they are as individuals, regardless of their ethnicity

or the national origins of their parents. After the Hama massacre of Israelis on October 7, Palestinian organizations have attempted to infiltrate local city councils and school boards. I attended two such meetings in Santa Ana. Mayor Valerie Amezcu, as well as the city council members who declined to support these anti-Israel attacks masquerading as ceasefire initiatives were called out and threatened. We know where you live.

This is how public discourse is conducted in the O.C. these days, and O.C. Jews and Israeli natives are the primary recipients of this hatred. While our kids cannot be completely shielded from the negative consequences of this conflict, OCSA's Jewish community were blindsided when an anti-Israeli hatred was promoted through the OCSA newspaper *Evolution*. An article titled, "Update on the Crisis in Palestine," was a brutal hit job, not only on Israel, but on anyone who supports the very existence of the Jewish state. Four color maps dominated the entire right-hand corner of the article, dishonestly attributed to the University of Richmond when they were in fact from a Vancouver organization called Palestine Awareness Coalition, which seeks the elimination of the Jewish state.

Ironically, the University of Richmond used these maps to point out how maps can be used to intentionally misrepresent the Israeli-Palestinian conflict. This article in *Evolution* also accused Israel of using biological warfare without providing any evidence, which has been a long-standing tactic of Jewish hate groups since the medieval days when Jews were accused of poisoning the wells of Christians, except now they are being accused of using biological weapons against Palestinians. Since coverage of this conflict has so polarized public discourse, public schools should not take it upon themselves to fan the flames of hatred. It seems public school policy when it comes to conflicts adverse to other ethnic groups is don't even go there. Perhaps that should be the best course of action with this conflict as well. Thank you.

SPARKS: Thank you. Heidi Landgraf and Nancy Watkins on deck. Heidi Landgraf?

HEIDI: Landgraf.

SPARKS: Landgraf, yes.

HEIDI: Yeah, all right. Thank you, esteemed board members. I'm here again, last two times as well. Now I'm speaking on behalf of families whose students attend Suncoast Preparatory Academy, a non-classroom-based charter school, which is a personalized education plan for families. Parents share they especially appreciate the availability to adhere to their own family values, flexibility, and freedom to choose their own curriculum. Parents and teachers have an opportunity daily to work cohesively to mold the best students possible. Most importantly, the students thrive, are enthusiastic, and excited to learn every day in the best possible environment. Opportunities to pursue their personal goals, interests and career paths are possible and readily available.

Being at Suncoast allows the parent to build character, develop a whole and well-rounded human. As one mom commented, the world is their oyster. Last comment, if it wasn't for a school like Suncoast, many families would actually leave California. Thank you.

SPARKS: Thank you. Nancy Watkins is up and Karen Jaffe is on deck.

NANCY: Good evening. I owe two items I will highlight tonight. One is the resolution to establish the charter school special fund and the other is the election results. The resolution to establish a charter school special fund proposes to create a dedicated funding mechanism for board-approved charter schools in Orange County to provide financial assistance in situations that it deems as an emergency. Several aspects of this initiative are concerning. Providing this funding for charter schools diverts financial resources from county programs. The resolution lacks transparency and oversight and needs to include detailed guidelines on the criteria for expenditures. I also see potential for conflicts of interest if these guidelines are not established. I look forward to learning more about the legality of the resolution.

The second is election results. Please review the turnout and consider that the election was not a mandate of your agenda as stated in the *OC Register* commentary. All three incumbents collectively garnered 154,229 votes, but 121,026 did not vote for you. Whether they voted for you or not, they are still your constituents and may have different views on your political agenda. Election financial filings for the three incumbents detail \$500,000 from three donors, the Charter school PAC, OC Charter Advocates and Service First. With this amount of money spent, what are the expectations of benefit from the charter organizations for the incumbents?

Those of us who believe that the board is wasting taxpayer's money, power grabbing control from local districts, and attempting to privatize public education will continue to watch and hold accountable the actions of this board.

SPARKS: Thank you. Karen Jaffe and on deck is Doug Husen.

KAREN: Very good. Thank you very much, and to Dr. Williams in particular, for inviting me here today. I appreciate it. What has brought me here is the shocking level of antisemitism that is rapidly becoming normalized in our schools and in particular at OCSA. The most sacred right of our society, the right to an education is being hijacked by radical ideologies and opinion-based instruction that is corrupting our youth and creating a rampant culture of hate, while perpetuating misinformation. Today, I am focusing on OCSA, but know that there are many occurrences in Orange County.

Instructors are taking advantage of the intellectual laziness that pervades our youth today, due in large part to social media, and are abdicating their responsibility for teaching critical thought. Absence is the proper historical recitation of fact about the region and an alternative narrative has taken its place that begins only in 1948 with an incomplete and inaccurate presentation of archeological detail is being integrated into our curriculum. The incident that brought me here was a horrendously inaccurate and violently antisemitic article that appeared in the student newspaper. This week the school disseminated a message wherein the free speech California Code was cited. Mr. Siachic completely disregards two stipulations in the same code that expressly prohibits speech, which is obscene, libelous, or slanderous, and also covers the responsibility of the journalism advisor or advisors of pupil publications within each school to supervise the production of the pupil staff.

The sin of omission is misleading the parent body by hiding behind selected cherry-picked aspects of the free speech code. Defending students for peddling fiction, distortion, and misinformation as fact, under the guise of free speech, is not the best interest of the public education and is in clear violation of the Educational Code. Why is sharing biased, one-sided, a-historical information about Israel necessary for the general student socio-emotional learning. Per the Educational Code, there should be the requirement of dual perspective; otherwise, it is skirting a dangerous line to discrimination. In OCSA in 2022, the same libelous and inaccurate maps were a part of the lessons in global history. We are witnessing a rewrite of history. We are witnessing the decimation of our culture.

SPARKS: Thank you. Your time is up. Thank you.

KAREN: Please help.

SPARKS: Thank you so much. Doug Husen and on deck is Tina Tran.

DOUG: President Shaw and Trustees, thank you for your work, your insight, and oversight. I stand today as a resident outside the county, but one who has served for the last three and a half years on the Irvine International Academy Board. That school was started thanks to many who are on the board now. We are in our third year and things are going fantastic. Scores are off the charts, and we are just grateful for your trust in us. The idea of establishing a fund that would help charters would be great. Let me just illustrate what would be the benefit to a school like Irvine International Academy. When a charter starts up, if we have not raised private money as donations, we are going to incur expenses before our money comes from the state for our daily attendance. We have to borrow that in the public market. For us that meant, in the last 12 months, \$250,000 that we could have, had this fund already been in place, borrowed from you, repaid, and put \$250,000 into the classroom. I hope it becomes a reality soon. Thank you for the wisdom in seeking it out.

SPARKS: Thank you. Tina Tran is up and on deck is Laurel Feldner.

TINA: Good evening, honorable president and honorable trustees. My name is Tina Tran. My colleague, Austin Esso and I are here on behalf of Senator Janet Nguyen to address a very important matter that is near and dear to her heart. Unfortunately, she is in Sacramento in session right now, so she is unable to be here to talk about this issue. But, I will read a letter on her behalf. Provided in front of you is a copy of that letter. I will not read the letter of its entirety due to time constraints, but I will point out key points. I will read certain sections and point out key points.

I'm contacting you today in regards to the development of the Vietnamese Refugee Model Curriculum currently underway for students grades K-12 in the Orange County Department of Education, as put forth by my legislation, Senate Bill 895 and Senate Bill 369. To preface, it is important to note that more than half a million Vietnamese refugees reside in California, and Orange County's Little Saigon is home to the largest Vietnamese population outside of Vietnam. I have had the honor to represent Little Saigon for over 20 years and the legislation has been monumental to the Vietnamese-American community here and statewide.

I have concerns about the process, the inability for myself and the community to participate, and the proposed content of the development of the model curriculum. This process was intended to be public, allowing for multiple public hearings where community and stakeholders could comment. This hasn't been the case, and frankly, goes against regulations in the statute for this process. Now, in sections one and two, section one points out the process and how the community is denied public access. Section two points out the inability for State Senator Janet Nguyen and the community to participate.

Now, I will read out section three which addresses the content. Now, the content does not align with legislative intent. OCDE has refused to provide a draft of the proposed curriculum to state senator; however, they provided an outline of topics that they plan to include. I have reviewed the outline. Taking that as face value, I found several problems with it, namely the entirety of unit four in my legislation SB 3609. It clearly states that the timeline to be included in the curriculum we will cover 1975 to 2000.

SPARKS: Thank you. Your time is up. Thank you so much.

TINA: Thank you.

SPARKS: Laurel Feldner is up, and on deck is Galina Bukh.

LAUREL: My name is Laurel Feldner, and I was an IUSD student starting in the seventh grade and graduating in 2020. I loved my very first day of middle school. My last class of the day was science and I hit it off with my partner. He must have felt the same way because he invited me to a service at his church. I appreciated the offer but told him that I couldn't. I'm Jewish. He told me, Laurel, you are really nice. But, you are going to hell, and I can save you. Before then, antisemitism was just an abstract concept, but at 12-years-old, at Jeffrey Trail Middle School, it became very real. The antisemitism I faced reached a fever pitch in my senior year at Portola High when I was harassed for months in my Spanish class by a fellow student who would make what he called jokes but were actually horrific comments making light of the Holocaust and blatantly telling me that I should have suffered the same fate as the 6 million Jews who were systematically murdered.

In order to stop this harassment, I had to involve my teacher, administration, and ultimately the anti-defamation league. The student was spoken to, removed from my classes, written up, and took a course on tolerance, and that was it. His life continued like nothing had happened.

Antisemitism has been a cancer at IUSD for years, and it is time to cut out this ever-growing tumor. Students who engage in antisemitic behavior must be held accountable for their actions so they remember that it's never okay, just as Jewish students like me remember the discrimination we faced from our peers. From generation to generation, we pass along the stories of those in power leaving us high and dry. Let this be the first moment of change. Let the next generation of students, both Jewish and non-Jewish, tell their children that the department of education protected them, that their peers were not allowed to make them feel unsafe or uncomfortable in their school community. All kids should feel safe at school.

My greatest hope is that one day the only thing Jewish students fear is a pop quiz. Thank you.

SPARKS: Thank you. Galina is up and on deck is Deborah Steinberger Raz.

GALINA: Hello, my name is Galina. As you can see, I don't have anything written down because I decided not to use that. I'm here to talk to you as a parent, parent to parent. I'm a very concerned mother of kids who attend OCSA, a school in your district. They have been attending the school since 2018. I have been a very active parent and dealing and talking to the administration since 2018 about various acts of antisemitism that my kids have faced or had a knowledge of. My kids are also very, very proud Jewish kids who are very active on campus. My son started the Jewish Students Club on campus. He graduated from OCSA and then my daughter continued. Every step of the way, from asking a Holocaust survivor to come to school, was a fight. To celebrating Jewish Heritage Month, is a fight. Every time, anything that has to do with—and we are not talking about Israel, forget about even mentioning Israel. We don't even go there. We are talking about the social club, a cultural club, who is just simply trying to show and teach other kids what Judaism is, who are Jews.

Talk about the holidays, talking about the heritage, talking about the history, and nothing else. Every single thing that the club wanted to do is a fight with the school. There is a particular teacher on campus who has been spewing antisemitic stuff since I have known her, since 2018. Now I wouldn't call her an anti-Semite. She is just simply a Palestinian born in Jordan. However, the information she is getting, and the same thing was in the article that was mentioned earlier, is the information from the wrong sources. Now we are talking about school, school and principal and vice principals who have absolutely no knowledge of what is in the curriculum.

SPARKS: Thank you. Thank you. Your time is up. Your time is up. Thank you so much.

GALINA: Thank you.

SPARKS: Deborah Steinberger Raz is up, and on deck is Cyndie. I can't read it, Borcoman.

DEBORAH: Good afternoon. I also don't have prepared statements. You will hear from my daughter shortly. I am a parent of four children. First, all of them were in the Tustin Unified School District, and I do currently have three who are students at OCSA. Other people have spoken to more details, or more specific issues, that we are dealing with currently at my children's school. I want to speak more generally as a parent also about where we are in today's world and where I think that there is a responsibility at all levels, not only at the school level but also at the department of education level to institute programming to address what is going on. I am the granddaughter of Holocaust survivors. I was born in Europe. We moved here in the '70s when there were antisemitic terrorist acts against Jewish communities, Jewish institutions.

My parents moved to California to be able to raise us Jewish in a more open, and welcoming, and inclusive environment. In my various travails, I ended up in Canada with my family. When we moved to Orange County, I was shocked first again at the Tustin Unified School District by my children being told Holocaust jokes, things that I in my now 50 years I had never heard from in any setting. Where we are today, is that my husband and I are urging our children not to wear any visible symbols of their Jewish identity. My daughter, who is a very proud, young Jewish woman, wears a star of David. Whether she is walking the dog or whether she is in school, we

have told her not to wear outward symbols of her Jewish identity. That is pretty pathetic. I do believe that there needs to be programming in place at all levels because this is where it starts.

SPARKS: Thank you.

DEBORAH: As they grow up, it's only going to get worse.

SPARKS: Thank you. Your time is up. Thank you. Cindra is up and on deck is Noga Raz.

CYNDIE: Hello, my name is Cyndie Borcoman. Greetings, Board. I'm here as a retired teacher for ACCESS and a child advocate. I have been told that the teachers from ACCESS were told not to come here by Miramontes. I started getting calls and letters sent to me about the hostile environment created by Superintendent Miramontes about five months ago. First, he wanted dissolve the school for impoverished youth at Skyview. That has been put on a pause because the school board actually went there and realized how special this school was. The parents and the families needed that school because they had a food pantry, and they had many special community resources. Miramontes, according to the teachers, has created a hostile workplace. Please check if any teachers or staff have claimed stress leave recently. They are scared of this leader.

They had an advocate with them with Vern Burton who is no longer there. They have no idea where he went. He cared and listened to them. The bottom line is they don't know where he is, and they are afraid. They call it retribution. If you speak against Miramontes, it is his way or the door. I guess, according to Vern, or not according to Vern, but according to the teachers, he is out. Miramontes hired Fred Navarro who was from Newport-Mesa School District. He ended up resigning because he created a hostile workplace according to his staff and cabinet. You can look that up on Google. Miramontes is working together with the teacher's union President Laurie Martinez. According to the teachers, Miramontes has been present to their meetings and urged teachers to unseat the present school board. Isn't that unprofessional to do this? Many teachers are not in agreement with Laurie Martinez. They want a voice.

The bottom line, I'm a taxpayer, and I don't appreciate it. I want to even know where Fred Navarro even got his salary. Thank you.

SPARKS: Thank you. Noga is up and on deck is Alex Rothenberg.

NOGA: Hello, my name is Noga Raz. As a senior at Orange County School of the Arts, vice president of the Jewish Student Union, and part of the Coalition for Anti-Racism and Inclusion, I stand before you today deeply unsettled, unsafe, and uncomfortable on our campus. Over the past few years, our school has experienced a series of troubling incidents that have heightened tensions and fostered an environment of fear and division. From antisemitic comments, and discriminatory behavior, to the spread of hateful student-led propaganda, our campus has become a breeding ground for intolerance and hostility. We have witnessed swastikas painted on school property, insensitive remarks made in classrooms that caused me and fellow Jewish students to feel ostracized, and unwelcome, and a disturbing lack of response from the school administration.

In 2021, an article in the OCSA *Evolution* portrayed Israel in a negative light leading to hurtful experiences for Jewish Israeli students like myself. Throughout 2023, multiple swastikas were discovered on campus, and antisemitic rhetoric was normalized, making me feel angry and unsafe. Despite reporting these incidents to school officials, little was done to address the underlying issue or providing a sense of security for affected students. The events of October 7 and leading into 2024, have only exacerbated our concerns. From callous, hurtful comments about Jews and Israelis, to the publication of a biased article in a school paper that promotes misinformation and demonizes one side of this complex conflict, there is a palpable animosity towards Jewish students and/or students who support Israel, such that we feel we need to hide our identity and silence our voices instead of providing programming in the immediate timeframe to address what is happening right now and perhaps promoting a productive dialogue amongst students. Our campus has become a battleground for opposing ideologies. It is clear that our school administration has failed to adequately address these issues and create a safe and inclusive environment for all students. The lack of proactive measures to combat hate and promote understanding is unacceptable.

It's imperative that the administration take concrete steps to address these issues, including implementing education programs on cultural sensitivity, providing support for affected students, and holding perpetrators accountable for their actions. This means bringing in more antisemitic education.

SPARKS: Thank you. Your time is up. Thank you so much. Alex Rothenberg and on deck is Inbol Greenberg.

ALEX: Hello, my name is Alex Rothenberg. Like Noga, I'm a senior at the Orange County School of the Arts. My school has always had problems with antisemitism, but nothing compared to the last few months since the tragic events of October 7. There have been many instances of antisemitism since then, as mentioned by multiple other speakers. An article in *Evolution*, my school's newspaper, gave a very biased and misinformed account against Israel's creation and actions in the Israel-Hamas war. This, by the way, was allowed to be published by a school faculty member. Through all these instances, our school administration has often been unresponsive and are unwilling to do anything proactive to assist the Jewish and Israeli community in fighting against this misinformation and hate we face constantly at school. They have said they understand how difficult this is for us and vaguely promised to take action against these problems, yet almost nothing happens. Due to lack of education in my school, I have had to explain to a very close friend of mine, who is one of the kindest and best people I know, that Israel, the home of my people, was not colonized and ethnically cleansed of Palestinians.

I have had friends who have been harassed and discriminated against by peers due to their identity. I have seen people that say the Jewish people use the Holocaust as an excuse for apartheid, and I could go on and on naming times and instances that these problems have come up. Because of the time constraint, however, I simply urge the Orange County school board to act against this bigotry and misinformation and provide better education so my community, my friends and I, can feel safe being who we are. Thank you.

SPARKS: Thank you. Inbol Greenberg and on deck is Stephaney Avital.

INBEL: Hi, I'm Inbel Greenberg, the IAC, Israeli American Council, regional director in Orange County, and I wanted to share about the rise of antisemitism in Orange County. Since October 7, I'm getting daily phone calls from parents, from students, that shares many incidents that is going on during school hours and afterschool hours, whether it's in elementary schools, middle schools, or high schools. The community feels unsafe. Therefore, I'm here to share that. I do ask the Board to have actually more education about Israel. I know that since October 7, the world has a little bit changed. There is a Jewish education in school district today. But, we do need more about Israel as a country, Israel conflict so teachers, educators, staff and students will know more details and more of the story versus the social media. This is why I'm asking you to help us and assist with this. Thank you.

SPARKS: Thank you. Stephaney is up and on deck is Ilana Rosenblatt.

STEPHANEY: Thank you for allowing me to speak today. We moved to Orange County 15 years ago with our three children, and they attended schools in Newport-Mesa School District. They had overall wonderful experiences. But, my youngest daughter experienced something that was so shocking by her four friends. She was hanging out with four young boys in the sixth grade. They saw an older brother in the eighth grade who, they were reading "Night," in the English classes of course. The older brother did a heil Hitler to my daughter when she was at their house, and they all thought it was funny. That continued throughout the school year.

Not only that, comments of one of the young boys, whenever she was an earshot, would mention Hitler or the Jews when he knew that she was within earshot in the classroom; or, he would do a quiet, small little heil Hitler to her. Again, these were her friends. She had mentioned certain things to me, and I said, okay, well stand up for yourself. Tell them they can't do that. It's not nice. But, that didn't happen. It culminated at the end of the year. The principal at the time took care of the problem. I ended up going to her. The last comment was they were playing a game on the recess playground of roasting each other and one of the young boys said, "I'm going to have to roast the feminist because the Jews have already been roasted." Of course they think this is funny in sixth grade.

Well, we did go to the principal. The principal handled it beautifully. My concern, I want to understand more about how it trickles up or down the system between board trustees, superintendents. I mean, if a principal handles a situation in her school, does it stop there, or does it get reported? Does it get written down? I know that there is a process, and she didn't go put it on the boy's record because they were young. They all had to write letters of an apology, and whatnot, and so forth. She handled it that way. I just would love to know more about how it's handled as far as the process of keeping record of things, because often things don't get reported to the police even, unless it escalates to that of course. But anyway, thank you.

SPARKS: Thank you. Ilana Rosenblatt and on deck is Max Toporek.

ILANA: Hello, and thank you so much for your time today. I would like to speak as a parent that is just very concerned for the safety and wellbeing of my children also at OCSA. Since October 7, there has been a huge rise in antisemitic events that my children have faced. They go to school every day with so much anxiety, thinking, is something going to happen today? Often it does. On

an individual basis, when one of my daughters was bullied by another student, the school did handle it adequately, not publicly at all. The student is still there, and I don't think even was suspended. But as long as that was handled, I was okay with it.

Really, I'm just so concerned with this huge rise in antisemitism that is spreading, and that article that everybody has been talking about, it was just so egregious, just so many blatant antisemitic propaganda lies. It is just being allowed to go out to the student body, and the school doesn't really do anything about it. So many parents have just been outraged over it, and the school just sent out this ridiculously bland response that meant absolutely nothing to us and left us even just feeling like they just don't care. Every day my students have to live with this, like I mentioned. One of the teachers has a Palestinian banner hanging in her classroom. This teacher is also spreading openly antisemitic lies. I know that these instances cannot necessarily be labeled as bullying. But it significantly affects the students, and their wellbeing, and the stress level that they are enduring at school. I'm sure you can imagine, that age, middle school and high school is such a vulnerable time for them anyway. These kids already have so much stress and anxiety, and they go to school every day living with this. Thank you so much.

SPARKS: Thank you. Max is up and on deck is Laurie Suvalle.

MAX: My name is Max Toporek. In seventh grade I attended Ensign Middle School, and I had faced antisemitism multiple times. First one was in PE, and I had swastikas drawn on my back and in the sand on the beach volleyball courts. When I walked into the locker room, some kids would even heel Hitler at me. At first, I felt dehumanized, alienated, and shut down. Honestly, I was just scared to be a Jew. When people asked what holidays I celebrated or where my family was from, I couldn't even answer that honestly. Later in the year in public speaking class, a classmate of mine decided to dress up as Hitler to school and give a speech about him as if it was his idol. Even the teacher of the class kicked me out of the class during the speech because I complained about it. She was even against me.

In seventh grade, I felt like the world was against me as a Jew. I felt extreme hate and experienced it to my face. Everyone looked at me and laughed because I was the Jew. I was always known as the Jew and eventually I just got used to it. It was part of my identity. Just imagine the first thing people see about you is that you are the one dirty Jew at school and are a free punching bag. Then, imagine facing that at a time in life or what people think about you shapes your perception of yourself as a young seventh grader. Attending Enson made me lose all interest in being a Jew, and I was brainwashed into thinking that being Jewish was a crime. Is this really what we stand for in Orange County? Because this is what happened to me, many people I know, and to this day, so many other Jewish students.

In the middle of the school year, I decided it was best for me to move schools and attend Tarbut V'Torah. To be honest, I was embarrassed to go to school here at first, because, why would I want to be around so many Jews? The kids and faculty at Enson had gotten into my head. They made Jews seem so horrible that I had no idea what it meant to even be Jewish anymore. I'm talking in front of you today, six years later, as a proud Jew. I will stand up for being Jewish until the day I die because being Jewish is a gift.

SPARKS: Thank you. Lori Suvalle is up.

LORI: Wow, what a brave young man. Thank you for sharing that story. It affected me very much because my son, as well, had terrible experiences. We are in the Irvine Unified School District. In seventh grade, my son was choked in class. A few months later he was held up against a wall and told that all Jews should burn. At that point he said that he did not want to return to school. The school spent two weeks doing paperwork to transfer him to another school. He was homeschooled for two weeks, and he felt like he did something wrong. The kid who held him against a wall and choked him got back to school. He had a one-day suspension.

My son also was put at TVT, a private Jewish day school because he wasn't safe. He wasn't looked out for at all. He was marked truant when he was in the counseling office, refusing to go back to class. The school didn't even know where he was and marked him truant. He was there in the counseling office, so he spent four years in the private schools. He wanted to go back to Woodbridge High School for his senior year. Six weeks into being at Woodbridge, he got into a verbal altercation with a young man in the bathroom at school. This young man struck my son in the face, so my son fought back. This was an Arab young man. Later that day, all of his friends started making fun of him saying, you let a Jew beat you up and this and that. Two days later, this Arab young man stalked my son, found him with his friends at the Woodbridge Center. He told my son, I have a gun in the car. I am going to kidnap you, take you out to the desert, chop you up in pieces, go back to your house, and kill your whole Jew family. He was arrested. He was put in jail for a short time. He was expelled from the school system, but this is what is happening in your schools.

When I was a kid, school was the only safe place. Now, it is the opposite. You guys have a lot of work to do.

SPARKS: Thank you. Thank you. Those are our public comments.

SHAW: Okay, well thank you everyone for your comments. We don't comment on comments. It's not on our agenda, but I know. I was taking notes and very much affected by your comments. We will proceed to our consent calendar. I will be pulling item number six for separate discussion. Do I have any other items from the consent calendar to remove? If not—

WILLIAMS: I will second that motion.

SHAW: Okay, I will move approval of the balance, and Dr. Williams will second. All in favor?

VALDES, SHAW, SPARKS, BARKE, WILLIAMS: Aye.

SHAW: Any opposed? For item number six, I would like to register an abstention, as this is a reimbursement for my travel. This was related to Senate Bill 907, a bill and committee up in Sacramento. There is going to be another hearing on this bill on April 16. We had set the agenda and then found out it will be heard again at the Elections Committee on April 16. We were thinking about ways to have the Board discuss the travel for Dr. Sparks and myself. We are going to tag team it. When I was up there alone, it didn't work. They still voted the wrong way.

Hopefully, with Lisa's help, we will turn them around. I would ask that the Board would consider authorizing travel for Dr. Sparks and I. Can we do it that way, Renee?

HENDRICK: Yeah, I think you can.

WILLIAMS: Yeah, we can do what we want to do. I will make the motion to approve item number six with the additional pre-approval. We can come back under consent calendar to approve the next meeting that you fly up to, which is in two or three weeks to address that committee.

BARKE: I will second that.

SHAW: Okay. All in favor?

VALDES, BARKE, WILLIAMS: Aye.

SHAW: I will abstain. Okay.

SPARKS: I should abstain too since—

SHAW: Why don't you—

SPARKS: —I'm on the deck as well, so I'm going to abstain.

SHAW: Okay, very good. Thank you. We will—

WILLIAMS: By the way, I don't think from a parliamentary procedure that there is a conflict of interest if you voted.

SHAW: Probably not.

WILLIAMS: You are doing board business, but I know—

SPARKS: Yeah.

WILLIAMS: —there is politics out there.

SPARKS: No.

SHAW: Err on the side of caution.

WILIAMS: Yeah.

SHAW: Item number eight, charter submissions. Renee, are there charter submissions this evening?

HENDRICK: Yes, you have two, and you should have received them in your packets on Friday. The first one is a material revision from the Orange County Classical Academy. The public hearing for that will be on May 1, and action will be taken by the Board on June 18. The second is a countywide petition by Orange Springs Charter School. They also will have a public hearing on May 1 and action on June 18.

SHAW: Terrific, so we will look forward to those. Okay, item number nine, charter school public hearing. Tustin International Charter School. Aracely Chastain, director of the Charter School Unit will facilitate this public hearing.

CHASTAIN: Thank you. Good evening, President Shaw and Trustees. Today, the board will hold a hearing to consider public input regarding the charter petition submitted by Tustin International Charter School on February 16 after denial by the Tustin Unified School District governing board. The charter school proposes to operate a classroom-based program serving students from transitional kindergarten through grade five for an initial five-year charter term from 2024-2029. Before public comments, representatives from Tustin International Charter School are allotted 15 minutes to address the board. Representatives from Tustin Unified School District will not be addressing the board today. I now call representatives from Tustin Unified School District to the podium.

SHUHAN: Good evening, dear President Shaw and esteemed trustee members. Thank you for giving us this opportunity to address you today. Let's see, how do we make sure this is on?

HENDRICK: Our media team will turn it on.

SHUHAN: There you go. Okay, so my name is Shuhan Wang, and my colleague here is Steven Chuang, and Joe Liu, and also Delano. Basically, let me tell you a little bit about myself. I am president of ELE Consulting International, and I'm working internationally and nationally. I am a senior advisor to Asia Society. I'm also the director of Chinese Early Language and Immersion Network at Asia Society, and I have been serving as an advisor to Singapore Ministry of Education on their Chinese as a mother tongue project and curriculum. Meanwhile, I am a grandmother of six wonderful grandchildren. What is really very interesting is that our family's own search and journey for the best public school, or the best educational experiences for them, and I will talk about that later.

Basically here, our vision for Tustin International School, I will call it TICS, is to empower students for global success. The proposed school will bring transformative educational experiences beyond just academic excellence by fostering multilingualism, global competency, and a culture of inclusion. TICS will equip students with knowledge, skills, disposition, and the mindset for leading and working in this interconnected world. We have five major points to make today, but we will go through them one by one. I'm not going to read the list to you. The first one though is Mandarin English, dual language immersion, is a viable educational choice for many, many parents and communities. As I said earlier, I have three children. One of my daughters lived in Manhattan, moved to New Jersey because there is a Chinese immersion dual language program there. She moved there and then the school moved on her. So she had to travel 40 minutes one way each day just to take the kids to school. Two hours on the school, and the

kids are two years old, four years old, and five years old. Imagine those kids spending two hours back and forth on the road.

The other daughter lives in Boston area. They have no Chinese immersion program, so she had to sign them up for virtual online tutoring program for her children so that they can become bilingual, bicultural. These are the quests that the parents are making. Of course, I realize my daughters have more resources, but not every family has that kind of resources to find the best education program possible for their children. But, the world needs it, also the community partnership. TICS will bring in, not only the local, connect with the local, but also bring in global resources and connections. We, as an immersion school, by nature it is already valuing, and welcoming, and respecting all languages, cultures, and different identities. In fact, we foster that kind of global identities to show people, to show students, how to be productive citizens in the world.

On the other hand, as I said, the examples from New Jersey, New York, and Boston, and also here, it really shows. I know that in the U.S. there are 350/60 Chinese immersion programs in the country. We really need a lot more. The idea here, TIC is not trying to get the pie off anybody's plate. Rather, it is trying to create more innovative, delicious, and wonderful pies so that more kids, more families could have them. That is the kind of opportunities that we would try to bring in. In Orange County alone, since the 1980s, because a Chinese Mandarin program was never available in the community, parents get together, have formed the Chinese heritage schools. To date, there are 12 Chinese heritage weekend schools, 3,000 students. That is the parents, families from Taiwan. In the meantime, from China, they have a similar number of students in the area attending the weekend schools. But if they have the option in the public schools, they will send their children here.

Also, the wonderful Irvine Chinese International Academy, since they are opening the doors, they actually attracted 60 families from Tustin area to Irvine. As we said, we need to create more pies. A Chinese immersion program is not only just for Chinese background, it really is for all students because we all need that. Two thirds of population in the world are bilinguals, and every country invested in language education. More than 80 countries signed an MOU with the Chinese government. They are making Chinese language study as a part of their primary education. My son lives in Thailand. In Thailand, it's a national policy. Every university must offer Chinese. It tells you that people are looking that. Countries are looking at that as a good investment for their human resources.

On the other hand, as I said, the parents' demands are not being met. Everybody is talking about AI. We are in the AI age. In the AI age, research has shown over and over intercultural, interpersonal communication, and the ability to collaborate, to communicate, with teams of different backgrounds, different disciplines, those are education premiums, critical thinking, problem solving skills, and the ability to have the openness in mind and empathy, and the ability to adapt to change. I remember there is a book on the mouse, "Who Ate My Cheese?" Right? Here in Orange County you already have the multilingual capacity. That is a wonderful, wonderful human resource. You need to tap into that. You need to develop that even more so that Orange County can be the number one in the country, as a model for how you do it. That is really a mandate. You already have that wonderful resource. Use it. Use it. Cultivate it.

The multilingual education research have shown over 30 more years of international studies shown it unlocks the cognitive advantages. Cognitive skills are the skills that we need in the AI age, and development, academic achievement, and also the global competency. These are all what we need.

The third point is that we brought in proven leadership that provides effective school management. I will turn that to my colleague, Steven Chuang, here, and he will talk about that.

CHUANG: Board members, directors, and parents, good evening. My name is Steven Chuang. I used to be a Chinese teacher for 15 years in Philadelphia. Then, I moved to Northern California to be the principal of College Park Elementary School in San Mateo-Foster City School District. Under my principalship, I was able to turn that school around, especially to improve the academic performance for ELL learners. In 2018, College Park is identified as one of the 2018 Distinguished School with high academic performance. Nearly four years ago, as most board members can remember, Doug Husen and I stood here to advocate for the first Mandarin immersion program in the city of Irvine. We are so glad that the board approved it, and we do see the strong demand that many more parents want to enroll their child in MIP, Mandarin Immersion Program. We see the concern from Tustin Unified School District, at least 60 families, parents, they have to travel more than an hour. That is what we learned during the public hearing at Tustin Unified School District. That is why I'm standing here again to advocate for all these families. Hopefully, we can have more Mandarin immersion programs that can tailor parents' needs.

Among our founding team, we also have other leaders from other charter schools. It has been proven successful. For example, we have Dr. Luyi Lien from Yinghua Academy in Minnesota. She helped to build a school, and it has been more than 18 years. Her school is identified as one of the Blue-Ribbon schools. Another one would be Ruby Costea. She built the Mandarin immersion program in Maryland. Right now they have the program all the way to high school. We are also collaborating with Yu Ming Charter School, the very famous charter school in Oakland. We just want to let you know that we do have a plan. Once the charter petition is approved, we will collaborate with other successful school programs. We will work with CCSA as well to make sure the school will be successful.

As to the teachers, we will be working with the local universities like Chapman, Pepperdine, Loyola Marymount, and UCLA. We want to make sure that we have enough. How do you qualify credential teachers, especially in Mandarin? We know there is a shortage in recruiting credentialed teachers in California, and we will make sure the school will hire all the highly qualified teachers. Thank you.

For the financial health, we are working with Delano Jones from North Compass Consulting, and they have been working with many, many charter schools to make sure they plan it right. We will apply for the state and federal grants to make sure we have extra resources to help to operate each program. We value the transparency and accountability. We will post the monthly physical report on our website to make sure everything is transparent. We also gather parents' input during the LCAP meeting to make sure we value parents, value and also meet each individual student's need.

SHUHAN: Wonderful. The last point we would like to make is that the charter school TICS will increase the students and communities' connections with Asia, while enhancing technological and media literacy. On the surface, TICS is teaching Mandarin, language and culture, in addition to English and so forth, the regular school curriculum. That is on the surface. On the other hand, they are learning about the countries, the regions, the people who are using those languages. By extension, they are also learning the whole Asia. Our curriculum in social studies have been Eurocentric since we started schools. We have not been updating the knowledge, any information. We don't really know how to interact and what is happening, much of what is happening out there. On the other hand, the technological advancement is happening in Asia. Through the study, and the use of those tools, and virtual, and real connections, and partnerships, our students will really learn, have all that.

SHAW: I think for now your time is up. It doesn't mean we are done, because we are going to have public comments and questions from the Board.

SHUHAN: Wonderful.

SHAW: Okay.

SHUHAN: Thank you so much. That is my last one.

SHAW: All right, thank you.

CHASTAIN: Thank you so much. The hearing is now open for 15 minutes of public comments. Deputy Superintendent Hendrick, are there any public comments for this agenda item?

HENDRICK: I do not have any public comments.

CHASTAIN: The public hearing is now concluded. The Orange County Board of Education Staff Recommendations, including recommended findings, will be published by May 21. At the June 5 meeting, the Board will conduct a public hearing and take action to grant or deny the charter school petition. President Shaw, I now close the public hearing and return the meeting back to you.

SHAW: Terrific. Thank you. Do any members of the board have questions?

VALDES: Yes.

SHAW: I will start with you, Trustee Valdes. Please.

VALDES: I'm going to be a while. Mr. Chuang, would you come back to the podium?

CHUAN: Hi. Good evening.

VALDES: Good evening, sir. I have been preparing for this for about a month since I saw this charter. A little background, I live in Tustin. Your proposal is near and dear to me because the

school that you would propose to start would very likely be in the legacy, which is right across the street from where I live. My neighbors would go there. I pay attention to all of these, but I paid particular attention to this one. Contra to the public comment that we just rubber stamp these things, I want to go through a list of concerns that I have with respect to this petition. You sir, started the Irvine International Academy?

CHUANG: Yes.

VALDES: Okay. I don't think it's not public knowledge that this board had a lot of problems, and the Department had a lot of problems with the Irvine International Academy while you were heading that academy. Would you say that that is a fair statement?

CHUANG: There were differences, yes.

VALDES: As far as I can tell, the Department issued the Irvine International Academy when you were the executive director—

CHUANG: No, I was not.

VALDES: You were the principal?

CHUANG: Yes.

VALDES: Okay. Five notices of concern. One of them was dated December 21 of '21, and it was regarding failing to pay taxes. Another one was May 2, '22. Failing to adopt a conflict of interest code, failing to abide by the school's nepotism policy. Another one is March 23, '22, failing to properly protect personal and confidential information, failing to submit mandatory 700 Conflict of Interest forms. What is our assurance as a board, that, for example, if you were to head this school, which you are proposing now, problems like that are not going to happen again?

CHUANG: Okay. As I shared earlier, that we value the transparency, so we will make sure all the information is shared during the board meeting. The five problems you just mentioned, that is beyond my control. I don't think it's about me, when I was the principal there. Actually, when the school is audited, I'm the one to help with the audition. The director may have more information and detail regarding that. Moving forward, again, I was well trained. I always follow the guidelines. When I was the principal at College Park Elementary School, I have a coach. I always have the highest work ethics. I know what would be the guideline to follow, not to break against anything, the problem you just mentioned.

VALDES: In this new school, would you be the principal again?

CHUANG: No, not exactly.

VALDES: What would your position be?

CHUANG: I'm a board member right now.

VALDES: Okay, so you would be a board member. Who would be the principal and who would be the executive director?

CHUANG: So far, we are still not like 100% defined. We will recruit leaders with the credential and experience.

VALDES: Okay. You want us to approve a charter school, but you can't identify an executive director or a principal tonight?

CHUANG: I would say Ruby Costea, if we want to define tonight. She has many years of experience building her own Mandarin immersion program, and she has a credential.

VALDES: That is a real problem for me. When I look at these charter schools, and I'm looking at some charter school leaders in our audience tonight, I am looking at these charter school principals and executive directors as highly accomplished people with huge track records. To me, that is part of my decision-making process, because the executive director and the principal, they are the two people that everybody answers to. This is like a business. A business starts from the top. For you to not have identified two people that are going to be the ED and the principal is really problematic to me if you are just a board member.

Let me continue. As far as the business viability, I think I can get past that. I have called around. The Irvine International Academy has a wait list, so I think I can get past the fact that you are proposing to teach another 400 kids in Mandarin. I think that may be viable, but the question has come back to your leadership and what the leadership would look like at this new school. Let's see here. I was told, and I'm going to keep these people anonymous, but that you held a meeting with staff at the Irvine International Academy with parents and staff to forcibly oust Michael Scott from the school. Did you do that?

CHUANG: No, that is not true.

VALDES: All right. I was told that the Department had an annual inspection. Apparently, we go to the schools to inspect every year, and you didn't want to participate in that annual inspection. You told the staff to handle it.

CHUANG: No, that is not true.

VALDES: All right, did a parent sue the school while you were the principal for ignoring duties surrounding bullying? Did a parent sue the school?

CHUANG: I'm not aware of.

VALDES: Okay. Where are all your families tonight in support? One of the things we do here is to look for the support. I have already mentioned that I think I can get past that, but do you have anyone here that would support this school?

CHUANG: Well, we got an email from Teresa Johnson saying that there will be many people here during the board meeting. They said another way to show the support is to email the board.

VALDES: Okay. Well, I don't know if my board members got anything, but I didn't. Another concern I have is that CCSA is not going to submit a letter of support for this school. Are you aware of that?

CHUANG: They said because of the timeline we submitted the charter petition, we missed that screen. They said at this point they won't be able to do that. If we consider the first year to be the planning year, then they will be able to support us.

VALDES: Okay. I just want to tell you, these are real significant concerns for me, because there is a huge knowledge base there and a support structure for new schools. Not being part of CCSA is a big problem for me. If you have a problem with a petition, or if you have a problem finding a vendor, they are going to help you do that. They are going to educate you in how to properly run a school.

CHUANG: Yes.

VALDES: Not being a CCSA member and not getting that letter of support from them is a big deal to me. I don't know if it is to my colleagues, but it is to me. I went through the Tustin denial, and for the most part it's just what I would expect from a local school board. It really has very little substance to it in my view. There is not a lot of good reasons there. Although, I did see one reason for denial at the local school board that I wanted to ask you about. Lack of teacher signatures in the local area I thought was something that I would at least concern myself with. Do you have any teachers lined up to teach at this school at all?

CHUANG: We didn't go to the, how do you call that, public to recruit teachers in the nearby area. The signatures we are able to collect is from one of our founding team members, Dr. Luyi. She is the professor at California State University in San Francisco, and she has been training teachers to teach Mandarin. That is why we are able to gather all these data of support in such a short period.

VALDES: Did you say that person was from Northern California?

CHUANG: Yes.

VALDES: Okay. But who would teach in Tustin? Do you have anyone lined up to teach in Tustin?

CHUANG: At this point, we don't.

VALDES: I'm going to move this along to my colleagues, Mr. Chuang. My personal opinion right now is this petition is not ready. That is my inclination today. You don't have the teachers. I'm not real satisfied with the answers you gave me regarding the Department's notices of

concern. I certainly am not here trying to create more work for Aracely who has got, I'm sure, plenty of work; but, I will defer to my colleagues.

SHAW: Very well. Dr. Sparks?

SPARKS: Yeah. Just to confirm, I did get some emails. I did get some emails in support. To echo a lot of Trustee Valdes' concerns, I would definitely be inclined to support, given that you have worked closely with CCSA and that they are confident that the school has dotted all its i's and crossed all its T's. I'm hearing from some of your answers that maybe there is more work to be done there. As I think a lot of folks know, we very much want to approve high-quality charter schools. But if you are not ready, we are not inclined to do that. We certainly don't want to get in a situation like we found ourselves with the Irvine Academy after that approval, because some of those i's hadn't been dotted, and t's hadn't been crossed, and some of the lack of leadership there.

We want to make sure that everything is in place before we are going to be in a position to support. We are going to be looking very closely at the financials, be looking very closely at the student interest, the family interest. These things do need to be brought here. I mean, I would like to see families and support here in person and not just through the email. We do have the public comment avenue for that. Those are just some of my concerns and what I would like to see moving forward. Hopefully, you will take some of our comments to heart and be as prepared as possible.

CHUANG: Sure.

SHAW: Thank you. Dr. Williams?

WILLIAMS: Yes. Just to put the record straight, let me give a historical sequence of the International Academy. Mr. Chuang was the first principal. It was Dr. Michael Scott who brought that petition to us originally about a year earlier, I believe. Then, when we approved it, and it was rejected by Irvine Unified School District, we actually rejected it. It was not the best language. It was not something where the i's were dotted and the t's were crossed, and there was some weaknesses in the charter petition. We thought in our wisdom, unlike what has been said about this board, we just don't rubber stamp every charter school. Which by the way, for those who still think that charter schools are privatized, you are not. You are a public school, aren't you? You have anybody in the public that can attend your school.

In fact, we have some great charter schools that if you were to go to them, they would charge \$20,000 a year back east in some of these great charter schools. But you don't charge any public tuition. You are a public school. Charter schools are public. Let me just lay that as a foundation here. Dr. Scott came to us that first year. We said you got to improve upon it. You need to work with the state charter school association. He worked with the charter school association. He went through the entire process again, actually. He went through the Irvine, they denied it, and then it came back to us. But that petition was much more strong. It had all the t's crossed and the i's dotted, and I think the state charter school people assisted in that process. Anyway, that is just to correct some of the fallacies and the statements that is brought into this board meeting as part of a political campaign.

But, let's get back to the resolution. There was quite a lengthy resolution by the Tustin School Board here, and it is a little bit longer, and there is some concerns. I think Trustee Valdes brought up that the teachers, there were teachers who were signing this who are not from this area. It looks better if you have teachers that are local that want to participate. It looks like you are kind of going out to recruit in areas that those teachers may not actually come here. That would be my initial concern here. There is a lot of other issues in the resolution that was passed by the Tustin School Board, which is kind of typical. I really don't pay much attention to that. Because, whenever they say that the curriculum is going to be non-effective, to me, that just means it's going to be. Every charter school that we passed here has been effective and has had a significant impact upon the community in helping those kids.

Again, the teachers' signatures, that might be something that would be a concern. The SELPA membership that they brought up, I don't know if you have changed that or rectified that. That was something they brought up. These are the technicalities that make a difference in a successful school.

CHUANG: Yeah. For SELPA, the LA County SELPA will accept our membership once it is approved. It is like chicken and eggs. You must be approved first—

WILLIAMS: Right.

CHUANG: —otherwise, you cannot be a member. As to the concern regarding recruiting local teachers, again, because this is not like we are able to hire them. Because the charter has not been approved. These teachers, they will not sign, especially in this area. Because, they don't want their current school to go after them since this is all public record. That is the catch 22. Just to let you know, that is the teachers' concern in this area if they are currently in working as public-school teachers. Charter schools is just like another public school, they need credential. That explains why it is really challenging for us to have the name of the teacher. We will be teaching at Tustin International Charter School once it's approved. It is, again, like chicken and egg. We are not approved yet. We are not there yet at all.

WILLIAMS: We know that. We know by history, that is always something that is a big challenge. The starting up of funds to start the school, the facilities is the other big key.

CHUANG: Yes.

WILLIAMS: That is always a challenge for charter schools.

CHUANG: Yes.

WILLIAMS: But I think, and I echo many of the comments by Trustee Valdes, getting connected with the state charter people can really help. Do you have an attorney working with you?

CHUANG: Yes, we work with Young, Minney, and Corr.

WILLIAMS: Oh, okay.

CHUANG: Yeah, Janelle.

WILLIAMS: Right.

CHUANG: We have been working with her. Our charter petition, she went over everything with us.

WILLIAMS: Okay.

CHUANG: As to CCSA, we are communicating. Again, I don't know if I can name, I didn't give their name out. Director Jennifer and Javier, they said because, again, because of the timeline we submit the petition, it is too late.

WILLIAMS: Got it.

CHUANG: They said they only accept the annual membership.

WILLIAMS: Got it, got it. Okay.

CHUANG: Not that they don't want to work with us. They say they are very willing to work with us. If we can consider, and I totally agree with their proposal to put first year as the planning year, instead of opening the school. Once it's approved, and we say we totally go for that and work with CCSA.

WILLIAMS: Right.

CHUANG: Yeah.

WILLIAMS: So May 21st is when the Department will give us their opinion and their overview, and we will have more information at that time. Thank you.

CHUANG: Thank you.

WILLIAMS: Thank you

SHAW: Trustee Barke.

BARKE: First of all, I want to thank you for coming tonight. I do believe like you believe that there is plenty of pie to go around for choice here in Orange County for Mandarin immersion. I appreciate your efforts in wanting to do that. I think it is great, and I am always a big fan of school choice. The more the merrier. The more opportunities we can provide our families, judging by the wait list, there is plenty of room for more. But on the same token, I am concerned. Now, I didn't get any letters, so I don't know why some of us are getting letters or some aren't. Maybe somebody knows how full my inbox is and didn't bother me this week. But in any event,

I did not get anything. Even if parents or the community doesn't want to come speak, it is nice to see them in the room just to see general support. Not seeing support, not receiving letters; also, CCSA is also a big factor to me.

CHUANG: Yes.

BARKE: I feel they are a great leadership organization, a great resource. I think it really behooves any charter to engage with them, so I think that is important. Certainly, Janelle being on board, that is a highlight. We, here, all work with Janelle. We adore Janelle. We think very highly of her, so that is important. My concern at this time is, and also leadership, I do think it is important if we sign off on a charter school to know who is leading that charter school. I would like to know that you have a list of teachers or you have some teachers. In the past, somehow, they have gotten by this not wanting to disclose because we have had them come, we have had them sign. My concern is that I would like to see public support, I would like to see community support, I would like to see leadership from the CSSA supporting you. I do think there is a lot of things missing. I think there is room. I would love to see you guys succeed, but I think we have a lot of work to do. I appreciate your time. I appreciate you coming.

CHUANG: Okay, thank you.

SHAW: I wonder if I could ask Aracely a quick question. I was wanting to clarify this question around teachers. I think I heard his answer, but I would love to hear it from you. In this case this school has not been chartered, so how can they be making offers of employment when they haven't been chartered. What would be the normal sequence of events here? I just want to be fair. I can understand from their perspective it is like, how do I have all these teachers lined up when we haven't been chartered yet? What is the normal way that works?

CHASTAIN: In the Ed. Code, in order to submit a petition, one of the threshold things that you have to meet is you either have to submit signatures from parents who are meaningfully interested in attending the school, or teachers who are meaningfully interested in teaching at the school. It appears that this school has submitted signatures of teachers. That tends to be a lot less signatures than the parent threshold, so that is what you tend to see more often now, are teacher signatures. That is what they submitted. We don't do any sort of background work on these teacher signatures, and that was the will of the board.

If a teacher has signed that they are meaningfully interested, what we will do is we will check credentials and make sure that those teachers meet the credentials to teach at that school. Right? We want to make sure that we don't have high school teachers who have said, I'm meaningfully interested in teaching at an elementary school because they are not appropriately credentialed at that point. We do do that due diligence. That is being done now in order to make sure that they have met that threshold of teacher signatures who are meaningfully interested to teach.

VALDES: Aracely, did you just say that it was the rule of the board—

CHASTAIN: Will.

VALDES: Will of the board to not have you do like an investigation?

CHASTAIN: Correct. Yes. We used to call and make sure that parents and teachers were actually meaningfully interested. We used to do a sampling.

VALDES: Hold on. Hold on. The will of this board?

CHASTAIN: The will of an Orange County Board of Education. Yes. These things don't come up every single time, but yes, they were.

VALDES: Can you tell me what year that was, where that was the will of the board?

CHASTAIN: I cannot.

VALDES: I really do want you to do—

HENDRICK: Mr. Valdes, I just want to protect Aracely. That is a question for your fellow board members, please. Thank you.

WILLIAMS: I don't remember ever saying that.

SHAW: Well, you haven't been here for very long.

WILLIAMS: No.

VALDES: Do we need to change that with another resolution to the contrary?

HENDRICK: I think that would be something the board could give direction on, but that was very clear.

SHAW: Why don't we talk about that at our director comments at the end or our board comments. Maybe that would be an appropriate thing for a future agenda. Do you think? Is that okay? All right.

WILLIAMS: Yeah.

SHAW: Thank you for clarifying that, Aracely. We will look forward to hearing you guys.

SHUHAN: May I just have one word? It won't take too long. Just one word.

SHAW: One word. Okay, you get one word.

SHUHAN: Thank you so much, because this is very important to clarify. Two things, number one, Chinese language teachers are the hottest commodity in education today. They are very hard to come by. However, southern California area, the Orange County area, there are a lot of hidden gems. We know where they are. It is just that the process, were not very clear and so didn't do a

very good job in getting the teachers the signatures. But, we will be able to get really qualified credentialed teachers. We know, personally, I know a lot of professors in the area, and we collect the data from Asia Society. There are 175 master's certification programs for Chinese language teachers, and we know them all. We can get them to work with us. The school can also be a laboratory for training teachers, because they are a commodity. Everybody is grabbing them.

Number two, the most important thing, I do feel I have to clarify Steven's record, track record. I knew him in 2003 when he came to take a course at the University of Pennsylvania when I taught an assessment course. He was my student, so I got to know him. At that time, he graduated. He just got his master's degree from Penn. I followed him throughout, in Philadelphia as a teacher. I watched him go through the certification process in Pennsylvania to get his principalship. Then he came over to be the leadership of the college bar, and we did a feature of his schools on Asia Society side. There are a lot. We all know during public work there are a lot of personalities, a lot of personal or whatever agenda that is around. I don't know the details of what is happening at Irvine. But I can attest to his personality, his leadership, and his integrity, his ethics. I think that needs to be clear.

Therefore, when Steven heard that there might be some issues or rumors going around talking about his record. He decided maybe I won't be the principal or the executive director. When I first talked to him, I actually thought he would be the principal or the executive director. That is why I decided I would help him to start the school and all that, because we have seen his leadership.

SHAW: Okay.

SHUHAN: That is something.

SHAW: Okay. That was more than one word.

SHUHAN: I know. I know. Thank you. That was a paragraph.

SHAW: All right, all right. We will see you next time.

SHUHAN: Thank you for giving me the opportunity.

SHAW: Okay.

SHUHAN: And all your points are well taken. Thank you.

SHAW: Thank you. We will proceed to item number 12, public hearing. Mr. Giordano.

BARKE: Giordano. Where is the pizza?

GIORDANO: All right, well thank you President Shaw, members of the board, thank you for allowing the superintendent to conduct this hearing for public input on the Orange County

School Educators Association proposal to the superintendent for the 24-25 school year. Each of you should have a copy of that proposal. It is coming around.

BARKE: Thank you.

GIORDANO: At this time, I would like to open the public hearing and ask Ms. Hendrick if we have any public comments regarding this item.

HENDRICK: I have none.

GIORDANO: Okay. Hearing no comments. This hearing is now closed.

SHAW: Okay. Then we will go to item number 13, another public hearing. You didn't go far.

GIORDANO: Thank you, again. Good evening, President Shaw, members of the board, thank you for allowing the superintendent to connect this hearing for public input on the superintendent's proposal to the Orange County School Educators Association for the 24-25 school year. You should have a copy of that proposal. Again, at this time, I would like to ask Ms. Hendrick if we have any public comments regarding this item.

HENDRICK: I have none.

GIORDANO: Okay. Hearing no comments, this hearing is now closed.

SHAW: Thank you. We will proceed to item number 14, board action on a resolution regarding the establishment of a charter school special fund. Do we have public comments for this? It looks like we do.

SPARKS: Okay. We have a few. All right, we start out with Dr. Maria Rowell and on deck is Javier Orduño. One second.

SISAVATH: We got to change the clock.

SPARKS: We got to change the clock. Just a second.

HENDRICK: We want to make sure we give you the appropriate time.

SHAW: For those who haven't done this much, your time goes by faster than you think.

AUDIENCE: (Inaudible).

SHAW: One word. One word.

HENDRICK: Okay. We are ready. Thank you.

MARIA: Thank you. Good evening, distinguished board members, President Shaw. My name is Dr. Maria Rowell, and I would like to speak on behalf of a special fund resolution. First and foremost, equity in funding, access to special bridge funding would level the playing field for charter schools in Orange County, ensuring that all students have equitable access to resources and opportunities. Secondly, emergency support, charter schools often lack the same access to funding that our sister traditional schools do. Third, ensuring student access by providing financial assistance to board approved charter schools during exigent circumstances. This resolution aims to safeguard the continuity of education and support services for students.

Fourth, budget challenges, with ongoing budget challenges in the state charter schools face increasing pressure to maintain operations and deliver quality education. Access to special bridge funding would alleviate some of these budgetary pressures, allowing charter schools to focus on their core mission of educating students. Fifth, in promoting thriving charters, special bridge funding can help thriving charter schools in Orange County and continue their positive impact on students' lives by providing additional resources when needed most. Six, addressing urgent needs, in times of extrinsic circumstances, such as our natural disasters or unforeseen financial challenges, charter schools require immediate access to funding to address urgent and unanticipated needs. This resolution would provide a mechanism for charter schools to access the necessity financial supports without any delays.

Seventh, supporting innovations, recently, CCSA recognized Magnolia Public Schools as one of the top charter schools in Orange County. We received the Heart Award for vision, equity, and innovation. Unlike my school, charter schools are known for innovative approaches to education, but they often face financial constraints that limit their ability to implement new programs or initiatives. Special bridge funding would empower charter schools to continue innovating and adapting to meet the diverse needs of all of our students. Eighth, ensuring fairness, all students regardless of the type of school that they attend, deserve access to quality education and support services. By providing special bridge funding to charter schools this resolution promotes fairness and equity in education funding across Orange County. Thank you.

SPARKS: Thank you, Javier. On deck is Lynne Riddle.

JAVIER: Good evening. Dear President Shaw, members of the Board of Trustees, my name is Javier Orduño. I'm the Orange County local representative for the California Charter School Association. On behalf of the undersigned, Orange County Board of Education authorized charter schools, CCSA supports the proposed charter school special fund resolution. CCSA is the membership and professional organization serving the vast majority of the 1,300 public charter schools in the state of California. I would like to acknowledge and thank the board for considering this resolution. Some of the important proposals include, inclusion of charter schools to provide special bridge funding and financial assistance to the board-approved charter schools in the event of (inaudible) and urgent, or emergency circumstances; provide charter schools access to financing that will help alleviate the upcoming budget challenges, and will help schools to keep serving students in vulnerable communities. On behalf of the 9,000 students, K-12 students and families that are being served by the 24 diverse CCSA-member charter schools and authorized by this board, we thank you for considering the passage of this resolution. Thank you very much.

SPARKS: Thank you. Lynne Riddle is up, and on deck is Jason Watts.

LYNNE: Good evening. I'm Lynn Riddle. With respect to the board, while your proposed resolution, with respect to establishing a charter school special fund, may well be ready tonight for discussion, it is my legal view that it is not ready tonight for a vote. Therefore, I would advise and I would request that you refrain from voting on this measure tonight and put it over into May. Why would I make that suggestion? Well, looking at your whereases, which are the foundational facts to support your suggested therefore and action. I refer you to whereas number four, where you cite to a 1996 OCBE resolution that you count on as being a persuasive basis to go forward with this matter. Then you say, see Exhibit 1. There is no Exhibit 1, and therefore, the public has been deprived of having the opportunity to examine something that you have identified as essential to your argument.

Secondly, let me simply suggest that you have listed there three statutes of the Education Code. They are all important. They are all dense. While we in the public can go online and read those statutes, we have only had two days or three days, at most, to go to the Law Library to be able to look at the background to these statutes, the statutory intent behind them, the way in which some cases have identified and defined the essential terms, how they have been implemented, the positives and the negatives, et cetera. The public has not had the kind of opportunity that you would wish to give it so that we can aid your discussion with our view once we have done our homework.

So, again, I request that you just simply put this matter, discuss it tonight of course. But if you will, please put it over to the next meeting before you vote. Thank you.

SPARKS: Thank you. Jason Watts, you are up.

JASON: Good evening, President Shaw, and trustees. My name is Jason Watts, executive director for Scholarship Prep Charter Schools. I'm here in support of the charter school special fund. Because of this board's staunch belief in empowering families with the opportunity to choose which public school is best for their child. Since our approval in 2016, we have been able to grow to two school sites in Orange County, serving nearly 650 students, over 25% of which are struggling with homelessness or are in the foster care system. Now, getting to this point in time has not been easy. Not only does our student population require significant budgetary resources to ensure we can continue providing comprehensive wraparound supports and services, but we also manage ongoing challenges with ensuring adequate facilities to accommodate our program, let alone increasing staffing costs that are difficult for small organizations like ours as we try to compete with local school districts for talent. That said, it is far more difficult for standalone charter schools who have to scrape and claw just to make ends meet while still ensuring a high-quality educational program than meets the unique needs of their students and families.

Our school was originally approved to provide, in part, a strong instructional program and support system for foster youth. However, we soon discovered how housing issues were impacting our students greatly. This caused us to pivot in many ways and address head-on the many impacts of homelessness and poverty, including food insecurities, clothing needs, a lack of

school supplies, and of course, housing. We altered our enrollment preferences to allow unhoused students to have a priority. We made creative programmatic changes to better support our students' needs, and we made shifts within our budget to accommodate our new direction. This ability for charter schools to pivot to the extent that even missions and visions change, makes us unique and valuable to the entire public education ecosystem. But, change requires resources, which includes critical funding opportunities such as bridge funding that supports the many vulnerable families being served by Orange County charter schools.

This resolution being brought forth tonight moves us close to the goal of ensuring more equitable funding for charter schools, particularly as we move into what appears to be a fiscally treacherous time for public education in California that will undoubtedly stifle growth, innovation, and the integral niche that charter schools fill. Frankly, the timing of this resolution could not be better. Thank you to the entire board for your foresight, steadfastness, and empathy for the incredible students and families of the entire Orange County community.

SPARKS: Thank you, and thank you for all you do.

SHAW: That was it?

SPARKS: That is it.

SHAW: Thank you for those comments. I know this was brought forward by Trustee Valdes and Trustee Williams. I think Ken probably did the lion's share of the writing here, so why don't I go to you, Dr. Williams?

WILLIAMS: Thank you, Tim. And yes, Trustee Valdes and I are on this committee that we selected last November, the Public Charter School Facility Subcommittee. We are addressing many, many issues. This is just one of many of the good things that we are going to make changes to are good charter schools. Judge Riddle, you are going to be very happy tonight with me for the first time probably ever.

LYNNE: Probably.

WILLIAMS: I agree with you. There are certain documentation that, and I will take blame, Jorge, because I'm trying to get this over. We have timelines. When we get it over to Renee to get it put on the public agenda, and they have to get it out at a certain time before a Friday. As you know, we worked pretty hard, and we had an election just recently, and this was put off for about three years. I think we talked about that. This is something that actually Mr. Husen brought up to us, or to me personally. I have talked with other of the charter school leaders that there is a great inequality and difficulty in getting these charter schools established. Kind of the thought that Jorge and I from my other board members is we are going to use some of the funds that we have in the unrestricted funds that we have in our budget to help bridge this gap that these charter schools have.

I have received a lot of criticism from charter people about the language and technicalities, and I have talked to the attorneys at the state of charter school. This is a bridge loan. It's not meant as a

fund or grant. This is meant to be much like the state approved finance authorities that allow these loans to be paid off at a certain period of time. This is much akin to that, that we talked about. That the money will be repaid. It's not free money. It will be easier access to. It will be less than what they are paying right now, but there needs to be input. I do agree, part of this in the final language—and by the way, this was a draft. It wasn't the final one. That is why I'm going to make a recommendation that we lay it on the table and bring it back.

Part of the motivation that Jorge and I had is because it is the April meeting that we are doing our budget, that we want to make sure that this item gets into the budget.

VALDES: Makes it to June.

WILLIAMS: Yeah, yeah. The one that we approve eventually in June. We wanted to put it on the budget. This is the first part in just getting things moving. But the final version, I look at this as not being operational until eight months. We talked about this, and you brought it up. That was one of your criticisms, that we need more details.

VALDES: As far as the comment earlier tonight about what these loans look like in the application process, the operations, this resolution does not address that. We haven't gone far enough in thinking that part of it through. Our motivation was to put it on the agenda, start the ball rolling, start the discussion rolling for the June meeting where the budget is going to be approved so that this can be placed as a line item in the budget. Dr. Williams and I are keenly aware that the details are not there yet. They haven't been worked out as far as how this bridge loan would work, how the application process would work. But that was the motivation for putting this resolution on the agenda tonight.

WILLIAMS: I apologize. I mean, this is a very early draft. Unfortunately, for the public's knowledge, once it gets submitted to Renee, then it is usually, what, you have just a few hours to get it out in public before you guys leave for the weekend. Once it is out there, that is it.

HENDRICK: Right. Your delivery is normally Friday morning. Thursday night I think is when we got it.

WILLIAMS: Right. So you don't pick it up till Friday, and yeah.

HENDRICK: Well, you get it on Friday, the courier packages are ready Thursday.

WILLIAMS: Oh, yeah, yeah, yeah.

HENDRICK: It's delivered to you Friday morning.

WILLIAMS: In a very earnest attempt, honest attempt to get things out, there were little mistakes made in here. If it is okay with the board, we have a motion and a second. Right? I would like to receive input.

SHAW: Ken is making a motion, I believe, seconded by Jorge to put this off for a month.

BARKE: On the table.

WILLIAMS: It is my Alzheimer's. My wife will complain to me.

SPARKS: Do we discuss or add a comment?

WILLIAMS: Yeah, let me make a formal motion—

SPARKS: Okay.

WILLIAMS: —to actually adopt it. Jorge, if you want to second it. Now we go—

VALDES: I second it.

WILLIAMS: —and we go to discussion. Then I will lay it on the table later on and bring it back for the next meeting with a lot of Judge Riddle's comment.

VALDES: But I really would like to hear the other trustees' input on this.

WILLIAMS: Sure.

VALDES: We don't talk during the month, so.

SHAW: Okay.

VALDES: I would like to hear what you guys think about this. Lisa?

SPARKS: My initial, I guess additional comments would be, the spirit of it sounds fantastic, and in the spirit of it, I would love to see something like this worked out. We, I think need to make sure that we have our i's dotted and our t's crossed.

WILLIAMS: Right.

SPARKS: And that we are following proper California code and that the public understands the legalities around this kind of thing. Where, I believe a bridge, we need to talk with our attorney about what all this means. But a loan, it has to be paid back within the year. How does that work? Just to make sure that we are following everything from a legal perspective. But in spirit, I think it is a fantastic idea. I know it is always a struggle for charters to sort of get going, and the facilities are always an issue. It just removes a barrier. If there is any way that we can remove a barrier and we have crossed all of our t's and dotted our i's from a legal perspective, I'm all for it.

SHAW: Terrific. Mari, do you have any comments?

BARKE: I would just go ahead and reiterate what Dr. Sparks says. I do believe it removes a barrier. It also, I agree, levels the playing field to put all public schools on the same playing field. I'm absolutely in support of anything we can do to help our charter school community, which

helps the overall community. I think we just have to do what we tell everybody else is, dot our i's and cross our t's. I'm confident that we will figure this out by our budget so that we will have this available very soon. I'm very, very excited about it.

SHAW: I just want to thank you guys for working hard on this and thinking about innovative ways to help our schools. We want to see them obviously succeed and knocking barriers down is great. With that—

WILLIAMS: With that, we have better and greater things to come. With that, I would like to make the formal motion to lay on the table to our next meeting this item.

VALDES: I second.

SHAW: Okay. All in favor?

VALDES, SHAW, SPARKS, BARKE, WILLIAMS: Aye.

SHAW: All right, so we will take that up next time. We will go to some information items, announcements from the superintendent.

HENDRICK: First up, we have Deputy Superintendent Miramontes. He has some updates.

MIRAMONTES: Good evening, President Shaw, members of the board, and fellow guests. I'm proud to share three things. One is that our Ed Services team continues to do a lot for our students within the county. On March 12, they worked with Cal State Fullerton on a Health Education Pathway program hosted at Cal State Fullerton for people interested in the health industry majors and behavioral sciences. The event introduces students to a wide array of professional fields available in healthcare and behavioral healthcare, as well as the educational pathways that will prepare them there. We had over 250 students that attended, and a special thank you goes out to the OC Pathways team.

Second of all, I always like to add Connections and ACCESS. Currently, our Connections students and staff are on a well-deserved vacation this week. We look forward to having them back next week rested and ready to finish out the school year. And lastly, I wanted to share with the board the video clip in our *OCDE Newsroom* highlighting our ACCESS Program Educator Mr. Tom Kostick and his students. Within that video clip, Mr. Kostic talks about his students and alumni, and they talk about the relationships that are forged within his classroom. It's a great segment highlighting the impact of all of our teachers and staff have with our students. We are fortunate to have educators within ACCESS, and Connections, and the staff members that work in the Educational Services team serving the students of Orange County. Any questions? Okay.

SPARKS: Thank you.

SHAW: Oh, I thought you were showing a video.

HENDRICK: Oh, no.

MIRAMONTES: It is on the *OCDE Newsroom*.

SHAW: I'm like, the videos don't play.

WILLIAMS: I have a question.

HENDRICK: You do have Wednesday, May 1, is the next regular board meeting. Your submission deadline is April 17 with board packet delivery on April 26. We have the Memorial Day Essay Contest, which is going to be on that board meeting. I just want to remind, for those of you who haven't given your contributions yet, if you wanted to send those in. Then, I also know if any board members were interested in reading the final packets. I know sometimes some of you are. Would any of you like to—

SPARKS: When do you need the check by?

SHAW: Did you get mine?

HENDRICK: I did get yours, Mr. Shaw. Well, since we are going to give them money out on May 1, before then would be great.

SPARKS: Okay. I will swing by. Thanks.

SHAW: You want to read the essays, Ken?

WILLIAMS: Yeah. Yeah.

SHAW: Okay.

WILLIAMS: Absolutely.

HENDRICK: Okay. We can send you the finalist if you like, and then if you want more of them, we can also give you those. Okay. Remember, we also are including art this time for our Connection students. I also wanted to remind you that part of Dave's budget study session was to hear anything that the board wanted to include in that budget. Our June budget is very early in the month, and we have to post that 10 days prior to that meeting for the public hearing. If there was anything that you wanted included in that, it would be helpful if we knew that ahead of time. If you want to email me.

SHAW: Thank you. Did you want to ask Dr. Miramontes something?

WILLIAMS: Yeah, yeah, I have a couple.

SHAW: I think Dr. Williams wanted to ask you some questions, Dr. Miramontes. I think you were probably waiting for the video as well.

WILLIAMS: I was waiting for the video.

SHAW: We misunderstood.

MIRAMONTES: It is on the *OCDE Newsroom*.

WILLIAMS: Okay. These are not easy times. We live in a very divisive culture. Being here for a few years, I have gotten close to a lot of staff. They have been my patients, and they have been friends. I want to be careful about the words I share, because I want to be sensitive. We as the board are not the employer that is through statutory Education Code requirements. But, I have always looked at what we do, and this is for my fellow board members. The superintendent is the employer, and they handle all of the issues, the day-to-day, the micromanagement of the employer-employee relationship. But, that leaves at the superintendent's position, doesn't have any oversight. That is where the board kind of comes in. We are not going to deal with the nitty gritty, the day-to-day issues. But I just wanted to, if I don't say it, I would be betraying the nearly dozen-plus employees who have contacted me. I want to be thoughtful about the words I share, because I respect you very much as a human being.

As I have been talking to the many, many people, good people in our ACCESS programs, they are very concerned. I'm not being the intermediary. I'm not being a mediator. But, I just needed to share some things, because they are concerned about things that have happened in our ACCESS schools. Part of what is happening that I see after listening to many people who have called me up and wish to remain anonymous, and some who didn't care if they remain anonymous or not. I get emails. I get telephone calls. I get texts. I don't know how they got my personal information, but I guess it's public. But, they just wanted to communicate. Because they feel they can't come in here, and they can't talk. There is this fear of retribution. There is a fear of something will happen to them.

I just wanted to communicate on their behalf in a diplomatic, statesmanlike way. Whatever is happening out there, and again, I'm just listening to it. It is one sided, and I know there is always two sides to disagreements.

MIRAMONTES: Sure.

WILLIAMS: I recognize that. But there is a loss of the *corde esprit*, the spirit, and the enthusiasm, that everyone has shared with me that I have talked to and communicated with, that they feel is lost. A lot of it has happened through issues that I don't want to expose, but there were some issues that happened. First of all, the hiring of Dr. Navarro was a real big problem—that was kind universal in all my conversations. An individual who didn't leave Orange County, Newport-Mesa Unified School District in a good position. A lot of these ACCESS—and they are mid-level people. They are actually teachers. They are staff. They just don't feel comfortable with what has happened with him coming in. We have addressed the issue or someone in the public addressed the issue of one of the former Executive Committee individuals who isn't here. But there was some concerns also about, and these are rumors. Maybe you can help settle these rumors. You are not renewing leases at some of our ACCESS sites like the Tustin Main.

MIRAMONTES: First of all, I appreciate you coming to me, and I value the staff across the county. I believe in transparency. We actually had a meeting just to answer the Tustin. Fred

Navarro has been assigned to oversee ACCESS and work with the principals, work with the directors in the transition period of what we are looking at. As we peel back to understand things that should have occurred. Monday morning we were looking at, in our cabinet meeting, a round table, actually, we were looking at leases on Monday morning.

We pulled the list and we said, we need to look at some of these leases coming up. Lo and behold, I think a couple hours later we had an email, or Fred had an email from Laurie saying, “Hey, what is going on here?” There is, I don’t know, a lockbox that was put on the Tustin Main office. This should have been done months ago. Why are we waiting? I mean, you typically take care of leases six months in advance. Why we are waiting for the day of is a problem. But as you start peeling back some of the things within the ACCESS organization, right, there is some things that we have to go through.

To answer your question, yes, we are renewing leases. That was one of leases we are renewing. Right? I think it is on a month-to-month, typically. Isn’t it?

HENDRICK: Yeah. Can I share?

MIRAMONTES: Sure.

HENDRICK: We had talked to the board probably over two years ago about moving to larger sites and consolidating them. Yes, there are some leases that we will be ending because they only house one or two teachers. That is not big enough to provide all those services that we are trying to provide. We are trying to add more technical—you can speak about that part.

MIRAMONTES: Yeah.

HENDRICK: But in that whole plan, this is something that Dr. Mijares and Jeff Hittenberger had started actually five or six years ago. We are still in that process. We have spoken to you about that numerous times. This is still part of that same plan of re-looking at the sites to see what makes the best sense to help our teachers.

MIRAMONTES: Correct. And students.

HENDRICK: And students.

MIRAMONTES: Yes, so we are looking at the hub model, Harbor Learning Center North, Harbor Learning Center South. We are looking at where you can actually house clinicians, counselors, transition specialists so students and staff have all the resources they need at one site. It is hard to do a counseling session. If you have ever been to Tustin Main, it is a storefront. There are two classrooms. It's hard to do a private session with a student on a campus like that. Many of our students need services. They all need services to go back at least 10 hours’ worth of counseling. You can't get that in a facility like that, so we are working through that. Those are things that—we are trying to be as transparent as possible.

I just met with the principals. I didn't meet with the principals. I'm trying to empower our directors to take the lead on this and provide a 30, 60, 90-day transition plan to all the members within ACCESS, every single one. From the facilities person, to the school secretary, to the paraeducators, everybody needs to hear the same thing. That cascading message that we talked about, that everybody hears the same thing, that 30, 60, 90-day transition plan of what it looks like. The ultimate goal is credit recovery and attendance. You do that by building relationships, as I mentioned that Tom Kostic does and many of our teachers do, and many of our paraeducators do. Right?

That is the ultimate goal. As kids walk in every day, they see the same faces. Those faces greet people. They feel good about themselves, but it is very difficult to provide all the additional resources when you don't have a hub. Right? We are looking at finding hubs just like the charter schools. Actually, we have been meeting the last couple of months with the charter school leaders on just that, facilities, trying to find the right facilities.

WILLIAMS: Right. I'm trying to really be kind and graceful—

MIRAMONTES: I appreciate that.

WILLIAMS: —with great charity in my words. I hold the utmost respect for you, Ramon. You know that.

MIRAMONTES: Just so you guys know, my North Star is kids; 33 years, stellar career, in types of communities that are both affluent and non-affluent. My North Star is kids. As I work through things, I bring everybody along, and that is the goal. I don't want to be down in the weeds. I really don't. I want to do other things with other agencies that Dr. Mijares asked me to do.

WILLIAMS: Right.

MIRAMONTES: But as I'm peeling things back, I feel like I have to be there. I have to see this thing through.

WILLIAMS: You have to have that face-to-face interaction with the people—

MIRAMONTES: Sure.

WILLIAMS: —that you stand above.

MIRAMONTES: With, alongside.

WILLIAMS: Alongside. But, above in the way that you are the top dog, the employer, at this point. In listening to nearly the last three to four weeks of multiple employees calling me, the one central thing that I saw was that they didn't feel that they were heard. I was wondering, is there a mechanism that you have now? Or, if you don't, is there a mechanism where they can anonymously communicate with you without—

MIRAMONTES: I don't know if there is anything anonymous, you know. I have staff that stop me all the time. I do. I'm approachable. I try and meet with Laurie and Katherine Lu. Before that it was Laurie and Steve Slack, and I think I have only met with them three or four times. It hasn't even been a lot. I don't want to get into the negotiation stuff. That has to do with HR. I did HR as well. That is an HR thing. I want to know what is the teaching and learning and where we are going together. What will make their job better together?

I have been meeting with every principal and expressing the same sort of thing, along with Fred and Analee Kredel, because Special Ed is a big issue—

WILLIAMS: Right.

MIRAMONTES: —in our ACCESS program.

WILLIAMS: Where has Dr. Navarro been assigned to?

MIRAMONTES: Well, Dr. Navarro is at Argosy.

WILLIAMS: He is at Argosy. He is contracted, right?

MIRAMONTES: He is contracted. Correct.

WILLIAMS: Has he been officially assigned as an associate superintendent?

MIRAMONTES: No. He is just a consultant working with our principals and our directors.

WILLIAMS: He's a consultant. Okay. Does he have the ability to discipline any of our employees?

MIRAMONTES: No.

WILLIAMS: Okay. If he finds a problem, he is going to come to you?

MIRAMONTES: Well, yes. One of the things that Fred has been, from day one, he has been a consultant to coach principals and administrators on the positions that they are in. He has been doing a great job. I asked him—he really wants to go back to Mammoth. His wife wants to go back to Mammoth, but he also feels a true calling to help out. Right? Yes, so he doesn't do any of the discipline. The discipline came from the assistant sup and the chief of schools for Special Education. Those were the two people that did the discipline, but it really comes down to the principals as well. They are the ones that oversee/supervise their teachers. If there is an issue, it does come my way. But typically, the issues we are finding out is things aren't getting done. Things that should have been done, aren't getting done. They have not been completed. It's probably our biggest thing.

But I would gladly recommend if we could sit down. One of the things you talked about, is there a way to provide a mechanism? One of the things that I sat down, I forgot. I don't want to say the

teacher's name out loud, but she had come to see me. My office, I have an open-door policy. A teacher came to see me. She said, I really think it would be helpful if we did this. I said, yeah, I will talk to Mr. Burton about starting a steering committee where people can be heard. Districts have steering committees for different reasons. One of the things that I have asked Fred to do as well is start that, with Analee, to start that steering committee. That is part of that 30, 60, 90-day plan so we can sit together and resolve some of the issues that we have out there.

WILLIAMS: Sometimes we just need to go out and have a good beer together, or a shot of tequila—

MIRAMONTES: I don't—

WILLIAMS: —or a good Mexican beer and food.

MIRAMONTES: Yeah, no, I'm not a drinker. I will have a beer here and there, but it is not my thing.

WILLIAMS: Yeah. The idea and concept is—

MIRAMONTES: I hear what you are saying.

WILLIAMS: —you need to have open door communication and be accessible.

MIRAMONTES: Sure.

WILLIAMS: That is what leadership is defined as.

MIRAMONTES: I will be honest with you, Dr. Williams. When I went to visit San Juan Capistrano, right, the site that we have out there, I was out there twice in three months, four months. What I got from the principal, or not the principal, a couple of teachers, they mentioned to me that no one ever stops by San Juan. Right? No one ever stops by there, and I have been there twice. Some of these people that have been hired on in administrative roles have been here three-plus years, have never stopped by the school sites. One of the things that I asked our assistant sup to do is get a calendar out so that our directors can go out and see the good things that we are doing at the school sites.

WILLIAMS: Right. For the record, I did ask a question for everyone that called me.

MIRAMONTES: Yeah, yeah.

WILLIAMS: Is there anything illegal going on that we need to know of? The response is always negative. It is all about the morale of our folks.

MIRAMONTES: Sure. Change is difficult.

WILLIAMS: Change is difficult.

MIRAMONTES: I talked to Dr. Llamas, she is the only one I have hired on board. I have hired two principals, Dr. Sanchez and Asia Cordova. Those are the only three people I have hired on. But, Dr. Llamas is sort of dealing with this in Ed. Services as well. Not to the extent where the morale is—but when you move people's cheese, when you do things, and the thing is communicating why we are doing what we are doing. Right? That is the piece, I sit here, there are people in between me, when we sort of see these things, we resolve these things, we try and figure them out together. I expect people to deliver the message that we came up with, not Ramon, we came up with. I haven't sat in our teacher's shoes. I haven't sat there and had four different grade levels, 10 different subjects. I taught first grade, third grade, and middle school. Right? But I did sit for a year in the LA County Office of Ed visiting Halls, Camps, independent contract schools, and community day schools. One year I was on the committee walking through seeing good instruction. We have that here. We have very caring people here.

When you move people's cheese, and I did this at Argosy. We had clinicians. We had counselors. We had RSP teachers. We had a slew of people that worked up in our main building, which would be Kalmus. I moved them all to the school sites. Right? People were worried about the change. The first letter, the only letter that was written, because I expect letters to go out every three to four weeks, updating people what is happening. One letter went out and when we read that letter, people were a little anxious. They thought, oh my gosh, what is the change, Area 1? No movement of general education teachers.

I had to sit there, and I had to go through and say, we need to put that in there. Because people think when there is change, I'm moving everywhere. I had to insert that in that letter that went out to everybody for my subordinate, right? Area 1, no movement. Area 2, no movement. Area 3, no movement. Area 4, no movement, of general education teachers. Area 4, no movement. Area 5, there was movement. I think Laurie had asked for a transfer to Mission Viejo. Right? We put that in there. One person transferred Mission Viejo, and we closed the school site. We did close Wilshire. There were five kids on that campus, and Tustin is two miles away. That teacher didn't have any space, and we were struggling with subs in the summer. Closed the site. Moved them over.

We did the same thing with CCPA where we had 13 kids at Costa Mesa, and we had this facility that we were only using one day a week, one day a week. But, we had it for 20 days in a prime location in Costa Mesa. When you drive up Harbor Blvd, less than two and a half miles, we have a beautiful center. Harbor Learning Center South is there, right? Of those 13 kids, 12 kids were going to graduate. One was still a junior trying to move forward. Move her to the CCPA site there. End the lease there. Save some money. Put the money back where kids actually need it. Right? But we are so used to doing things that we have always done. I don't know. It is just not good for kids, so we have to look out what is best for kids. I agree, we need to bring people along. I wish those people would come to me.

I have had a couple of emails. I have invited them in, and we have had discussions on what is happening. No, I appreciate this. If there is anything else I can answer? I can tell you, I know you are looking at me. I'm passionate about doing the best job for kids. These are our most vulnerable kids. When Dr. Mijares said, can you come over and help?

WILLIAMS: Right.

VALDES: I have a comment, Ken, unless you are—

WILLIAMS: No.

VALDES: Ramon, I have been the owner/leader of a law firm for quite a while, so I employ people. I kind of understand a person in your position, so I'm just going to make a comment. I did get some emails. I always think there is two sides to the story. It concerned me that some of the emails say that there is this now hostile work environment, which is a catchphrase for a workers' compensation lawsuit—

MIRAMONTES: Oh, for sure.

VALDES: —or a civil lawsuit. But my gut reaction is that Al, and I didn't know him that long before he went on leave. He had a very, I'm going to say passive demeanor. I don't want to say wasn't aggressive in his speech, but he had a certain way of doing things that I viewed as very passive. One thing I have noticed about you is you are much more of that dynamic leader type personality. I think that change is very likely the cause of these emails. I'm just telling you that just so you are aware of it. If you are not, I'm guessing perhaps you are.

MIRAMONTES: Well, I appreciate it. I think my strength has always been just sitting down with people and having a conversation. I don't like getting out in front of people. I do it because it is part of the job. Right? I value when people come to me and say, these are the issues we are having. A lot of this stuff should have been taken care of way back in January when we set timelines up and things to follow through with.

VALDES: I think what people are concerned about is basically a very different management style, is my gut reaction to this. That is my 2 cents—

MIRAMONTES: I appreciate it

VALDES: —for whatever it's worth.

MIRAMONTES: Yeah. I appreciate it. If you hear things, send them my way. I know that oftentimes they don't want to say anything, and that is hard. As a school principal—

WILLIAMS: Well, they email us.

MIRAMONTES: Right, right. But as a school principal, we had the same thing. We would have people email you an anonymous letter. It's really difficult to deal with when they don't want to sit at the table with you. That is how you resolve conflict. That is how you help people understand the why of what we do. Right? Again, I have got a 33-year career as a teacher, vice principal, assistant principal, director. Not because of me, because of the people that I work with and side by side. I may sit at the top and be the top dog, but I'm no better than anybody in the classroom, any of these guys setting things up. It takes an entire team to be able to do that. But I do

appreciate the conversation. I will continue to work with this, and we will look at ways that we might be able to seek input for sure.

SHAW: Thank you, Dr. Miramontes for your candor.

WILLIAMS: Thank you.

MIRAMONTES: Yup.

SHAW: Appreciate that. Renee, were there any more comments under the deputy superintendent item?

HENDRICK: That is all I have. Thank you.

SHAW: You were done? Okay. We will go to legislative updates. I had on here Senate Bill 907 as was approved earlier in the agenda. There was travel for me. I attended the Senate Education Committee meeting on March 20. The discussion went probably half hour, 45 minutes, so I didn't want to do all that. But I thought maybe I would just share. I think we have it queued up. I spoke for about two minutes to the Education Committee, so let's see if we have that. Yes, no, maybe so? I could give away the ending. The bill passed 5-2.

WILLIAMS: No. Three to two, wasn't it?

SHAW: No. They registered Yes votes, those that weren't there.

WILLIAMS: Oh.

SHAW: You can do that in the Senate.

WILLIAMS: Oh.

SHAW: Vote after the fact, after the meeting.

WILLIAMS: Okay.

SHAW: Anyway, this bill will now be in the Senate Elections Committee. That is where Lisa and I will go give it another crack.

WILLIAMS: She is a very nice woman.

SHAW: I thought we would just share that real quick.

HENDRICK: What did you say your next date was?

SHAW: April 16.

SPARKS: Tuesday. While we are waiting, maybe we should—

SHAW: Should we have a report out of closed session while we are queuing that up. Is Mr. Brenner back there? Okay. Mr. Brenner, what happened in closed session?

BRENNER: Mr. President, I'm happy to give the report out for the closed session items number one through three tonight; a discussion was held with counsel amongst all the board members present, which was all five. No action was taken as to each item, except with respect to items number one and two, the board approved EBG's invoice numbers 1153750 and 1153751. The vote to approve was five in favor, none against, and that concludes the report out for the closed session items for tonight's meeting. Thank you.

SHAW: Thank you. Did you get that team? Okay, wonderful. Okay. Any luck on the video? One second, he said.

BARKE: Hold one minute or one word?

SPARKS: One word. Yeah.

HENDRICK: Hopefully it's shorter than the one word.

SPARKS: But one really long word.

SHAW: While we are waiting, I want to wish Shannon Shaw a happy birthday.

BARKE: Happy birthday, Shannon!

SHAW: She is anxiously watching this meeting at home. No doubt.

BARKE: Hopefully, we will get Tim home soon.

SPARKS: Yeah, I'm sure she is on the edge of her seat.

SHAW: Yeah. All right, well is there any other committee reports? That is an item. Oh, all right.

[A video is played.]

VIDEO VOICE OF SHAW: Please. Thank you. I joined the board in 2020, so I have been on for just over about four years.

SHAW: This is not it.

VIDEO VOICE OF SHAW: The first conversation I have had with a member of the state legislature regarding any reforms, like this was two days ago when I met with Senator Newman. But nobody in the four years I have been on the board, I'm the president of the board, has ever tried to reach out to me to discuss this with me. We just heard about this bill being introduced, so

we didn't feel we were part of this process at all. I don't know what was happening decades ago. But as my experience, I would dispute the characterization that we aren't working well with our local constituents—

SHAW: This is what we wanted.

BARKE: Let's start it over.

VIDEO VOICE OF SHAW: —we all got reelected very comfortably. We do have a diverse board. We have Trustee Valdes, who is a Cuban American representing a very Latino district in central county.

SHAW: All right. This didn't work.

VIDEO VOICE OF SHAW: We have a Jewish trustee. We have a variety of backgrounds on our board.

HENDRICK: Okay.

[The video is stopped.]

SHAW: All right. It was one hour and 38 minutes into the meeting. It was my prepared comments I thought I would share.

VALDES: Thank you for the shout out by the way.

SHAW: Yes. I was looking out for you there, yes. We ended up having more back and forth, but I thought we would just share my two-minute prepared comments.

BARKE: Well, I did see it live, and it was excellent.

SPARKS: Yes, me too.

BARKE: I really appreciate the way you represented us.

SPARKS: Yes.

SHAW: All right, well thank you. The bill, we have taken a formal position to oppose Senate Bill 907, but the legislature is looking to change our board from a five-member board to a seven-member board and move the elections from the primary to the November elections. I mean, some of the points I made, I think we're pretty hard to argue with. For example, that the Los Angeles County Board of Education isn't elected at all. They are appointed. If you are trying to bring democracy to a county board of education, why on earth wouldn't you start there? Why are you thinking that the Orange County board needs to be changed? I never heard an answer to that one. I don't know how you can continue to argue with the straight faces. Is this about bringing better

democracy to a county board of education when the largest county in the United States of America is right next door, and they don't have a democratic process whatsoever?

But of course, if you change that process, you are taking away the political patronage of the county supervisors in Los Angeles County. We certainly can't have that. That is not possible.

BARKE: Well, and Tim, isn't San Diego County bigger than Orange County?

SHAW: That is correct.

BARKE: They are not looking to increase them from five to seven. Why in God's earth have they chosen us? I mean, what is the reason? Any idea?

SPARKS: And it's only Orange County out of the 58 counties across California. Correct?

BARKE: Yeah.

SHAW: Correct.

VALDES: I mean, it's just such an obvious ridiculous power grab. Well, okay. I would tend to agree with you.

SPARKS: What about local control? Didn't you make an argument about local control?

SHAW: Orange County is a charter county. We do not need the state to change our election processes. That is something that can happen here in Orange County. I started off with that point, I believe.

VALDES: Why can't we have some issues addressed in the primary elections? Our district attorney is elected in the primary, the county board of supervisor is elected in the primary. I mean, our county elections are in the primaries. They should be separate from November so we can have a different dialogue at a different time of year.

SHAW: I think one of the more compelling arguments is also when we have the visual aid. You hold up the primary ballot. Then you hold up the November ballot, which is substantially longer of course. When you are the average voter out there and you are having to wade your way through pages and pages of votes, of course, the county board of education is going to get buried under many other questions. I think there is a compelling argument that having us in the primary makes a more top of mind issue.

VALDES: Quite honestly, Mr. President, I'm certainly opposed to 907. But quite frankly, if this turned into a seven-member board, we would just have seven of us sitting up here. The arguments that we make in these elections poll so well from all sides. I'm opposed to it, but I'm not really all that concerned about it.

BARKE: What about also, don't we have a \$73 million budget deficit? I mean, I would think that this money could be better spent elsewhere perhaps?

SPARKS: I was going to add, I recall you making two additional arguments. One is the voter fatigue argument for moving it to the general. Another one was the financial argument. It would be very, very expensive.

SHAW: There is one-time costs and then ongoing costs.

SPARKS: Ongoing costs, right.

SHAW: Obviously having everything from printing the agendas to the trustees' stipends, to things like that.

SPARKS: Redistricting, maybe?

SHAW: Yeah. Well that would be like the one-time cost.

SPARKS: Oh, the one-time.

SHAW: Redistricting.

BARKE: And just the cost right now of doing it.

WILLIAMS: You know what is interesting for the public record is we have the California School Board Association maintain the same position that we did, which was unexpected, which was appropriate.

SPARKS: Yeah, good point.

BARKE: Can you say that loud enough for everyone to hear, Dr. Williams?

WILLIAMS: The California School Board Association maintains the same position that we do, and that was a complete surprise. But it was warmly received.

SHAW: All right, well, to be continued, I'm sure we will have an update probably next month. We will see how the next committee goes.

SPARKS: Could the public, if they wanted to access that video, where could they access that video?

SHAW: Senate.ca.gov is the homepage of the state senate, and I think—

WILLIAMS: Let's do even better. Why don't we put it on our website?

SHAW, SPARKS: Hey.

SPARKS: I like it.

WILLIAMS: I think that is the best thing to do.

SPARKS: Do we need to vote on that or we just say we want to do it?

SHAW: I think we just need consensus.

WILLIAMS: Renee, will you put it on our website?

HENDRICK: Yeah, I would just say that trying to find it was a little harder than I thought. You actually have to type in "tape testimony."

SHAW: Then there is a media section, I think. That shows there is a bunch of different committees there. It is March 20, the Senate Education Committee.

HENDRICK: Yeah, I did find it. I just had to type it in a little bit differently. It was a little harder than I thought.

SHAW: Oh, okay. I will show you.

HENDRICK: I'm just saying as a public person trying to go and figure it out. It was a little bit hard than I thought.

WILLIAMS: You will never find it.

BARKE: We should put it on the website then.

SPARKS: So let's make it easy for the public.

SHAW: There you go. Right.

HENDRICK: We could put a link then to their site. Okay.

SPARKS: I would say let's put a link to the site. But, let's give them the timestamp of when your thing starts—

HENDRICK: Yeah.

SPARKS: —to start it, so it's not just this generic link that no one can find your testimony or whatever.

SHAW: Okay, perfect. Moving on, committee reports. Any other committees? Ken?

WILLIAMS: We have good things coming, Jorge and I, we will remain silent until we work out some of the details. We thought we worked out the details today, but we will get it right next time. That is all the committee, unless Jorge has something to say.

SHAW: Okay. Board member comments, I will start over here. Mari?

BARKE: Sure. Yesterday I went to ISAAC's Undoukai Sports Fest, a really neat event, a Japanese traditional event. That is the second cultural event I have been to there, maybe the third. They do these great cultural events, and it was wonderful. An organization actually hosted the whole event for them, provided volunteers. You got to see children, their siblings, their teachers, their coaches, parents just out there having fun, and playing, and doing relay races, and pushing these giant balls across the lawn. It was a super fun day. I got to present the trophy to the winning team. There were four teams, and it was just super fun. It is just great to go out and see kids actually playing, and doing things, and happy, and thriving. It was a great visit at ISSAC.

I also just kind of on the same note, Friday, no, Saturday afternoon I went to event at Corona Del Mar High School. It was an author from New York, Jonathan Haidt. He has written a recent book you can buy. It's called, "The Anxious Generation," and basically same bottom line, need more play, kids need to play. One of his takeaways is get cell phones out of schools. That was one of the simple things to do. The data is amazing. If you love to read, I would highly suggest his book. I'm hoping maybe to have some kind of presentation that we could host here, maybe even a video or at least shared on our website. But, it is really great information. A lot of people think that a lot of the issues that our kids are facing started during the pandemic. They really didn't. They started back in 2015-ish, kind of when cell phones became very prevalent among our children, so that is all I have say.

SHAW: Thank you. Ken, do you have any comments?

WILLIAMS: I sure do. To begin, on the Orange County School of the Arts, we had quite a bit of people who came here, parents, children, and students. Karen Jaffe who reached out to me about what's going on, just so everybody knows, she left this great book on Israel. It's a simple guide. Was I heard, should repeat and start over?

SHAW: Start that over.

WILLIAMS: Okay. I will start over because stupid me forgot to turn off the light. You turn on lights to mute here.

BARKE: I know, counterintuitive.

WILLIAMS: Counterintuitive. For the record, we had many, many families of the Jewish community who came in and shared with us about something that happened at one of our charter schools, the Orange County School of the Arts. I'm going to ask the staff to look into this. We heard probably at least 10 of the students and parents who showed and demonstrated that something was written in the student run newspaper by one of the faculty members there. They have a very strong antisemitic message, and I find that offensive. That was Karen Jaffe. I want to

thank Karen for reaching out to me. She left this book on our desk here for all of the trustees, "A Simple Guide to the Most Understood Country on Earth." In honor of Karen and her efforts and the students who are there, all of us on the board are wearing the American flags and Israel flag on our lapels, because we support Israel. What happened on October 7 was terrible, terrible. If we can have the staff look into, write a letter, find out what happened here? If there is a consensus by the board.

VALDES: I was actually going to do more than that.

WILLIAMS: Oh.

VALDES: I was going to mention that in my public comments.

WILLIAMS: Okay.

BARKE: Sorry. Before it moves on, I do want to publicly, because I feel bad that they left. I want to thank all the families that came. If they are still listening or paying attention, we appreciate all of their comments. Antisemitism is a huge concern, and I appreciate the bravery of a lot of the students, and the parents, and the teachers who came out tonight. I'm sorry that you are not here to hear this, but hopefully you are listening on YouTube. We really appreciate that.

WILLIAMS: Did you want to contribute?

VALDES: Only after you are done.

WILLIAMS: Okay. If we can have the staff, if it is the consensus of the board to look into that? That certainly is not right. Especially with the students who came in and shared the terrible things that happened to the kids. Oh, that must be emotionally very difficult to handle, so I want to thank Karen and the pro-Israeli and Jewish community who came out to our meeting tonight.

The second issue that I want to talk about is a letter that we received. For the record, it is a letter dated April 3 by my good friend Janet Nguyen. She is the state senator that represents the Vietnamese community. She was concerned about the model curriculum, that two senate bills that she authored, that that bill is not being implemented properly. She wrote us a letter, and maybe we can talk about this. She is saying she wasn't included in the model curriculum. It wasn't what she designed, and she is not a very happy camper. She is probably going to be our county supervisor. If you can enlighten us to what happened?

HENDRICK: We are actually meeting with, I think Tim and Mari, they had asked for a meeting to understand the model curriculum. They will get more information. I will say there are many sides and views on this topic. Hopefully, with the two board members, we can figure out how to bring that back.

WILLIAMS: Do you have a copy of her letter that she sent to you?

HENDRICK: I did get a copy of that.

WILLIAMS: You did get a copy of that letter?

HENDRICK: Yes. I will agree that she is not happy, but I will disagree that she was not included in the conversations. I have all of the emails and everything where she was included in the conversations. I think the approach is a little bit different than what she was expecting.

WILLIAMS: Okay.

HENDRICK: There is other people in the state who also have differing views, so I think that is what we will go over with the two trustees that have asked to be included in that. Then when we talk with them, we can see how we let the rest of the board know that. It is a complicated process.

WILLIAMS: Oh, I believe it is.

HENDRICK: Yeah.

WILLIAMS: Tim and Mari.

HENDRICK: Mari.

BARKE: Yes.

WILLIAMS: You are going to be—

HENDRICK: I think we have a scheduled meeting on the nineteenth.

WILLIAMS: —heading up this? Okay. If you can just let us know. Lastly, the issue of the Tustin Charter School, about teacher credentialing not being a part of the board process. I'm not aware that we ever said that. Do you?

HENDRICK: It wasn't the credentialing. The board had asked that we not verify the signatures on the charter petition.

BARKE: Is that to protect their jobs? Is that why? I'm just realizing.

HENDRICK: No, it stemmed from a case where we had a couple different instances where we had said that they weren't valid signatures because they weren't people who lived in the area. The board says that it wasn't the staff's responsibility. They didn't want us verifying that signatures were valid.

BARKE: I don't know about that.

WILLIAMS: When was that?

HENDRICK: It was Linda and you, actually. It had to do with one of the charters who, it was parent signatures. They had had a signature gatherer who did it. When we were verifying them, the people were saying they had no idea what we were talking about. When we shared that as part of the petition, the board gave direction that that wasn't our responsibility to do that.

BARKE: To look at the parents' signatures or the teacher's signatures?

HENDRICK: Both.

BARKE: Both.

HENDRICK: We could do it differently, but that was the direction from the board at that time.

WILLIAMS: Okay.

BARKE: You know, I don't know why—

WILLIAMS: I think it's a little bit more complicated than that.

BARKE: Yeah.

WILLIAMS: And the context may not be proper. I would think generally, I mean how much time does it take to verify signatures?

BARKE: Well, I think that there was something—I'm just remembering hearing something and who knows. I heard it a long time ago, that in some cases parents were very confused. People went out and gathered their signatures, and somebody is calling to verify. They thought there was trouble and this and that. I think though, maybe our bigger concern is the teacher credentialing, looking into that I think is appropriate.

HENDRICK: We do check the teacher's credentials. That is one thing we do do.

BARKE: Okay.

HENDRICK: The question is whether they meaningfully want to be employed here. That is the question that is really being asked in the petition. It is not that they don't have the credentials. I think the question is that they are all from Northern California, and are they really going to move down here?

SPARKS: But that is a tough judgment call. It really is. There is no way of really knowing until the rubber meets the road, in my opinion.

HENDRICK: I think the people who were being called felt threatened, or felt like those type of things. That was one of the reasons we didn't want to be adversarial, but we do check credentials. That is what we do.

SHAW: I can see arguments for both sides.

VALDES: Yeah. I can see it now.

SPARKS: I just have a couple quick comments before Jorge goes if I may?

SHAW: Please.

SPARKS: One, I just wanted to reiterate Trustee Barke's comment about thanking everyone for coming out and particularly the children who came out to express their discomfort and their experiences. That is really important for us as a community to hear and tragic to hear as well. Secondly, to piggyback off what you mentioned about the research literature, actually I did a study on social media impact and depression, and it was way before the pandemic. I don't even know what year.

BARKE: It think it was around 2015 if I'm just remembering from Saturday.

SPARKS: But I mean my particular study that I actually co-authored—

BARKE: Oh, no.

SPARKS: —actually co-authored. Basically, the findings were such that, it was around, maybe about 10 years ago. The findings were such that students who engage in social media are more likely to become depressed if they engage in more than one social media outlet. The advice from, at least the research study that I did, and there is a lot of other research out there since that time, but it was kind of an early adopter kind of study in the social media context. If you are going to engage in social media, keep it to one social media site. Of course, limited activity would be the best if you want to avoid your kid being depressed or your student becoming depressed.

BARKE: Did you find it was more prevalent among girls than boys? That was something that kind of really showed on the charts that it was much more significant. Maybe because girls were affected more when social media and you know.

SPARKS: Our study didn't really have a gender difference.

BARKE: Okay.

SPARKS: But it definitely had the variables that kind of emerged about using multiple social media sites extensively, results in loneliness, depression, and those kinds of characteristics that we don't want our students to have. It is important information for parents.

SHAW: Thank you. All right, you are up, Jorge?

VALDES: I just wanted to say that I was very concerned about the comments tonight from our Jewish students. Apparently, there is been some harassment at OCSA. There was also a few people who came in and made similar comments about Irvine USD. For the benefit of the public,

we are the board for the ACCESS program, which is about 4,600 students. As far as I'm concerned, we have some level of oversight over the charter schools that we authorize. That is our purview for issues like this. I can tell the public that on my time on the board, I have personally gotten involved with two executive directors at different charter schools where a bullying issue arose and was brought to my attention. I did call. I called parents. I called the executive director and I got involved to try and figure out what happened.

I did get some contact information from two of our speakers tonight. I will contact them tomorrow to ask them more details about what happened. You don't get much of a presentation in two minutes, and I have no problem with calling up Teren Shaffer and setting up a meeting, which I intend to do. OCSA's in my district. It's a charter school in my area. I think these students, if they are going to come down here, I'm going to listen. That is part of this job, so I will report back next month on the findings that I make. If someone is going to come down here and complain about something like that, I am going to listen. As far as the people in Irvine USD, for me, I think you need to go to your local board for that. We don't have any jurisdiction over them or what happens in Irvine USD. I just wanted to explain that dichotomy to the public about where we think we are and where you would need to make that type of a complaint to a different board and a different entity.

BARKE: The one thing I think is—

SHAW: Thank you for those comments.

BARKE: —sometimes if they maybe feel they are not heard there, they come and share it with us. I'm happy to be an ear for that.

SHAW: Great. You guys said everything I was planning on saying. When I was up in Sacramento, I happened to run into Senator Nguyen. I called Renee. Yeah, she is unhappy. Thank you. I didn't realize they were going to come tonight and present that letter. But we had the meeting, I think it was on, coming up on April 19, Mari and I. Mari and I will be meeting with the staff to talk about the model curriculum and how that works and stuff.

WILLIAMS: Why don't you invite Janet Nguyen or her staff to be with you? I think that would go a long way.

HENDRICK: Well, we could, but why don't we have the meeting first so they understand what the process is. Then we could have, because I—

SHAW: I think that was the idea, but yeah, we are going to make sure that they are included to the extent possible. I did want to also share my profound disgust at the things that were said this evening about antisemitism happening in Orange County. I applaud your efforts, Jorge, for trying to get to the bottom of that. I just want to say I'm not Jewish, but I'm a friend of Jewish people. I can't just sit here and listen to that. That was very harmful and—

WILLIAMS: Hurtful.

SHAW: —hurtful. For whatever it is worth to those listening out there, I think our board, we are all friends of the Jewish community and very saddened by these accounts that we were hearing. Hopefully that goes away quickly. With that, I think we will go ahead and stand adjourned to Wednesday, May 1, at 5:00 PM here at 200 Kalmus Drive in Costa Mesa. We will see you then.

HENDRICK: Can I just clarify one thing?

SHAW: Oh, yes.

HENDRICK: Since Jorge is going to have the conversation with—do you still want us to reach out to OCSA?

WILLIAMS: Jorge, what did you say?

SHAW: He wants to go meet with them.

VALDES: No, first I'm going to contact the two people who left me their contact information, to get a detailed account of what has happened. If I think what they are telling me is detailed enough, I'm going to personally call up Teren Schaffer and ask for a meeting on it. Then I will report back. I think that is—what people are saying is really problematic to me. It deserves more than a letter. It is in my district. It is a charter school that we authorize. I think it is something that we should get involved in, so I plan to.

BARKE: Well, please, when you reach out to them personally, let them know that we all support you and appreciate that they came here, and appreciate their bravery, and what they are going through.

VALDES: I will.

WILLIAMS: Yeah. I would like to go with you to that meeting, so hold off on the letter until—

VALDES: Okay.

SHAW: Okay. So, there you go. We will see you May 1, 2024, here at 5:00 PM.

**Resolution and Written Findings of the Orange County
Board of Education to Deny the Petition for a charter
school for Tustin International Charter School**

**RESOLUTION AND WRITTEN FINDINGS
OF THE ORANGE COUNTY BOARD OF EDUCATION TO
DENY THE PETITION FOR A CHARTER SCHOOL
FOR TUSTIN INTERNATIONAL CHARTER SCHOOL**

WHEREAS, the Charter Schools Act of 1992, set forth in Education Code section 47600 et seq. (the “Act”), provides for the establishment and operation of publicly funded charter schools that operate independently from the existing school district structures in the State of California; and

WHEREAS, Education Code section 47605(k) provides that if the governing board of a school district denies a petition for a charter school, a petitioner may elect to submit the petition to the county board of education on appeal;

WHEREAS, on December 19, 2024, the Governing Board of the Tustin Unified School District (“TUSD”) denied the Charter Petition for Establishment of the Tustin International Charter School (“Petition”) to operate as an independent charter school within the boundaries of TUSD; and

WHEREAS, on January 8, 2025, pursuant to California Education Code section 47605 and California Code of Regulations, Title 5, Section 11967, following denial by TUSD, Mandarin Immersion Schools, Inc., a nonprofit public benefit corporation, (“Petitioner”) submitted the Petition and supporting documents for the establishment of Tustin International Charter School (“TICS” or “Charter School”) to the Orange County Board of Education; and

WHEREAS, the Orange County Board of Education (“Board”) is required to review the petition on appeal pursuant to Education Code § 47605(b) and (c); and

WHEREAS, in accordance with Education Code section 47505(c), when reviewing charter school petitions, the Board is guided by 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, following review of the Petition and a public hearing, the Board may approve a petition if it is satisfied that granting the petition is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. In making its determination, the Board shall consider the academic needs of the pupils the school proposes to serve. The Board may deny a petition only if it makes written factual findings that the Petition does not meet the standards and criteria described in Education Code Section 47605(c); and

WHEREAS, on March 5, 2025, pursuant to Education Code section 47605(b), the Board held a public hearing on the Petition to consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents; and

WHEREAS, the Orange County Department of Education (“OCDE”) staff has reviewed and analyzed all information received with respect to the Charter and information related to the operation and potential effects of the proposed Charter School, including information shared during a clarification meeting on February 11, 2025.

WHEREAS, on March 18, 2025, in accordance with Education Code section 47605(b), the Board published a Staff Report, with recommended findings, prepared by members of the OCDE staff;

WHEREAS, on April 2, 2025, the Board, at its regular meeting held a public hearing, at which the Petitioners had equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings, to grant or deny the petition; and,

WHEREAS, the Board has obtained, reviewed, and analyzed all information received with respect to the petition, including information related to the operation and potential impacts of the proposed charter school.

WHEREAS, the Board specifically notes that this Resolution does not include findings relative to every defect in the Petition, but is limited to the most significant issues, which as set forth in the Staff Report and Findings of Fact are legally sufficient to support the Board’s denial of the charter petition.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby adopts the findings and recommendations set forth in the attached Staff Report and Findings of Fact dated March 18, 2025, which is attached hereto and integrated herein by this reference.

BE IT FURTHER RESOLVED that based on the written factual findings as specified in the Staff Report and adopted by the Board, the Board further finds that the Petition is not consistent with sound educational practice and fails to contain reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605(c).

BE IT FURTHER RESOLVED that the Board denies the Petition based on the findings herein adopted. The terms of this Resolution are severable. Should it be determined that one or more of the findings is invalid, the remaining findings and the board action shall remain in full force and effect. Each finding is, in and of itself, a sufficient basis for the denial.

STATE OF CALIFORNIA)
COUNTY OF ORANGE)
_____)

I, Jorge Valdes, Esq., Clerk of the Orange County Board of Education, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Orange County Board of Education at a regular meeting thereof held on the 2nd day of April 2025, and that it was so adopted by the following vote:

AYES: 4

NOES: 1

ABSENT: 0

ABSTAIN: 0

BY: _____

Jorge Valdes, Esq.

Clerk of the Orange County Board of Education

Resolution #13-25