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EDUCATE • ELEVATE • ADVANCE

Charter Petition for the Establishment of T.I.M.E. Community School

Request for Five-Year Term
July 1, 2020 – June 30, 2025

Submitted to the
Montebello Unified School District
On
August 26, 2019

Table of Contents

Affirmations & Assurances
Element 1: The Educational Program 1
Mission 2
Vision 2
Our Students (Who Are We Attempting To Educate?) 2
What It means To Be an Educated Person in the 21st Century 7
How Learning Best Occurs (innovative teaching methods) 8
T.I.M.E. Learning Model 9
Individualized Learning Plans 11
Project Based Learning 11
Technology 13
Restorative Justice 14
School Facility Design 15
Annual Goals 17
Curriculum 21
Credit Recovery 41
Graduation Requirements 42
University of California a-g Requirements 42
Accreditation 42
High School Course Transferability 43
Instructional Calendar 43
Daily Schedule 44
Instructional Strategies for Specific Populations 50
Parent Education, Participation, and Involvement in Student Learning 68
Community Partnerships 68
Professional Development 69
Local Control and Accountability Plan 70

Element 2: Measurable Student Outcomes 71

Element 3: Methodologies for Measuring Progress toward Student Outcomes 71
Data Analysis 73
Assessment Plan 73
T.I.M.E Assessments 74
Grading Policy 76
Progress Reporting 77
Promotion and Retention Policy 77
Informing Stakeholders 77

Element 4: Governance 79
Organizational Structure 79
Board Structure 80
Board Meetings 80
Founding Board Members 81
Board Roles and Responsibilities 83
Professional Development 83

Parent and Stakeholder Involvement 84

Element 5: Employee Qualifications 86
Executive Director 86
Principal 87
Teachers 89
School Counselor 91
Office Manager 94

Element 6: Health and Safety Procedures 98

Element 7: Racial and Ethnic Balance 103

Element 8: Admission Requirements 105

Element 9: Financial Audits 108

Element 10: Student Suspension and Expulsion Procedures 109

Element 11: Retirement Programs 126

Element 12: Public School Attendance Alternatives 127

Element 13: Employee Return Rights 128

Element 14: Dispute Resolution 129

Element 15: Charter School Closure 131

Additional Requirements 133
Budgets and Financial Reporting 133
Facilities Plan 133
Potential Civil Liability Effects 135
Insurance 135
Oversight 137
Responding to Inquiries 137

Appendices
A. Budget, Projections, and Cash flow Statements
B. Resumes of Founding Team: Board of Directors and Executive Director
C. Teacher Signatures
D. Community Support
E. Articles Of Incorporation
F. ByLaws

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Gabriel Ramirez, hereby certify that the information submitted in this petition for a California public charter school to be named "T.I.M.E. Community Schools" ("TCS," the "Charter School," or "School"), and to be located within the boundaries of the Montebello Unified School District ("MUSD" or the "District") is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. California Education Code §47605(c)(1).

- The Charter School shall be deemed the exclusive public school employer of the employees of Charter School for purposes of the Educational Employment Relations Act. California Education Code §47605(b)(6).

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. California Education Code §47605(d)(1).

- The Charter School shall not charge tuition. California Education Code §47605(d)(1).

- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission will be determined through a public random drawing process. Except as required by Education Code §47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given in accordance with Education Code §47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code §47605(d)(2)(C).

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code §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 §422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). California Education Code §47605(d)(1).

- The Charter School shall adhere to all provisions of federal law related to students with

disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary and as applicable to charter schools. Title 5 California Code of Regulations §11967.5.1(f)(5)(C).

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. California Education Code §47605(l).

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code §47612.5(a)(1)(A)-(D).

- The Charter School shall, for each fiscal year, meet or exceed the legally required minimum of school days as applicable to charter schools. Title 5 California Code of Regulations §11960.

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. California Education Code §47605(d)(3).

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. California Education Code §47612.5(a).

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. California Education Code §47605(c).

- 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. California Education Code §47605(n).

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. California Education Code §§47605 and 47605.1.

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. California Education Code §§47612(b), 47610.

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as amended by the Every Student Succeeds Act, as applicable to charter schools.

- The Charter School shall comply with the requirements of the California Mathematics Placement Act of 2015.

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act and other applicable location requirements for meetings of the governing board of the Charter School, including Education Code Section 47604.1, as added by Senate Bill 126 (2019) effective January 1, 2020.

- The Charter School shall comply with the Political Reform Act and Government Code Section 1090 *et seq.*, pursuant to Senate Bill 126 (2019) effective January 1, 2020.

_____
Dr. Gabriel Ramirez, Founding Executive Director, Lead Petitioner

Element 1 – Education 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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements.

Education Code 47605(b)(5)(A)

T.I.M.E. Charter School (TCS) was conceived by a team of educators, entrepreneurs and community activists in response to their commitment to provide an educational solution targeted at historically underserved Hispanic/Latino students and their families residing in Montebello, California. TCS' overarching organizational goal is to strengthen the ability of its students to contribute meaningfully to their community. Ideally, TCS graduates will return to Montebello after college to support the revitalization of Montebello as a thriving community with a rich heritage that beckons to its current students to become its future leaders.

Montebello was established as a mission community in 1771, the third in a chain of 21 missions. In May 1899, the original town site of forty acres was established as an agricultural community. Montebello boasted of having the ideal climate, productive soil, and an abundance of water. From the turn of the century and through the 1920's, the area produced flowers and food. The discovery of oil in 1917 changed Montebello from an agricultural center to a major oil producer. Today, the community remains involved in both agriculture and petroleum production.

For many Montebello residents, family is the center of life. TCS intends to support and celebrate the family and build on the traditional family values of cohesiveness, loyalty, responsibility, and high moral character. We will work with our families to overcome the obstacles to a high quality education that are present in most urban high schools. We will work diligently to design programs and implement practices that provide access to a high quality education, individualize learning, and ensure rigor and engagement, resulting in a

supportive environment all students need to be successful in school. Our systems will support family structures through effective communication, inclusion, student led academic growth, respectful school culture, and community involvement. Learning will clearly be defined as including possible initial failure leading to mastery of educational standards through relevant and meaningful project based learning. School will be a place where family and diversity are celebrated and viewed as intrinsic to a well-educated person in the 21st century.

TCS created the *T.I.M.E. (Team work, Individualization, Mastery and Extension) Learning Model* to develop, nurture, strengthen, and better serve all students. The T.I.M.E. Learning Model is a combination of researched based strategies that promote collaboration, autonomy, project-based learning and career technical education and nurture positive student academic outcomes. To maximize the effectiveness of the Model, TCS will build time into the learning process for students to think critically, work in teams, and create products that reflect their best work.

Mission

T.I.M.E. Community School (TCS) will provide a college preparatory program to students in grades nine through twelve, and will develop the academic, social, and political skill sets necessary for lifelong learning, critical thinking, and positive contributions to the communities in which students live.

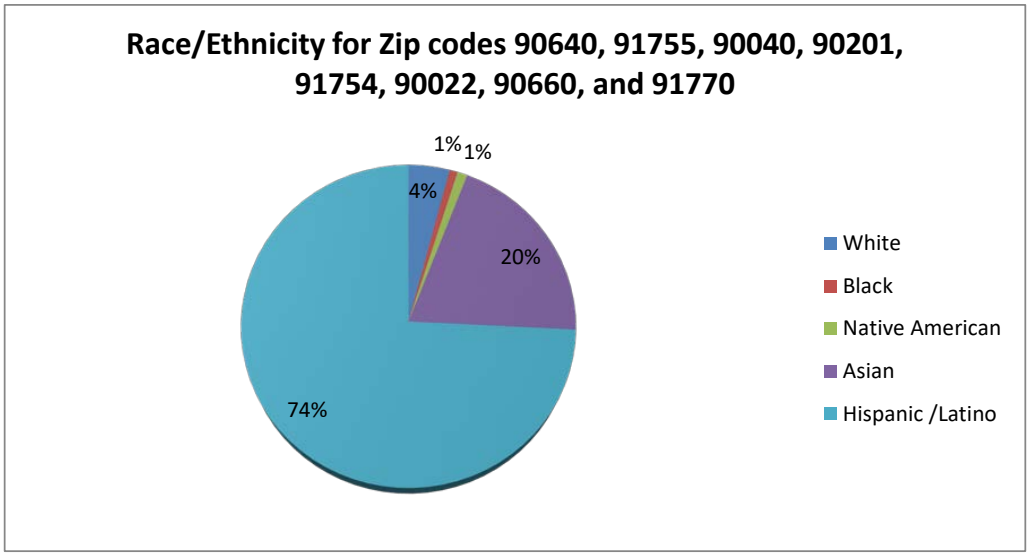
Vision

The vision of TCS is to develop students into global citizens who positively impact all facets of society, become highly contributing members of their communities, and are successful in college, career and family.

TCS was founded by an accomplished team of experts in education, non-profit management, law, finance, and the arts. The TCS founding team is committed to achieving the school's mission and actualizing its vision and has created a program that provides all stakeholders with opportunities to accomplish their personal and professional dreams so they can make a meaningful impact on the world around them. All members of the founding team will serve as the first governing board, except for Dr. Gabriel Ramirez, who will serve as the school's executive director. Please see Appendix A for resumes of each member of the founding team.

Our Students

TCS plans to locate in the Montebello Unified School District (MUSD), which serves the city of Montebello, portions of the cities of Bell Gardens, Commerce, Downey, Monterey Park, Pico Rivera, Rosemead, and portions of the unincorporated communities of East Los Angeles and South San Gabriel. Within the MUSD boundaries, 74 percent of families are Hispanic/Latino, yet the Hispanic/Latino student population of MUSD is 98 percent of the 26000 students in the district.



Source factfinder.census.gov (2010 US Census General Population Characteristics)

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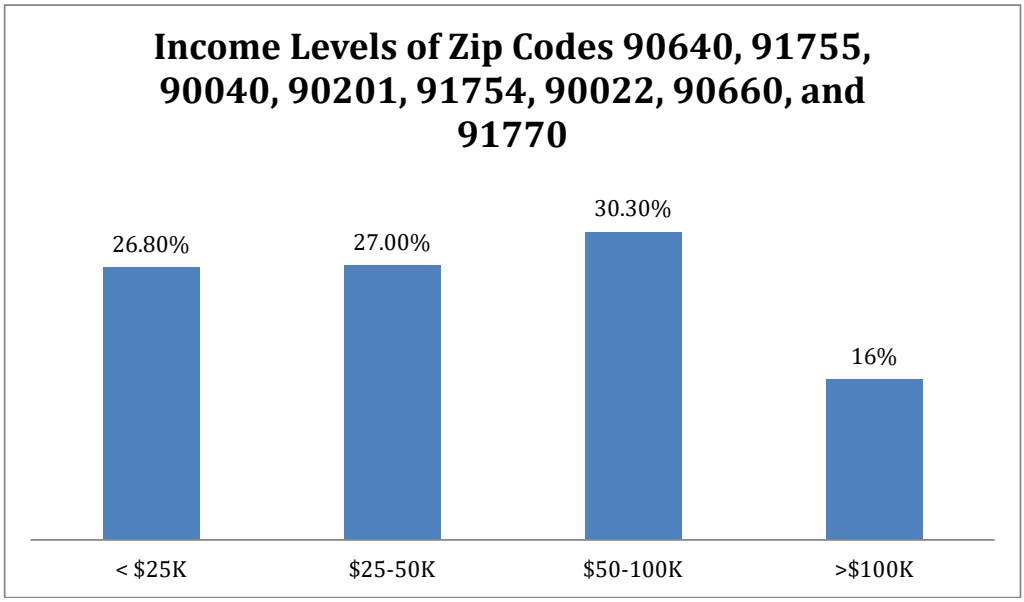
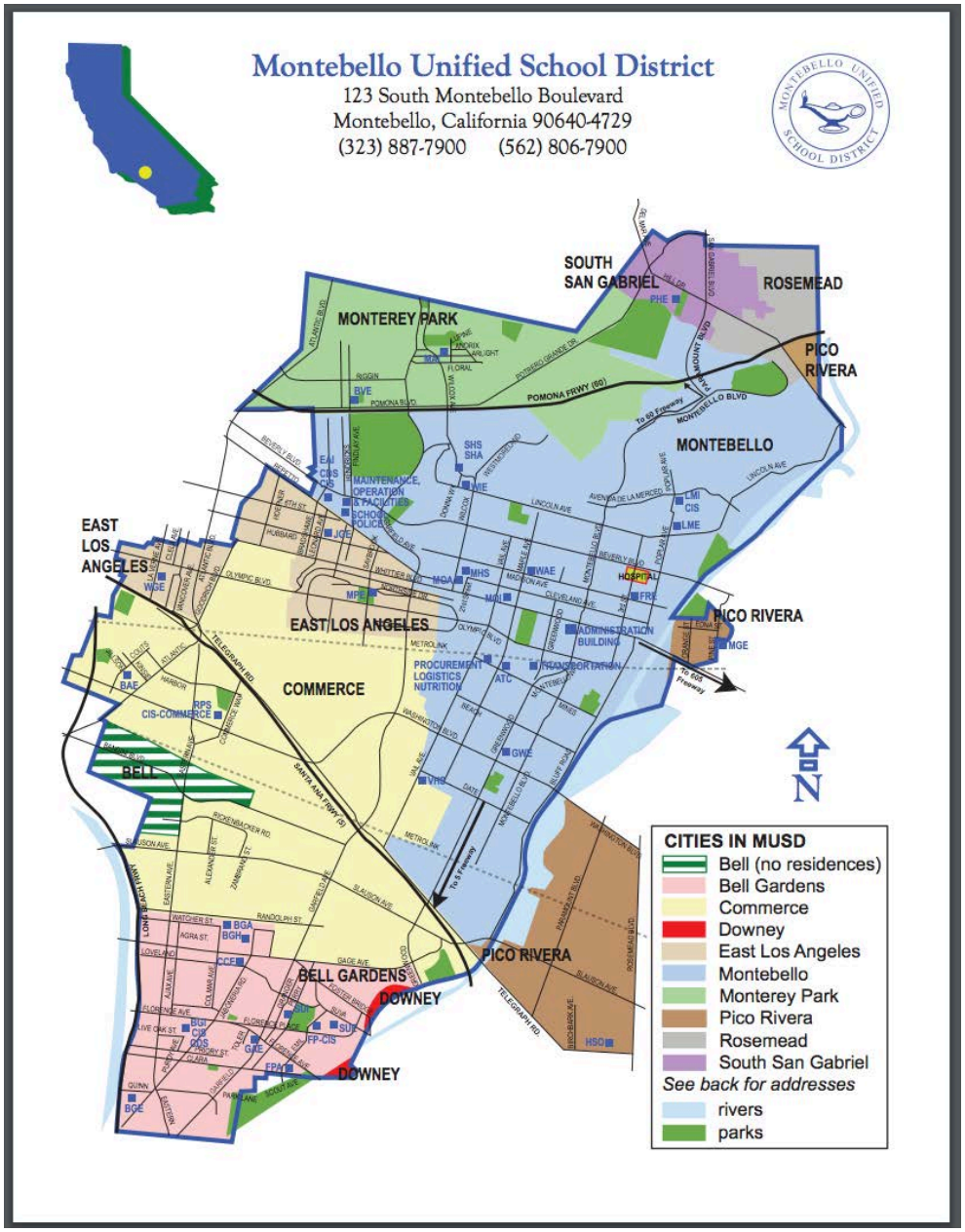


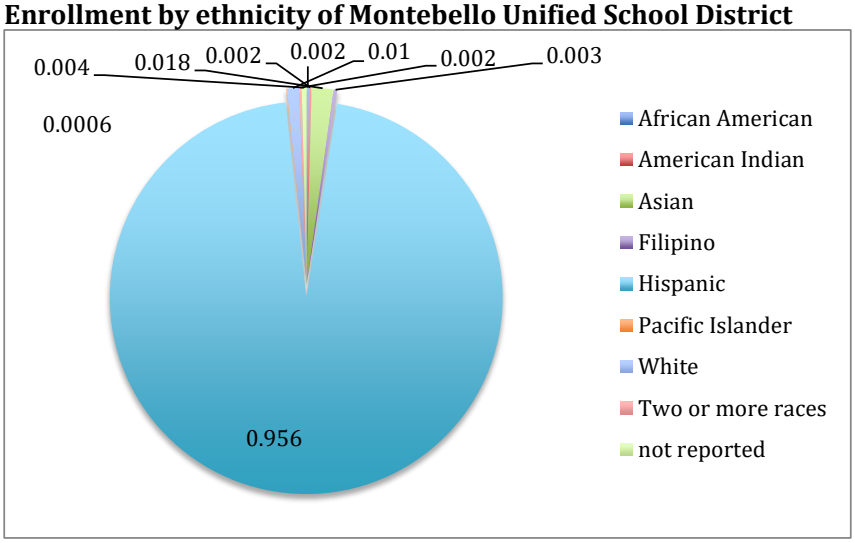
Source: Data USA: 2013

More than 86 percent of families residing in within MUSD boundaries have incomes greater than the eligibility requirements for the federal Free and Reduced Meal Program (FRMP);

however, over 80 percent of the district's high school student population is FRMP eligible. This data appears to indicate that many families seek educational options outside the district.



Enrollment by ethnicity of Montebello Unified School District



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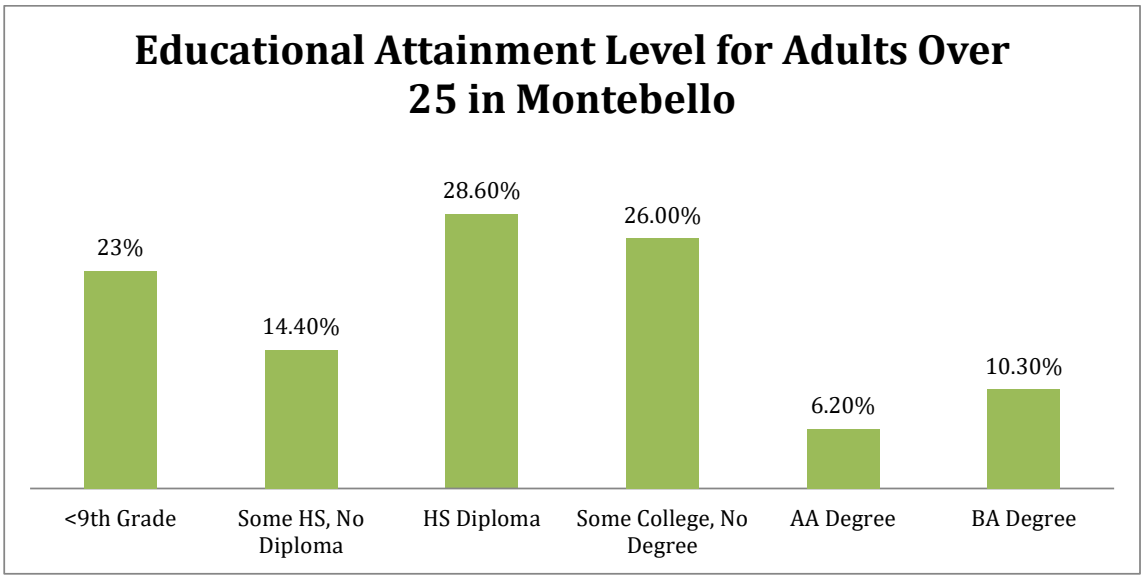


Source:factfinder.census.gov (2016 American Community Survey Educational Attainment

Further, only 10 percent of adults living within MUSD boundaries have attained a college degree. The current adult population is comprised of more than 65 percent who have only a high school diploma or even less. Less than 30 percent of high school students graduate college ready. According to Floralba Marrero, in the Journal of Education and Learning; Vol. 5, No. 2; 2016, academic achievement among Latino high school students is a pressing issue as data consistently demonstrates that Latino students underperform. MUSD students are not graduating college-ready which indicates the need for another model of learning to combat

the reality for Latino students. Our college preparatory program consists entirely of University of California approved A-G courses, preparing all students to be first generation college goers upon graduation. University of California approved course completion is a graduation requirement, and thoughtful researched based family involvement efforts, cultural diversity celebration, and a cadre of support structures and interventions will create a comprehensive educational system in which students can maximize their academic goals and break through the traditional barriers experienced by educationally disadvantaged students.

College Readiness

Surrounding High Schools	4 year Cohort Graduates	CAASPP/ELA Proficiency	CAASPP/Math Proficiency	Graduates Completing UC/CSU Course Requirements	Advanced Placement (AP) Passage Rate	Free and Reduced Priced Meals Program Eligibility
Montebello High School	93%	44.85%	16.72%	29.2%	48%	87%
Schurr High School	87.1%	53.6%	24.25%	34%	89%	73.4%
Applied Technology Center	98.6%	45%	14%	63%	73%	78%
Bell Gardens High School	83.8%	44%	13%	32%	31%	91%
Vail Continuation High School	30.1%	3%	0%	0%	0%	73%

Source: CA Dept. of Education

We also anticipate serving foster, long term English Learners and struggling students. In the Instructional Strategies section of this petition, we describe how the overarching T.I.M.E. Learning Model will effectively address all students' needs.

MUSD Enrollment by Subgroup

	Montebello Unified (District)	Montebello Unified (HS only)
ELL	33%	20%
SPED	15%	15%
Foster	.008%	.001%
Homeless	.025%	.01%

Source: CA Dept. of Education 2018-19

At capacity, TCS will serve grades 9-12, graduating students who are prepared for college and careers and who choose to live and work in the Montebello community. TCS will achieve full enrollment capacity during the first charter term.

Enrollment Matrix

	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 9	110	150	150	150	150
Grade 10		110	150	150	150
Grade 11			110	150	150
Grade 12				110	150
Total	110	260	410	560	600

<u>What it Means to be An Educated Person in the 21st Century</u>

Our culture's accelerated pace requires students preparing for the 21st century to demonstrate learning agility. In essence, students must learn how to learn and demonstrate resourcefulness and resilience in the face of challenges. As they enter and promote through their careers, students will need to accurately and nimbly identify problems and creatively generate solutions, effectively engage in research, understand and distill complex technical information, effectively communicate, and be able to work collaboratively as well as autonomously.

Our goal is to develop high school graduates who can work effectively on their own, and who know when to work with others to benefit from others' ideas. The T.I.M.E. Learning Model is intentionally designed to provide the relevant and rigorous education experience necessary to position all TCS for success in college and in the workforce of the 21st century.

Critical to the development of these skills, the T.I.M.E. Model maximizes space and structure. During T.I.M.E. learning blocks, students will work with collaboratively with peers, meet with teachers, re-learn content, experience enrichment through digital platforms and workshops, and improve the community through community-based projects. Students will learn through doing and making real world applications, thriving in an environment where they have the autonomy to make choices about their learning and execute their choices in ways that validate their interests and their learning style.

Each component of the T.I.M.E. Learning Model emphasizes the skills of communication, critical thinking, collaboration and implementation; all part of the long-term vision of ensuring that our students are ready to succeed in the 21st century economy. TCS works purposefully to inculcate the core values of respect, caring, responsibility, and justice in its students.

How Learning Best Occurs

At TCS, we believe that the right environment cultivates a passion for learning. In order to develop this passion, we believe that a school must provide a learning environment that is adaptable to every student in regards to learning style, interest, and ability. TCS incorporates STEAM, CTE, PBL, and a flexible facility design all with the aim to develop students that are self-driven, collaborative, inquisitive, and solutions oriented. This model of learning is what we call the T.I.M.E. Learning Model. TCS students will be able to take abstract concepts and apply these concepts to STEAM fields such as architecture, coding, and film production. Students will work on projects that require them to develop and present tangibles within STEAM fields. This input and output of knowledge will motivate students because their need for gratification and validation will be met constantly through their interactions with their peers, teachers, and experts in the field.

We think the elements of the right school environment are:

- Science, technology, engineering, arts, and mathematics (STEAM) curriculum that emphasizes career technical awareness, practice, and preparation
- Career-Technical Education (CTE) where students are able to take skills learned in the classroom and apply them to careers of interest.
- T.I.M.E. Learning Model, which is the framework for how all stakeholders, will engage in learning.
- School community is a place of support where students build character, have an active voice, and feel a sense of belonging. Their needs are met, and they have deeper connection to the learning process and those helping them, and are more inclined to adhere to the educational and cultural values and norms that the school has set. Battistich, Solomon, Watson, & Schaps (1997).
- Community involvement is key in connecting students with experts from the community who will mentor and guide students as they work towards personal aspirations and goals.
- Parent involvement and participation that supports a culture of learning and academic success and the celebration of rich family heritage.

Together, the TCS faculty, curriculum, instructional strategies, facilities, school culture, and support systems will re-frame students' learning. Students will move through a series of steps to reach goals rather than follow directions to complete isolated tasks that appear unrelated or irrelevant. Through constant support from teachers, experts, digital programs, and an environment created to support and nurture, students will develop the mindset to achieve academically, socially, and emotionally.

T.I.M.E. Learning Model

- Team Work. Teachers will be facilitators that promote critical thinking through a dialogue that examines content in real world scenarios. Students will work in pairs or in groups prior to, during, and after their teacher has introduced content to discuss concepts or find solutions to problems. Teamwork is a tenet of our learning model that is premised on the idea that two heads are better than one, and that "the learner or student is the primary focus of instruction." According to Cornell University's Center for Teaching Innovation, students who engage in collaborative learning will benefit in the following ways:
  - Development of higher-level thinking, oral communication, self-management, and leadership skills.
  - Promotion of student-faculty interaction.
  - Increase in student retention, self-esteem, and responsibility.
  - Exposure to and an increase in understanding of diverse perspectives.
  - Preparation for real life social and employment situations.

  Research indicates that students' benefit from working with one another on many different levels and that is why TCS find it imperative that student's hone in on the power of teamwork. We want students to understand that when a community is committed to supporting one another everyone benefits. No one is left behind. Teamwork is not only meant to support academics, but is integral to the overall school culture because teamwork minimizes feelings of loneliness, isolation, and helplessness. TCS is committed to creating an environment where teamwork and collaboration are at the core of all their experiences.

- Individualization. TCS believes that differentiation is one step in providing students an individualized process to achieve mastery. As such, we subscribe to an individualized learning model where students work through materials or curricula at their own rates. For TCS students, this means moving through a day of focused and varied learning in blocks of time designed to provide time to receive direct instruction, individualize learning, and explore and test concepts and understanding. The T.I.M.E. bell schedule provides for block time for all classes that includes a "T.I.M.E." section during which the individualized learning will actively take place. At the beginning of each week, students will check in with all teachers and receive their weekly demonstrations of mastery (classwork/homework) assignments for each of their classes. During the T.I.M.E. section of the block period, students will work on their demonstrations of mastery, making choices along the way related to what they work on, whom they work with, and how long they work on any given task. According to Pappas (2014),

  > *Those who have the ability to grasp a particular concept in a short amount of time can move on to the next subject, while those who are having difficulty understanding the concept can move at a slower pace, in order to delve further into the topic. As such, every learner is given the opportunity to get the most out of the experience, even if he/she is in a group with other learners who possess different skill levels or strengths.*

To further validate the effectiveness of this learning model tenet, the National Dropout Prevention Center states, "Individualized instruction provides the opportunity for students to learn at their own pace, in their own way, and be successful. At-risk students who would probably drop out of school, stay and graduate." The goal is to empower every student in how they learn and to encourage them to complete tasks for the goal of mastery not grades. With individualized instruction, learning strategies are based on student readiness, interests and best practices. All of this is meant to help each student master the skills they will need as defined by established academic standards.

- Mastery: Grades do not drive mastery. Rather, student interest does. Rather, student interest does. As such, TCS will use different metrics to ensure that all students are making academic progress by using a variety of assessments to gauge student work and mastery levels. The learning model that will allow TCS to assess students this way is project-based learning (PBL). According to the Buck Institute of Education:

  Project-based learning occurs when "students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers.

  The Mastery tenet perfectly supports students working on projects at their own pace, with incremental goals and benchmarks to meet. As a STEAM school, TCS' students will use PBL to connect content to real life. TCS will connect with universities and STEAM experts so that they may work collaboratively with students on projects that examine the political, social, economic, and cultural issues of the 21st century.

- Extension: Students will apply theory to practice. Through project based learning (PBL) students extensions for learning will be connected to STEAM career themes. TCS will adopt courses from University of California Curriculum Integration (UCCI) because all of its A-G approved courses are Career Technical Education (CTE) based. Through connecting projects to specific careers, students will gain experience in a variety of STEAM careers. According to the California School Board Association, "CTE programs today focus on relevant career and technical education that is blended with rigorous academics in order to prepare students for a wide range of high skilled and high demands job." TCS believes that the extension in our T.I.M.E. learning model will be the bridge for our students to more independent extensions that are community rather than classroom based. All evidence points to CTE's power to excite students about learning because it connects them to real world skills, problems, and potential solutions, and makes the possibility of having a career tangible and achievable.

Individualized Learning Plans

At the beginning of each year and/or new quarter, students will update their individualized learning plans (ILP) with their school counselor and/or general education teacher. The purpose of the ILP is to have students engage in their learning process through discussing interests, reviewing diagnostic assessments, and discussing coursework. Further, students will engage in career assessments to determine interests and help provide students a clear path as they choose their course of study. Lastly, as students are most familiar with their style of learning, the ILP meeting will be a time to help students determine how a student learns so they can fully maximize the TCS learning environment such as the flexible classroom environment, the use of Schoology (our digital learning platform), and most importantly, how students can proactively engage school work through utilizing teachers and peers.

The ILP is not a one-time occurrence; rather it is a living document that will be revisited many times throughout the year. As the quarter and semester draw to a close, students will be asked to document and reflect on their areas of growth during that learning period. As students identify strengths, students will be encouraged because the goal is for interests to organically some to the forefront and help direct what students pursue while at TCS and beyond. In this same reflection, if students identify areas of growth, this is where the counselor/teacher can utilize other aspects of TCS program such as Restorative Justice, RTI or utilize other outside services if necessary. The goal is to be aware of student needs through doing constant checks-in and the ILP will be one of the main tools to help ensure that students do not fall through the cracks.

Project Based Learning

As mentioned earlier, project-based learning is a key-learning model within the T.I.M.E. framework as it allows for teamwork, individualization and is one of the main methods in which TCS students will be assessed. TCS believes this model of learning is crucial in a student's development towards mastery of content, the ability to problem solve, and developing the right habits of mind, essential to being successful in any environment. Further, we believe that PBL will help address negative outcomes within the Montebello community such as low number of students applying to 4 year universities, low number of students seeking post-secondary education, and low number of individuals able to acquire high paying high-skilled jobs (US Census, CA Dept. of Education). The reason being that all students who graduate TCS will have met the A-G requirements through taking courses that are CTE based and will provide them real-world experience through community projects and internships. Lastly, through working in teams while in engaged in project-based learning, students will learn the value of solving the problems of the 21st century. Students will not only become advocates for change and improvement, but they will become advocates for their own success and dreams.

The ultimate goal of PBL is for students to gain a deepened social awareness and develop a social, cultural, and political consciousness with a focus on improving their community

through mastery of skills, ingenuity and entrepreneurship. Projects allow students to delve deeply into their community and develop skills in all content areas so that they will be capable of understanding the choices of the past and to advocate for better choices of the future.

The T.I.M.E. Learning Model is founded on the principles and objectives of project based learning (PBL)

Objectives:

- Students will engage in a cross-curricular standards based project
- Students will utilize a shared academic language
- Students will utilize T.I.M.E to engage, examine, and master content
- Students will gain a comprehensive understanding a variety of careers/professions
- Students will be able to advocate for change

To implement PBL effectively and with quality, TCS has created the following guidelines:

- Utilize established lesson plan template for daily lesson plans and T.I.M.E period. Template ensures that teachers employ school's guide for delivery of content and provides students equity, access, and consistency.
- Maintain and update daily student work & demonstrations of mastery (DOM) to school digital platform in order to provide students individualized differentiated instruction on daily tasks and student led projects.
- Consistently gather data via digital platform and in-house assessments to determine student needs and patterns of learning.
- Provide consistent feedback via digital platform and written/oral responses on completed assignments.
- Collaborate with colleagues/experts on assignments, units, and projects.
- Collaborate through co-teaching, co-grading, and weekly meetings to discuss student needs.

After creating our school-wide instructional policy, TCS realized that teachers would need another framework, which we call our guide for delivery of content. The purpose of this guide is to ensure consistency, rigor, and high engagement. We want our students to expect and experience a high quality daily lesson that is thoughtful and intentional each day. Content must:

- Be standards-based
- Provide for differentiated lessons
  - Teachers will differentiate classroom activities to provide access.
  - Weekly DOM's will be tiered assignment to promote individualized learning and to attend to the needs of our sub-groups
- Provide for cross-curricular lessons/Assignments
  - Teachers must collaborate through planning, examining student data, and grading.
- Use technology
  - In school -personal agenda, supplemental materials (videos, online texts, comprehension checks), community boards/digital platforms
  - Out of school – personal agenda, re-teaching/review of content, community boards/digital platforms

- Create opportunities for student collaboration
  - Socratic seminar, Protocol based discussions
  - Team assignments/projects
  - Discussion boards
- Be accessible via school's digital personal agenda
  - List weekly DOM's for each class/list of tasks for upcoming projects
  - Provides individualized learning experience via supports that teachers will upload
  - Provides students timely feedback on submitted work
- Include comprehension checks
  - Teacher will insert/upload digital assessments throughout each unit/project
  - Teacher will use data to determine patterns of learning and to guide future instruction
- Utilize a Culturally Relevant Pedagogy
  - Students will examine content through CRP lenses: cultural, social, and political
  - CPR lenses will help students build greater context, create dialogue and make extensions
- Lead to a Final Product
  - Student will demonstrate mastery in multiple ways via assessments, video presentations, research projects, tangible product (i.e. scale models, producing invention, or offering real-world solutions to our community via proposals)

While all teachers will plan and teach lessons that ensure a comprehensive understanding of the topic, students will also have access to experts who will further deepen their skillset.

Technology

While many resources are needed to educate the whole child, technology will be a key tool in educating students of the 21st century. To be effective, TCS will combine Illuminate and Power School capabilities with an educational platform called Schoology—a learning management system similar to Google Classroom that helps educators teach, and students learn, more effectively and efficiently. The platform provides an easy workflow for teachers to personalize lessons and assignments to individual students (or groups of students). Since the platform will be cloud-based, students will be able to access their assignments and educational content from any computer or mobile device with Internet. TCS will ensure that all students will have equal Internet access through providing mobile hot spots, and providing Internet access on the campus for students and parents until 5pm each day.

Schoology will allow educators to securely and efficiently conduct tests and quizzes, host discussions about course material, offer one-to-one feedback on assignment, assign and collect homework, and expand in-class learning by sharing supplemental content and linking to additional reference materials. The layout resembles popular social media tools - so it is intuitive and easy.

Schoology will:

- Give students better access to content by integrating all digital learning tools such as Google classroom, Evernote, and elevate (brain-training app). This single platform will allow us to customize and add programs so that all student needs are met.
- Allow teachers to differentiate and tier assignments/projects for all learners (Special Ed to gifted)
- Allow teachers to "gamify" lessons by creating a pathway of mastery that builds on skills and increases engagement
- Allow students to upload assignments, word docs, PowerPoint's, videos and/or audio recordings. This ability is ideal for students to demonstrate mastery in different forms. Again, this will help teachers attend to needs of all their learners, particularly, students with IEP's would benefit from this capability because teachers could modify assignments and/or provide them alternatives to show mastery like being able to record oral responses to questions.
- Provide access to online assessments that can be formative or summative
- Allow teachers to digitally track student progress in real time, and if a teacher identifies students who are falling behind, the teacher can reach out first. This ability not only lets students know that that the teacher is invested but also really allows the teacher to support students from all sub-groups.

Restorative Justice

TCS believes that Restorative Justice (RJ) is an important element to how students learn because we believe in addressing the needs of the whole child. Through utilizing RJ, TCS will be able to create an environment where students feel safe to speak, engage, and be heard. Students are more likely to focus on school when they are in an environment that is meeting their needs. RJ is a key component to ensuring this.

We believe that RJ implementation will be a process that we build over time, beginning with a conceptual framework and understanding and culminating in a thriving school culture that increases attendance and graduation rates, and decreases absenteeism, dropout rates, and suspension and expulsion rates. We intend to use the San Francisco Unified School District framework and trainers to help us implement this comprehensive program. The Executive Director and Principal will consult with SFUSD in year one and will build the program over time as the school grows in capacity, funds increase, and start up costs ease. Although it will not replace suspension and expulsions policies described in Element 10, the TCS Restorative Justice program will be a critical implementation component of the TCS T.I.M.E. model. From the SFUSD Restorative Justice Guide, TCS embraces RJ with these understandings:

- Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.
- Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.

- Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.
- Through restorative practices, members of the school community will:
  - Have an opportunity to be heard
  - Understand the greater impact of one's actions
  - Learn to take responsibility
  - Repair the harm one's actions may have caused
  - Recognize one's role in maintaining a safe school environment
  - Build upon and expand on personal relationships in the school community
  - Recognize one's role as a positive contributing member of the school community.

Ultimately, TCS expects that the entire school community will learn to make positive, productive, and effective choices in response to situations they may encounter in the future after engaging in a restorative practice.

> "The underlying premise of restorative practices is that people are happier, more cooperative, more productive and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them." (The Restorative Practice Handbook, Costello and Wachtel)

We anticipate the following benefits to our school culture and for our students individually:
- A more effective teaching and learning environment
- A greater commitment by everyone to taking the time to listen to one another
- A reduction in bullying and other interpersonal conflicts
- A greater awareness of the importance of connectedness to young people
- The need to belong and feel valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people
- Reductions in fixed term and permanent suspensions and expulsions
- A greater confidence in the staff team to deal with challenging situations.

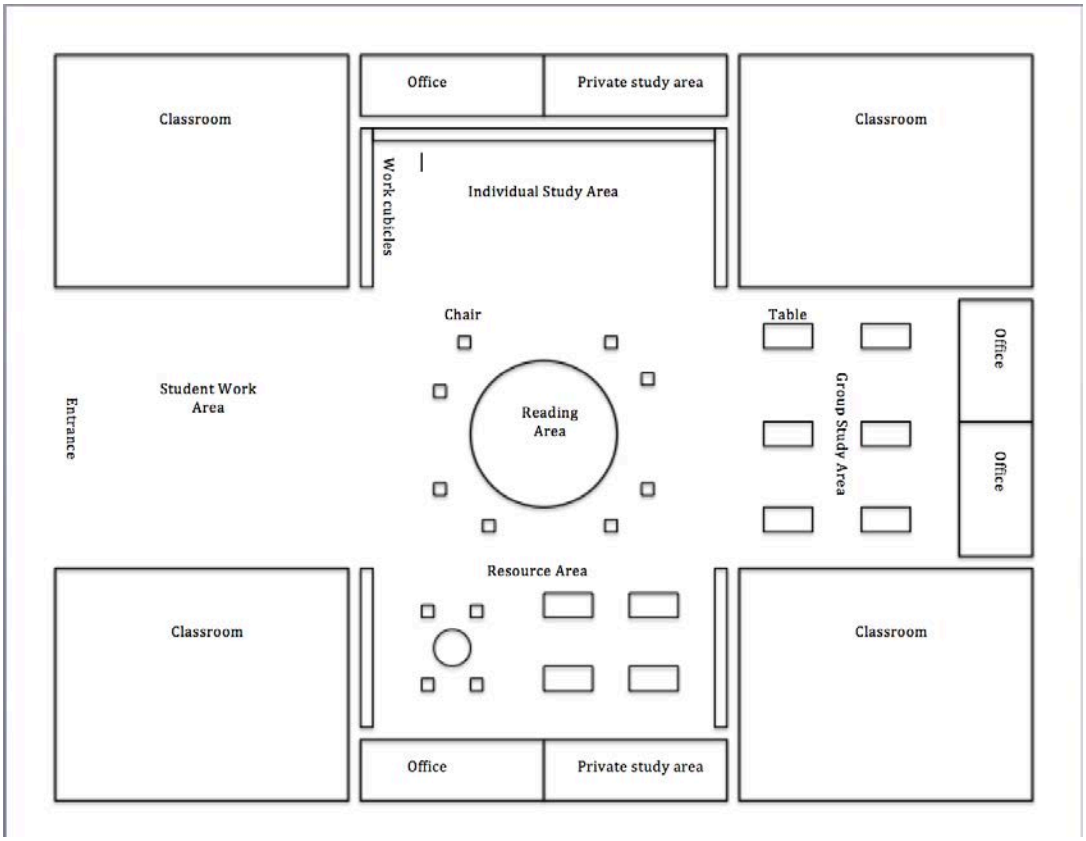
<u>School Facility Design</u>

TCS' T.I.M.E. Learning Model will be complemented by a physical school design that mirrors the cohort experience of high performing universities. Every aspect of TCS is meant to personalize and individualize the learning experience of students, and this includes the classroom. Dr. Gabriel Ramirez, TCS founder and Executive Director, wrote his doctoral dissertation on the impact of physical design of classrooms and school space and its positive impact to promoting on-task student behavior and reducing student anxiety. His research supports the research of others that indicates the value of flexible classrooms for greater collaboration, and flexible 'work' stations for differing configurations of students and teachers.

Schools that have implemented the flexible classroom model into their school have measured increases in grades, student happiness, engagement, and students who are active learners.

TCS will build a lab school environment and border free classrooms in which our innovative daily schedule will prepare students for taking their 21st century STEAM learning into the community. Real world projects will allow students to experience taking a project from conception to completion while also uplifting their community. The entire process offers real world learning experiences: social impacts, the structure of economic policies in their community, business processes, project management, troubleshooting, and writing, speaking and listening across the curriculum.

TCS will expand the flexible classroom concept and integrate it into an open school design where students will be surrounded by a physical environment that adapts to their learning needs. Below is the footprint of our school facility design that illustrates how we have integrated both a flexible classroom and an open classroom design. Grade level space includes four classrooms and a learning hub that is both personalized and adaptable. Each of the four classrooms will have flexible seating, flexible tables / stations, and of course, space to collaborate. While TCS will offer up to eight courses per year per grade level, our T.I.M.E. bell schedule not only maximizes time but it also maximizes space. At any given time, we will only need four classrooms rather than the traditional eight because the block schedule rotates students through only four courses a day. Teachers will use the classrooms for direct instruction, and by removing hallways, will work with students during the T.I.M.E. section of the block period by responding to their needs as they identify them. This learning hub will not only have the attributes of a flexible classroom (i.e. – flexible seat and tables), but will also have designated areas where students can work individually, collaboratively, with teachers, and an area where students can read and review content. The hub will also house teacher offices where students can meet with teachers, a private study area, and a mini-tech lab that will have printers and other specialized tech equipment so that students can complete their demonstrations of mastery and PBL projects.



While TCS is being very thoughtful in designing an ideal school space configuration that maximizes the T.I.M.E. learning model, we recognize that we can achieve similar success with additional traditional classroom space that is converted into learning hubs where this collaboration can take place as consistently and as authentically as possible. With that in mind, the basic premise of our design is the designation of space so that students can work actively on projects, meet with experts, and work collaboratively.

Annual Goals

Pursuant to Education Code Section 47605(b)(5)(B), TCS pupil outcomes will be aligned to and address the eight state priorities that apply for the grade levels served, or the nature of the program operated, and methods for measuring progress. TCS may review, modify, and expand the measurable student outcomes over time to reflect external changes, community needs, and the needs and interests of stakeholders. TCS will address all eight state priorities in its Local Control and Accountability Plan ("LCAP") as described here.

Goal 1: All students school wide, and within each subgroup, will graduate from TCS fully prepared through a standards aligned education program, to complete college, excel in careers, and be contributing members of their community.

State Priorities addressed: 1, 2, 4, 7, 8

Actions to Achieve Goal 1:

- Teachers in core subjects will hold a valid California Teaching Credential with appropriate English learner authorization as defined by the California Commission on Teacher Credentialing. All teachers will be highly qualified.
- TCS will conduct teacher recruitment via established teacher recruitment channels.
- TCS will provide compensation and working conditions that are competitive with other public schools.
- TCS will verify teacher credentials annually.
- TCS will provide qualified educational support personnel (assistive technology, visual impairment specialist, special education teachers, psychologist, counselor, physical therapist, speech pathologist, paraprofessionals, Board Certified Behavioral Analyst).
- TCS will select materials that are aligned to all standards and to charter.
- The TCS board will convene monthly to establish policy and provide direction for TCS education program and fiscal sustainability.
- The TCS Executive Director will provide educational and operational leadership for the school.
- The TCS Principal will implement the TCS educational program described in the charter, including support services, and provide multiple entries into the curriculum through classroom based learning, project based learning, online learning, and community mentoring, shadowing, job experience.
- TCS will provide UC A-G approved courses.
- TCS will offer Advanced Placement (AP) courses and the funds for students to take AP exams.
- TCS will provide opportunities for students to meaningfully engage in learning through internships, project based learning, and blended learning options.
- TCS will integrate non-fiction texts, mini research projects and presentations, computer-based information (articles, videos), field trip experiences, and career awareness opportunities to engage students.
- TCS will provide appropriate interventions to assist at-risk students and students performing below grade level proficiency.
- TCS will measure progress, and adjust curriculum and instruction, based on quantitative and qualitative formative, summative, embedded, unit, and interim assessment strategies that address all metrics for pupil outcomes specified in the eight state priorities.
- TCS will provide intensive professional development and trainings that are focused on implementing the TCS educational program for the target population.

Goal 2: All English Learners will make annual progress to language fluency and reclassification as fluent within 5 years.

State Priorities addressed: 2, 4

Actions to Achieve Goal 2:

- TCS teachers of ELL students will participate in professional development activities as specified in their professional development plan and as identified in school.
- TCS will ensure ELL teachers have CLAD certification.
- TCS will ensure progress in language acquisition.
- TCS will identify, assess, place and monitor all EL based on the Home Language Survey and ELPAC assessments.
- TCS will provide ELD as specified in this charter petition.

Goal 3: TCS culture and physical environment will be inclusive, responsive, and supportive of student academic achievement.

State Priorities addressed: 3, 5, 6

Actions to Achieve Goal 3:
TCS parents will be invited and encouraged to participate at school Pursuant to Education Code Section 47605(b)(5)(B), TCS pupil outcomes will be aligned to and address the eight state priorities that apply for the grade levels served, or the nature of the program operated, and methods for measuring progress. TCS may review, modify, and expand the measurable student outcomes over time to reflect external changes, community needs, and the needs and interests of stakeholders. TCS will address all eight state priorities in its Local Control and Accountability Plan ("LCAP") as described here.

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- TCS parents will be invited to participate in monthly workshops designed to promote participation and involvement in their child's education at TCS and preparation for college.
- TCS will conduct Back to School Night for parents and students to orient them to preparation, expectations, safety, goals, involvement opportunities, and available support at school and in the community.
- TCS will implement communications strategies including home visits, conferences, emails, newsletters, and website in Spanish and English that create a welcoming culture.
- Track attendance and take immediate steps to prevent chronic absenteeism and drop out.
- TCS will use Restorative Justice to minimize the need for suspension and expulsion.
- Facilities design will support and be reflective of unique educational design.
- Facilities will be maintained and cleaned regularly.
- Facilities will be safe through the installation and use of an alarm system.
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Curriculum

Our curriculum is designed to support and enhance text-based, Common Core State Standards (CCSS) aligned course curriculum in English Language Arts, Mathematics, and Literacy in Social Science, as well as in Next Generation Science.

As the curriculum market continues to evolve to meet the demands of Common Core and NGSS, TCS leadership will continually analyze all viable standards-aligned curricular options to guarantee that students and teachers have access to the curriculum and resources necessary to prepare all students for post-secondary success. TCS will consider the following criteria when making purchasing decisions for instructional materials:

- Alignment with Common Core and Next Generation Science Standards
- Level of rigor
- Capacity to meet the needs of English Learners
- Capacity to meet the needs of high priority students
- Availability of digital media and technology applications

- Cost

TCS will adopt most of its courses from University of California (UC) Curriculum Integration (UCCI), a division of the UC Office of the President in collaboration with the California Department of Education. UCCI courses are all approved by the UC system, are California Common Core aligned, and meet and/or exceed the standards set by the state. UCCI courses integrate Career Technical Education and not only meet the A-G requirements, but provide students opportunities to apply theory to practice. While there are a variety of choices, TCS has initially selected courses that ensure student access to a rich science, technology, engineering, the arts, and mathematics (STEAM) college preparatory curriculum supported by many project based learning opportunities.

Rather than force students to focus on a particular career when they are just discovering their interests, TCS will use career awareness and career exploration as a process so that students can research career options through meeting with experts, using online platforms, participating in career workshops, and of course, gaining a degree of mastery in a variety of careers through CTE, STEAM based courses throughout high school. Ultimately, students will develop a variety of skills and strengths to ensure more choices post high school.

At this time, TCS intends to use Pearson Instructional Materials for English Language Arts and Literacy, Arts, Mathematics, Science, Social Science, and English Language Development. Given our adoption of University of California Curriculum Integration (UCCI) courses, these textbooks, supplemented with other texts and resources, will ensure the rigor defined by California Common Core State Standards, NGSS, and UCCI. Teachers will develop curriculum for music, and all performing arts.

English Language Development	Hampton Brown Edge
English Language Arts	Pearson myPerspectives
Mathematics	Pearson Algebra I
	Pearson Geometry
	Pearson Algebra II
	Pearson PreCalculus
	Pearson Calculus AP Edition
	Pearson AP Statistics
Science	Pearson Physical Science in Action
	Pearson Miller & Levine Biology
	Pearson Chemistry
	Pearson Physics
	Pearson Campbell Biology AP Edition
	Pearson Brown Chemistry AP Edition
	Pearson College Physics AP Edition
Social Studies	Pearson World History
	Pearson United States History

Pearson Magruder's American Government
Pearson Economics
Pearson By the People AP Edition
Pearson Government in America AP Edition

English Language Development

TCS has chosen Hampton Brown Edge as it core textbook for ELD courses along with other supplemental materials and resources: Edge is designed to motivate adolescent readers by including engaging, high-interest, multicultural literature selections, both fiction and nonfiction, presented in thematic units organized around Essential Questions—big ideas that are relevant to high school students and are worth speaking, listening, reading, thinking, and writing about. The Edge program presents a wide variety of classic and contemporary texts—literary, informational, persuasive, and functional.

Edge equips students with the skills they need to succeed in an academic environment through use of systematic teaching and active participation. Edge employs scaffolding techniques such as using the text to teach the text, specialized in-book reading supports, showing rather than telling, unpacking the thinking process, and helping students set literacy goals. Strategies and skills are taught with focus and repetition across genres to promote transfer.

English Language Development 1 – Emerging
Textbook: Edge by Hampton Brown
Beginning English language learners follow a whole language approach. All skills of reading, writing, listening, and speaking are practiced, with an emphasis on reading and writing in ELD 1A and on listening and speaking in ELD 1B. Students work extensively in cooperative learning groups. In ELD 1B, activities are "hands on", and materials include media such as newspapers, magazines, music videos, television sitcoms and commercials, movies, etc. Additional activities include the use of technology, games, cross-cultural awareness exercises and events, and outside reading. Computers are used for word processing and multimedia presentations.

Prerequisite: Identified students.

English Language Development 2 - Expanding
Textbook: Edge by Hampton Brown
ELD 2 is the intermediate level of English Language Development. The first semester utilizes The Edge Level B curriculum, a systematic word study, vocabulary, comprehension, and fluency program that is both age and interest level appropriate for adolescents. In second semester, students read short stories, novels, articles, interviews, and poetry, and examine thematic and figurative elements within literature. Both courses are cross-curricular, literature-based and whole language directed, and students continue to build upon their listening and speaking skills. Students participate in small group and whole-class discussions. The course is designed to prepare the English Language Learner for ELD 3.

Prerequisite: Identified students.

English Language Development 3 – Bridging
Textbook: Edge by Hampton Brown
ELD 3 is the "bridge" or transition class for EL students prior to being mainstreamed. The first semester utilizes The Edge Level C curriculum, a systematic word study, vocabulary, comprehension, and fluency program that is both age and interest level appropriate for students. In second semester, students read short stories, novels, articles, interviews, and poetry, and examine thematic and figurative elements within literature. Both courses are cross-curricular, literature-based and whole language directed, and students continue to build upon their listening and speaking skills. Students participate in small group and whole-class discussions.

Prerequisite: Identified students.

English Language Arts (Core/College Preparatory)
The English Language Arts curriculum will help students, read, write, speak and analyze at a high level in order to develop the critical thinking skills to succeed in all subject areas. The English Language Arts curriculum of TCS will be founded on the belief that all students will be capable of achieving mastery over academic English, provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to access college preparatory curriculum.

Four years of college preparatory English integrates the reading of classic and modern literature, frequent and regular writing, and practice listening and speaking. AP courses can fulfill the (A) requirement or (G) requirement dependent on student course schedule. English teachers will incorporate unit materials from a variety of text and materials as per the UCCI recommendations. Supporting materials includes expository pieces offering historical contexts and contemporary analysis of major works, beyond the main text.

Grade 9: Reading, Writing, and Research in Social Entrepreneurship (UCCI)
This course is a college preparatory 9th grade English course integrated with the entrepreneurship and self-employment pathway standards of the marketing, sales, and services CTE sector. In Entrepreneurs as Researchers, students read and write about who they are and what they believe, in relation to their families and their communities. The Entrepreneurs as Researchers course uses the Common Core's attention to multi-media, argumentation and informational text as an opportunity for students to explore their experiences, define ethics, analyze social responsibility, and create an action plan for community change. Woven throughout these units of study is an exploration of the characteristics of entrepreneurs such as, integrity, risk-taking, creativity, curiosity, determination, discipline, empathy, flexibility, and responsibility. Entrepreneurs as Researchers will engage students in questions of who they are, how ethics impact choices, what it means to be a socially responsible entrepreneur, what assets and issues exist in their communities, and how they can galvanize those assets to create a more sustainable community.

Grade 9: Language Takes the Stage English 9 and the Performing Arts (UCCI)

Who are we and what do we contribute to the stage of life? In ***Language Takes the Stage***, we consider what theatre is and why people feel compelled to create it. In addition to analyzing, researching, and writing about text, students take an active role in transforming text to actual performances. Language, theater, culture, and self are the driving themes of this course. We compose monologues, write narratives, act, argue character interpretation, invent, improvise, and otherwise consider how the story is told and how the story is used to influence and communicate with the world around us. Quite simply, we travel the path from page to stage.

Grade 10: Get Reel: English through your Lens - Honors Option (UCCI)
Get Reel: English Through Your Lens is a UC designated honors course. In Get Reel, students are challenged to intensively analyze text, including visual media, informational writing and fiction and to develop the skills to produce powerful video messages, oral presentations and written works that critically examine varied ideological and social influences. For the final project, students create a documentary on an influential community member, including writing a written proposal and a production blog.

Grade 10: Writing Games for Social Change: English, Social Justice and Game Design (UCCI)
Writing Games for Social Change: English, Social Justice and Game Design is a lower-level, college-preparatory English course integrated with the games and simulation pathway standards of the information and communication technology sector, which allows students to see where the skills of English intersect with the elements of game design. Students conduct research, closely read and analyze complex texts, evaluate game designers' audience and purpose, and create a digital portfolio where they synthesize their knowledge to design a game that addresses a social issue. At the same time, students are provided a rigorous pathway for students to learn relevant technical knowledge and skills that prepare them for further education and career opportunities in the field of Information and Communication Technologies.

Grade 11: Communication by Design: English and Media Design-Honors Option (UCCI)
Communication by Design: This course is a UC-designated honors course. Students examine all modes of media - written and visual, print and digital - in order to understand the choices artists and authors make while delivering a message in a particular context or for a particular audience. In turn, students begin the practice of making their own artistic choices to deliver messages via multiple forms of media, thus developing skills needed in a digital media career. By the end of the course students have a complete portfolio of work housed on a website of their own design. This course could be part of an Art, Media & Entertainment academy in a sequence of English courses.

Grade 11: Innovation to Commercialization: English and Product Development (UCCI)
This course combines English Language Arts common core 11/12 standards with the Advanced Manufacturing CTE standards. This course will introduce and then lead each student through the design process of an original product that meets a need that has been identified by each student in his or her surrounding community. Students will be expected to read a variety of short stories, expository pieces, technical documents, novels, analyze information provided in multimedia formats, all of which provides the vehicle for developing

and refining listening, speaking, reading and writing skills in the context of product design. Specific writing in this course includes the composition of user manuals, proposals, literary analysis, research responses/essays, persuasive texts, and marketing materials. As students approach the creation of their own product, they will examine case studies of inventions and their impact on history, society and the environment; conduct a needs assessment of their surrounding community; consider the ethics involved in the creation and manufacturing of a product; perform a cost analysis; explore the laws of intellectual property and how they apply to the student's product; analyze marketing and advertising techniques of products; and ultimately create a comprehensive portfolio of their work throughout the design process of their original product.

Grade 12: Literacy, Advocacy and Public Service: Advanced English in Public Service Work (UCCI)
Through this upper division English course, students hone their reading, writing, speaking and presentation skills to become effective and empowered agents of change as they explore the impact that the field of Public Administration and Social Services has on their community, state and country. Through close reading and analysis of informational and literary texts written for a variety of purposes and audiences, students examine instances when personal identity becomes political and the ways in which societal issues are influenced by and can be addressed through public administration, social service agencies and community organizations. Because writing and communication are just as critical to effective advocacy as research, synthesis and close reading, students themselves compose texts for real audiences and authentic purposes from using a variety of digital media to inform those for whom social services has direct and indirect impact to making public arguments to effect positive change.

Grade 12: Depth of Field: Exploring Identity through Literature and Video Production (UCCI)
This course challenges students to examine and express themselves as individuals and as active participants in a democratic society. Beginning with analyzing their preconceived notions of self, they will use this same critical lens on other figures in fiction and nonfiction in order to shed light on how different writers and artists negotiate individual and group identity. As they develop their critical analytic skills, they will also mature as artists by creating a series of real-world video projects in response to the topics and readings of the course. By the end of the year, each student will have an individual portfolio of representative work and will have worked on a collaborative documentary video project.

AP English Language and Composition (College Board Approved)
An AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing.

At the heart of AP English language and composition courses is the reading of various texts. Reading facilitates inform citizenship and thus increases students' capacity to enter into consequential conversations with others about meaningful issues. Also contributing to students' informed citizenship is their ability to gather source materials representing

particular conversations and then make their own reasonable and informed contributions to those conversations. Students' ability to engage with outside sources in their reading, writing, and research is an important measure of their intellectual growth.

Mathematics (Core/College Preparatory)

Three years of college preparatory math, including or integrating the topics covered in elementary and advanced algebra and two and three-dimensional geometry is required for high school graduation. As outlined by the Common core standards, the math program will be designed to offer students the fundamentals they need while providing opportunities to explore real world and academic mathematics. We believe that students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems. Fluency in number sense and foundational algebra will be an expectation for all students.

The TCS governing board will adopt a fair, objective and transparent mathematics placement policy for students entering ninth grade and TCS shall comply with the requirements of the California Mathematics Placement Act of 2015.

Problem solving, modeling, data analysis, concepts, procedures, and communicating reasoning will be stressed in every course. The development of problem-solving skills will be a major goal of the mathematics program. Mathematical modeling will be an important technique used to build understanding of abstract ideas. Teachers will expose students to physical representations that help develop understanding of abstract concepts. Students will develop mathematical competence and power by engaging in solving meaningful problems. For Algebra I/II and Geometry, TCS will use UCCI courses.

Algebra I: The Da Vinci Algebra 1 (UCCI)
This course elevates mathematics to an art form, as students utilize fundamental Algebra 1 concepts to complete projects in 2D and 3D art and design. Da Vinci Algebra I could be part of an Arts, Media, and Entertainment Academy as the intro course in a sequence of digital media art and mathematical courses. The Da Vinci Algebra 1 is offered as a two-period course – mathematics and visual and performing arts. Students receive credit for both.) Da Vinci Algebra 1 is one of a PAIR of courses – a math and a VPA course - to be taught concurrently.

Algebra I: Abstract to Visual: Algebra 1 with Programming (UCCI)
In this course, students make the abstract concrete by learning Algebra 1 in a software and systems development context. Through programming and designing multimedia projects, students are able to visualize the algebra 1 topics examined: linear functions, exponential functions, quadratic functions, and beginning statistical analysis. Students design, develop, implement, maintain, and manage software programs using a variety of platforms: Scratch, Bootstrap, Alice, Pencil Code, Squeak, and/or Python and apply a Systems Development Process (either Systems Development Life Cycle or the Agile Computing Method) to projects throughout the course. By doing so, students develop the effective habits of mind stressed in Common Core algebra -- making sense of problems and persevere in solving them, reasoning

abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning. Students develop college and career readiness skills via collaboration, communication, critical thinking, constructing new knowledge, and creativity by transforming abstract thinking into concrete products using Algebra 1 within the context of software and systems development.

Geometry plus Computer Visualization/Stimulation (UCCI)
This course introduces students to a range of careers - including software development, computer programming, game design, and digital fabrication - and methods that use computers to visualize geometric information necessary for product design. Using applied geometry, students create a final 3D-printed product that demonstrates the key role that geometry plays in a particular industry. Throughout the course, students will integrate geometric principles with computer-based programs and designs while learning to create and work in a technical environment that facilitates workplace efficiency and online communication. Students use information and communication technology (ICT) practices to share their geometry-based findings and projects with each other, their teachers, family and others. Upon completion of this course, students will be familiar with the many ways that computers can be used to simulate and model geometric concepts using computer programming and modeling, simulations and interactions, and three-dimensional printing.

Engineering Geometry with Physics (UCCI)
This course is designed as an introductory college and career preparatory course in physics and geometry with continuous integration of engineering CTE industry sector pathways (such as Engineering Design or Architectural and Structural Engineering). The course is comprised of a series of units that are guided by project-based learning strategies to ensure adequate ramping and integration of content knowledge and requisite skills in the three focus areas of Geometry, Engineering, and Physics. These units include: catapults, bridges, solar energy, wind energy and turbines, Archimedes screw, telescopes, energy efficient houses, musical instruments, and race cars. In order to gain an understanding that all new engineering discoveries have relied on the innovations of the past, each unit begins with a historical perspective and progress to the point where students in their design brief challenges are asked to make new innovations while keeping the spirit of the original innovation or technology.

Algebra II:
Prerequisite: Algebra I or its equivalent

Constructing Algebra 2
This course is designed as an introductory college and career preparatory course in physics and geometry with continuous integration of engineering CTE industry sector pathways (such as Engineering Design or Architectural and Structural Engineering). The course is comprised of a series of units that are guided by project-based learning strategies to ensure adequate ramping and integration of content knowledge and requisite skills in the three focus areas of

Geometry, Engineering, and Physics. These units include: catapults, bridges, solar energy, wind energy and turbines, Archimedes screw, telescopes, energy efficient houses, musical instruments, and race cars. In order to gain an understanding that all new engineering discoveries have relied on the innovations of the past, each unit begins with a historical perspective and progress to the point where students in their design brief challenges are asked to make new innovations while keeping the spirit of the original innovation or technology.

Algebra II: For the 21 Century (UCCI)
This course is designed for students who are passionate about applications of mathematics and have a desire for a career in computer programming. In this course, Algebra 2 standards are combined with the game, simulation, and software development concepts into an integrated secondary curriculum that meets both Algebra 2 course requirements and CTE standards. Students will research, analyze, and modify existing program code and develop their own program code that will integrate major Algebra 2 concepts in each of the six units; linear functions, quadratic functions, polynomial function, rational expressions and equations, exponential and logarithmic functions, and systems of equations. Through the unit programming projects, students understand and master the mathematics and programming code necessary in the development of games such as Pong and Angry Birds and the simulation of fractal images based on iterating rational functions. Students will also explore some ethical issues around the rapid development of technology and its impact on society.

Applied Math and Engineering: Algebra 2 and Trig for Engineers (UCCI)
This course allows students to apply Advanced Algebra and Geometry skills contained in the traditional Algebra 2/Trig course to the Engineering Design Process: Requirements, Analysis, Design, Build, Validation. Student groups will represent civil engineering firms who receive a Request For Proposal (RFP) from a school district in need of a new 21st Century state-of-the-art high school. Students employ the engineering process to design this high school, considering the parameters and requirements of the district while using math (linear equations and functions, quadratic equations and functions, polynomials, rational and radical functions, exponential and logarithmic functions, statistics and probability, and trigonometry) as a tool to make engineering decisions and complete the projects. Throughout the course, teams will keep an engineering notebook, which documents all mathematical calculations, assumptions, notes, preliminary sketches, etc. to provide a "roadmap" of their final design assignment. Project Teams will continuously update their Know/Need To Know Lists Re: the RFP to include new information learned. These revised lists will be used by the teacher as a formative assessment on a recurring basis. The teacher will look for understanding of mathematical concepts as applied to the current engineering process. Upon completion of the course, students will be able to integrate the math topics and concepts with the Engineering Design Process to create a final report and presentation of their high school design aimed at an audience of school board members.

Pre-Calculus:
Prerequisite: Algebra II and Geometry, or equivalents
This course will be a preparation for Calculus. Standards used to outline this course will be

chosen from among the California Common Core standards for Linear Algebra, Statistics, Mathematical Analysis and Trigonometry. Topics may include recognizing, writing, and graphing linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions and solving exponential and logarithmic equations; sequences and series; and matrices. The course also deals with evaluating, sketching, and composing trigonometric functions of any angle, the unit circle, and radian measurements. Students in the course will learn to solve systems of inequalities using several different methods; solve linear programming problems and real life problems; write matrices; write equations of spheres in space; find the cross products of vectors in space; find equations of lines in space; estimate, find, and evaluate limits; approximate slopes of tangent lines; and use the limits of summation to find areas of regions bounded by graphs and functions.

A.P. Calculus AB Prerequisite: Algebra II
This course will be taught with the same level of depth and rigor as entry-level college and university calculus courses in one variable calculus. The course teaches students how to prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions; how to use graphing calculators to verify and estimate limits; and how to prove and use special limits. Students in Calculus will be able to define and graph the continuity of functions; apply the intermediate extreme value theorems; and both derive derivative formulas and use derivatives to solve a variety of problems from physics, chemistry, and economics involving rate of change of a function. The course will explore the chain rule, its proof, and applications to derivatives, parametrically defined functions, and Rolle's Theorem, Newton's method for approximating the zeros of a function, and "L'Hopital's Rule." Calculus students learn to use differentiation to solve optimization and rate problems and to sketch graphs of functions by hand and to identify maxima, minima, inflection points, and intervals in which the function will be increasing and decreasing. Students use definite integrals to model problems in physics, such as area, velocity, acceleration, area of a surface of revolution, and work. The course covers using the fundamental theorem of calculus to interpret integrals as anti-derivatives and the properties and computation of inverse trigonometric functions. Calculus includes instruction in how to use various tests to determine whether a series converges, how to form new series from known ones; how to calculate Taylor polynomials, and how to apply different techniques to solve elementary differential equations in the context of a wide variety of real world situations, including growth-and- decay problems. Graphing calculators will be used throughout the course.

AP Calculus BC Prerequisite: Algebra II
AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use

technology to help solve problems, experiment, interpret results, and support conclusions.

Science (Core/College Preparatory)

TCS' science program will seek to marry traditional coursework with a project based learning curriculum. Program components will instruct students in the biological and chemical understandings essential to a career in hard science and wellness disciplines.

Grade 9 – Foundations of Science
Students may begin their science track at TCS with an introductory high school science class that integrates the foundations of physics, chemistry, biology, and earth science. Foundations of Science is intended to provide freshman students with basic science concepts such as matter and energy, the water/carbon/nitrogen cycle, food chains and basic nutrition. The class will act as a bridge between the eventual integrated learning progression model for middle school science in California and the traditional laboratory science progression in high school.

Grade 10 – Biology: The Technology of Biology (UCCI)
This one-year course introduces the principles of biology through a biotechnological perspective. A general high school biology class focuses on the study of life ranging from the atoms that build up the macromolecules that serve as the foundation of life to how different ecosystems interact within a biosphere. Biotechnology aims to help improve our lives and the health of our planet by harnessing cellular and bio-molecular processes. Students will use an integrated approach to study the principles that govern life while constantly referring to how these applications of biotechnology are attempting to improve life on earth. For example, modern biotechnology provides ground breaking products and technologies to combat diseases, reduce our environmental footprint, feed the hungry, use less and cleaner energy, and have safer, cleaner, and more efficient industrial manufacturing. This course challenges students to honestly evaluate the current problems faced in the 21st century and apply their knowledge of foundational biology to propose possible solutions using biotechnological techniques. Upon completion of the course, students will identify a medical or environmental problem, research possible products of biotech companies that are attempting to address that problem, prepare an advertisement campaign to educate the public of the identified problem, and justify why their product is the answer. Upon successful completion of the course, students will have a better understanding of current biological concepts and biotechnological application interaction of biological systems.

Chemistry: Chemistry and Engineering Design: Solving Local and Global Challenges (UCCI)
Through this course students will examine, explore, and experiment with a variety of Chemistry concepts in order to better understand how such knowledge can be used to engineer tools, products, or systems for using energy to meet human needs--such as water purification, energy needs for a community, and ways to store energy. The culminating project of the course requires students to present a report that includes CAD models or prototypes, bill of materials, and Gantt chart to achieve their selected goal. Students will also present their project to an authentic audience and receive feedback. In order to demonstrate

and integrate student learning of both Chemistry and Engineering design, students will be prompted to collect work samples for a portfolio that will also support them with completing their culminating project.

Physics: Physics and Engineering: Motion by Design (UCCI)
In Physics and Engineering: Motion by Design, students apply principles of physics and engineering to an iterative cycle of product design. In this yearlong, integrated, college preparatory course, students will develop an understanding of fundamental physics concepts in kinematics, mechanics, mechanical and electromagnetic waves, and electricity/electromagnetism while exploring robotics, computer programming, computer aided design (CAD) and rapid product development. The course culminates with competition-ready, semi-autonomous devices presented as marketable products designed to serve a specific purpose in the student's local community. By successfully completing the course, students will be prepared for success in college science and engineering as well as in high demand careers like automation and advanced manufacturing.

AP Chemistry (College Board Approved)
Given the speed with which scientific discoveries and research continuously expanded scientific knowledge, many educators are faced with the challenge of balancing breath of contents coverage with the depth of understanding. The AP chemistry course of addresses this challenge by focusing on a model of instruction, which promotes injuring, conceptual understanding, and the content that supports them. This approach enable students spend less time on factual recall and more time on an inquiry-based learning of essential concepts, and helps them develop their reasoning skills necessary to engage in the science practices used throughout their study of AP chemistry.

Students who take AP chemistry will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The results will be readiness for the study of advanced topics in subsequent college courses-a goal of every AP course.

AP Biology (College Board Approved)
The key concepts and related content that defined the AP biology course art organized around a few principles called the big ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems. For each of the big ideas, which encompass the core concepts that student should retain from the learning experience, are also identified. Students who take an AP biology course will develop advance inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, apply mathematical routines and connecting concepts in across domains the result will be readiness for the study of advanced topics in subsequent college courses-A goal of every AP course.

AP Physics
AP Physics is an algebra-based, introductory college level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these

topics: kinematics, dynamics, circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course requires that 25 percent of the instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the course framework.

History Social Science (Core/College Preparatory)

Grade 10: World History by Design (UCCI)
World History by Design is a course in which students will analyze significant periods in world history from the development of government systems through to modern times while building the basic skills of graphic design elements and principles. Students will use major world events such as revolutions, wars and globalization as the inspiration for design projects to synthesize the knowledge into cohesive assignments that are both content driven and conceptual. Students have the opportunity in this course to demonstrate their knowledge of historical content through the creating art, using the elements and principles of design. Students will produce a series of artistic products that reflect their comprehension of both historical content and relevant design skills from the years of the ancient Greeks and Romans through the modern post-Cold War world. Students will integrate the reading and viewing of traditional texts, primary source resources, technology manuals, digital media sources, appropriate era artwork and tutorials to demonstrate their knowledge of design and world history.

Grade 11: Engineering America: U.S. History + Engineering & Architectural Design (UCCI)
Prerequisite: World History
This course serves to help students make connections between U.S. History and the engineering innovations that helped form our nation. Students will not only use the engineering design process as they attempt to solve the historical challenges presented to them, but they will also look at the Code of Ethics that governs decisions in the world of engineering; they will examine how decisions made by powerful people had an impact on the landscape and forever altered the way things are done in the US. This course seeks to explain the political, social, economic, and technological factors that prompted the need for engineering innovation in US History. Upon completion of the course, students will think and act like historians, understanding that source, contextualizing, and corroborating historical sources are used to analyze and address present day issues. Their understanding will be demonstrated in a culminating project in which small student teams design/build a scale model of a modern "ideal" US city informed by their understanding of history. Upon completion of this course, students will understand the design process, logistical thinking, and relevance of engineering in American life. This course provides a foundation that could serve as an opportunity for further study in engineering as a career.

Grade 12: We the People: American Government and Cybersecurity (UCCI)
TCS students in grade twelve will take a semester of US Government or AP American

Government and Cybersecurity is a history/social science course integrated with the four pathways of the Information and Communication Technologies (ICT) sector and the National Initiative for Cybersecurity Education (NICE) standards. The course prepares students to see where the field of cybersecurity intersects with the American Constitution and political system. To accomplish this goal, the course content explores the relationship between cybersecurity and government through five dimensions: historical, technological, legal, administrative, and ethical, and explores how those dimensions affect U.S. policy in regards to citizen privacy as well as Homeland Security issues. The content of government includes eight big ideas of units: 1) Our system of government and cyber security, 2) Executive branch, 3) Legislative branch, 4) Judicial branch, 5) Election process, 6) State government, 7) Civil responsibilities v. government responsibilities, and 8) Evolution of Democracy. Throughout the eight units, students conduct research, closely read and analyze complex texts, participate in policy debates, and compose research papers in which they synthesize their knowledge to design a government policy that addresses a critical cybersecurity issue. At the same time, students are provided a rigorous pathway to learn government and technical knowledge, communication, critical thinking, and problem solving skills that prepare them for further college, career, and civic readiness in the field of Information and Communication Technologies and American Government.

Grade 12 – Economics
In their second semester of 12th grade, all students will take a one-semester Economics course. They will study the foundations of economics by examining the relationship between scarcity and need; opportunity cost, marginal benefit, and marginal cost; and monetary and non-monetary incentives and how changes in incentives can cause changes in behavior. Students will assess a Los Angeles neighborhood through an economist's lens, considering housing, education, and health indicators and making recommendations for key economic improvements. This course covers the power of greed, scarcity and its impact on perception in the world, and the importance of careful analysis in decision- making. Through this course, TCS will provide students with economic reasoning skills that they will use for the rest of their lives. In addition, the course will be meant to give students an idea of the power they have in the economy and the consequences of their choices.

Language other than English

TCS believes that it will be important for all students to be literate in Spanish. Although many of the students attending TCS will speak colloquial Spanish, few read Spanish or understand its proper grammar. Because bi-literacy will be a tremendous asset to students, we offer Spanish to help teach students become truly fluent in academic Spanish. Two years of the same language other than English or equivalent to the second level of high school instruction are required for graduation.

Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects will be designed to recognize multiple intelligences in student learning styles and interests and connect to the

film and entertainment theme and enrichment opportunities. Teachers use audio and videotapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

TCS will utilize a variety of curriculum to teach the foundations of Spanish Language supplemented with blended learning resources such as audio dictionaries, interactive digital practice activities, videos of conversational examples, and educational games.

Spanish 1
Spanish 1 will be designed lay a foundation for conversational and academic Spanish literacy. The course focuses on grammar, pronunciation, and oral presentations on the targeted language, Spanish. Students will: be introduced to the culture and history of the Spanish language; create a solid foundation onto which additional foreign language studies can be built; gain an ability to comprehend, read, speak, and write in Spanish; develop grammar and vocabulary skills through written and oral exercises; explore cultural aspects of the Spanish language and life in the Spanish-speaking world; develop listening/ speaking/ pronunciation skills through the use of CDs &/or computer-based resources as well as person-to-person communication opportunities; gain insights into their own language and culture; become more effective communicators; apply information learned to real life situations.

Spanish 2: Prerequisite: Spanish 1 or equivalent
Spanish 2 will be designed to enhance the students' knowledge with the Spanish language and to deepen their command of Spanish grammar. Students will develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts; they will respond to the language demands of transactional and social contacts. Beyond this, students will gain insights into the Spanish and Latin American cultures while providing effective ways to integrate comprehension and productive skills with the teaching of culture. To do so, students will create an expanded core of vocabulary when listening to Spanish as it might be spoken in Spain and Latin American countries; students will write what they have heard orally in expanded paragraphs, using preterit, imperfect, and future tenses as well as using affirmative and negative commands; they will respond orally to questions about daily life, expanding on the vocabulary learned in Spanish 1. Finally, students will demonstrate an increased understanding of the cultures of Spanish-speaking countries by engaging in various projects that identify the everyday living activities of the Spanish and Latin American cultures.

Spanish 3: Prerequisite: Spanish 2 or equivalent
Spanish 3 will be designed for students who have successfully completed Spanish 2. This course will be conducted almost exclusively in Spanish, with limited English use for grammar explanations and remediation. Spanish 3 uses a communicative approach program that builds on prior knowledge of grammar, oral and aural literacy, and writing skills; students participate in all four areas of language acquisition. Students will achieve Spanish 3 reading

proficiency by learning a well-developed vocabulary in addition to other linguistic features using authentic literature. Literature will be a crucial addition to this course. The program offers technology and access to online learning system designed to integrate the learning of the target language with an appreciation for Spanish- speaking cultures around the world. The program meets the needs of the student, school, and community by providing students with a thorough grammar review, opportunities for speaking, literature readings, a focus on acquisition of knowledge, technology interaction, and an understanding of cultures, geography, vocabulary, and idioms, of the Spanish-speaking world within and outside of the community.

Advanced Placement Spanish Language: Prerequisite: Spanish 2 or equivalent
This AP Spanish Language course emphasizes the use of Spanish for active communication. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students will understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal and formal contexts; they will develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non- technical writings (websites, letters and emails, advertisements, signs and instructions) in Spanish without dependence on a dictionary; and ultimately express themselves by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts. In this course, special emphasis will be placed on the use of authentic source materials and the integration of language skills. Therefore, students will receive extensive training in combining listening, reading, and speaking and writing skills in order to demonstrate understanding of authentic Spanish-language source materials.

Visual Arts (Core/College Preparatory)

TCS will offer A-G approved elective courses, many which have been designed by UCCI that allow students to learn about the technical aspects of entertainment production, cultivate possible interest in pursuing local occupational opportunities related to entertainment industries, and provide them with a foundation of transferable technical knowledge that students may rely on as working adults. In addition, TCS will provide students the opportunity to visit local museums, attend relevant performances, and engage their communities as an extension of their content area learning in visual art. As a STEAM school that will focus heavily on the arts, the classes below will be rolled out over the course of four years and/or placed on our course schedule based on student interest and level. Two years of course work are required for graduation.

Arts Media: Write, Camera, Action: Storytelling Through Your Lens
Write, Camera, Action is an English elective course integrated with the Design, Visual and Media Arts and Production and Managerial Arts pathways of the Arts, Media and Entertainment CTE sector and is designed to enrich the freshman English course for students with Individualized Education Plans (IEPs) whose basic skill level is below grade-level peers. In this project-based-learning course, students research and analyze a variety of visual media

and written texts (including literature, film, advertising, and social media) to understand the components of a well-written or well-produced visual story. The reading, writing, and media-based assignments throughout the course prepare students to complete their capstone project in which they work collaboratively as a media production team, to produce a short film and host a screening event. The stories featured in the final production will be developed from student's own stories and reflections on their communities.

Arts and Society
This course will introduce students to a comprehensive study and hands experience in art history and various other artistic expressions from the earliest cave art to the most recent epochs and genres in art, music, theater and dance. Students will have the opportunity to connect these various art expressions and relate them to current ideas in our world.

Elements of Design
As an introduction to Elements of Art and Design, this course will focus on developing each student's ability to conceptualize and develop the technical knowledge necessary to produce a variety of artworks based on the introductory principles of art and design. Through this yearlong course, students will develop an understanding for the role of design in the visual arts. Through instruction and in class exercises each student will further develop technical skills, and harness creative expression. Each assignment will challenge students through a variety of short exercises and sustained projects.

Film Theory
This course is designed to get inside the theory and practice of filmmaking as a story-telling medium and tool of communication, with an emphasis on the role of the director, and the director's vision. Students will view, discuss, and analyze the work of renowned and contemporary directors, focusing on films, which exemplify strength in vision and applicable filmmaking techniques. Companion documentaries offering inside looks at directors' processes and experiences will also be screened in conjunction with their films whenever possible. Critical analysis and discussion after in-class viewing will be required, with 1-page, reaction essays routinely assigned following screenings.

Cinematic Art 1
Students take a double period of Cinematic Arts and are divided into two classes. The first class is comprised of first and second year students; the second is made up of third and fourth years. All students in each year of the program shoot short film projects throughout the year. First year students spend the entire year making short non-dialogue films, allowing them to begin learning the techniques of telling a story visually. In addition, they learn the format of scriptwriting using the Celtx software program. First years begin learning how to use non-linear editing software on the second day of class using Final Cut X. As the year progresses, they continue to learn the techniques of editing – when to cut, why to cut and how to enrich their stories through editing. During the editing process, first years begin to explore the use of sound in filmmaking. Though all of their films are non-dialogue, they learn how to choose and edit appropriate music and sound effects for each film they make. First year students learn the art of shooting their films, using the Sony NX-5U camera. This includes the technical aspects of

camera operation, framing, camera movement and blocking of actors within the frame. Initial instruction on three-point lighting is presented during the second semester, as well as techniques for ensuring proper exposure.

Cinematic Art 2
Second year students move to dialogue films as their primary style of filmmaking. They are taught the rudiments of sound recording and syncing during the edit process. Second year students deepen their knowledge of scriptwriting. The technique of writing the short script is emphasized along with character development, story arc, raising the stakes, the three-act structure and writing dialogue. Second year students further explore the elements of lighting for film, creating different styles of lighting to enhance their stories. Second year students begin using more advanced DSLR and mirrorless cameras to shoot their films. Second year students begin using Adobe Premiere as their primary editing software.

Beginning Band
Beginning Band provides an opportunity for students with *no prior experience* to learn how to play a woodwind or brass instrument, including the flute, oboe, clarinet, bassoon, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, euphonium, or tuba. Students learn to care for their instruments. They also learn the fundamentals of music theory and how to read music. Students enrolled in this class are provided with a school instrument, texts for the class, and daily group instruction. By the end of the year, students become proficient readers of music and acquire the proper technique to ensure a lifelong appreciation of and involvement in the discipline of instrumental music. After-school rehearsals, usually one each in the winter and spring, prepare students for the biannual concerts in which they perform.

Concert Band
Concert Band provides an opportunity for students with between one and four years of playing experience on a wind, brass, or percussion instrument to further develop technical and musicianship skills. Auditions for this ensemble are held in the spring, and placement is at the discretion of the conductor. Students learn how to play an instrument in a large ensemble, how to follow a conductor, and what it means to be part of a musical team. Students are exposed to a variety of musical styles, ranging from classical to popular. The repertoire is sequenced so that concepts learned in class are continually reinforced, and students are engaged and challenged. After-school rehearsals, usually one each in the winter and spring, prepare students for the biannual concerts in which they perform. Prerequisite: Audition.

Jazz Band
This course is for experienced to advanced players. Each spring, students may audition for this class—a band molded from a traditional big-band set-up (five trumpets, four trombones, five saxophones, piano, bass, drums, and guitar). Students who feel qualified on nontraditional instruments (e.g., strings, mallets, Latin percussion, etc.) may also audition for placement consideration. The course of study for the ensemble includes advanced high school and college repertoire, student-written pieces, and commissions from professional jazz writers. In-depth areas of jazz and "commercial music" performance skills (tone quality, intonation, sectional

balance, improvisational techniques, and style) are the major focus of the coursework. The class studies big-band charts and classic recordings representing various historical periods and styles of jazz. Additional after-school rehearsals may be scheduled for concerts, recording sessions, and extra performances. The Harvard-Westlake Jazz Explorers, the school's top jazz combo, is selected from members of the Jazz Band. Additional small combos may be formed at the instructor's discretion. Prerequisite: Audition.

Jazz Ensemble
Designed for the less-experienced jazz player, this is a performance-oriented class for brass, woodwind, keyboard, and rhythm-section players who have had at least two years of instrumental training. Students who wish to eventually place into Studio Jazz Band or Jazz Band should audition for this course. Classwork focuses upon performance skills, ensemble techniques, reading, improvisation, and specific jazz techniques and styles. The materials are chosen from standard jazz repertoire and classic big band arrangements. The class provides an opportunity for students to develop their overall playing skills while working in a small jazz band. Advanced members of this class may audition for smaller combos that rehearse during class time. Jazz Ensemble performs in several concerts during the school year and additional after-school rehearsals are scheduled as needed. Prerequisite: A middle school instrumental music performance ensemble course taken in ninth grade.

Jazz Rhythm Section
This class is for students who play rhythm-section instruments (piano, bass, drums, or guitar). It is a beginning-level course on the fundamentals of good rhythm-section playing. Issues such as timekeeping, functional musical literacy, transcription, and modern performance practices are emphasized. Much of the class is dedicated to learning scales, jazz harmony, and improvisational techniques.

Music Production & Engineering
The purpose of this class is to introduce and foster the study and practice of where the technology and music worlds intersect. This program can serve all of the following: the student with no prior musical experience, for students who already study an instrument in the school system, for students who take private lessons or for students who have learned about music or an instrument in a less formal fashion. This program seeks to expand the students' horizons as far as musical taste and exposure, while honoring the need for reciprocity. Students will be provided hands-on experience with the technology in order to gain a first hand understanding of the cutting-edge innovations that exist in the Music Technology realm. They will be able to demonstrate how technology can be used to aid in the recording and presentation of acoustic instruments as well as how electronic music can be produced or recorded. Such music creation will be explored for the variety of purposes in which it can be heard today: live performance, recorded. This course will explore the fundamentals of creating and organizing music with computers. This is a project-based class in which students will use different software applications to create and arrange music.

AP Music Theory
Students in this course will be introduced to the elements of music theory and composition,

and will learn how these elements are used in music. The emphasis will be on rules of theory and composition, ear training, sight singing, analysis, and keyboard skills. The course is designed both for students who desire to prepare for music as a career as well as those who desire it for personal enrichment. While the main emphasis is placed on music of the Common Practice Period (1600-1750), music of other stylistic periods will also be studied.

Other Electives:

T.I.M.E. Management/Life Skills Class
TCS will require incoming 9th graders and/or any new students to take the T.I.M.E. Management course. This course will teach a variety of study skills and time management strategies through utilizing elements of cognitive behavior therapy to help students to retrain their approach to setting objective and achieving goals. Further, this course will provide socio-emotional support through utilizing elements of social justice, Heartmath, and peer groups. This course will be co-taught with the school psychologist and/or school counselor and a general education teacher. The goal of this course is to provide students a strong academic and socio-emotional foundation.

As TCS is a STEAM school that will offer a variety of CTE courses, TCS believes that students will need and will have a high interest in taking elective vocational courses that strengthen their understanding and skillset as they pursue careers within the STEAM spectrum. TCS will partner with Rio Hondo College to offer students a variety courses such as: Electrical, Coding, Drafting, Woodshop, Painting, Interior Design, Business Management, Game Design, Fashion, & Culinary Arts.

The students will either take the course on the Rio Hondo campus or Rio Hondo will send staff to teach courses on the TCS campus. This partnership will provide students' access to a variety of career interests and will reinforce our commitment to personalizing the educational experience of all students.

TCS will revise course offerings at the end of every school year and will modify, add, and delete courses dependent on needs of students and program.

Below is a sample course matrix by year. All courses are year-long and, upon completion, students will gain 10 credits toward graduation requirements.

Sample Student Four Year Course Matrix

T.I.M.E. Management/Life Skills (Required elective)	First year of enrollment			
English/ELD	English 9	English 10	English 11	English 12/AP Language &

				Composition
Integrated Math	Algebra Geometry	Algebra 2	Pre Calculus	AP Calculus AB AP Calculus BC
Science	Foundations of Science / Biology	Biology	Chemistry	Physics/ AP Chemistry/AP Biology/AP Physics
Social Science		World History	US History	Government/Economics
Foreign Language	Spanish 1	Spanish 2	Spanish 3 AP Spanish	AP Spanish
Visual /performing/Media Arts	Art Media or Film Theory	Art and Society or Cinematic Art 1	Elements of Design or Cinematic Art 2	Film Theory
Music	Beginning Band	Concert Band	Jazz Band	Jazz Ensemble or Jazz Rhythmic Section AP Music Theory
Other Electives: (Any course beyond A-G requirements)				

Note: This is only a sample. Four year matrix may different for each student as diagnostics, previous coursework, and interest may change the year the course is taken.

Credit Recovery

TCS will grow its high school one grade at a time. Therefore we expect little if any need for credit recovery among students who enter TCS at ninth grade. However, TCS will also welcome students who transfer from other schools and are credit deficient. Students will be able to recover credits and 'catch up' through access to APEX, a digital learning platform for independent learning outside of the school day of synchronous learning. APEX's "learn by doing" approach engages students in rigorous, standards-aligned content so they pass classes and graduate with the deep knowledge necessary for post-secondary school success. This approach is closely aligned to TCS' T.I.M.E. Learning Model, and students will have time to take these courses during quarter and semester breaks, and after the end of one school year before the next school year begins.

Apex Learning Comprehensive Courses integrate 17 activity types into lessons, bringing ideas to life. Students progress through online lessons by interacting with each concept as they are prompted to observe, inquire, create, connect, and confirm. Instructive feedback is immediately provided as students apply their understanding, creating a continuous interplay

with the subject matter that keeps students attentive and motivated. Ongoing interaction with an APEX teacher promotes student responsibility for — and ownership of — their individual learning experience. As they experience success, confidence builds and achievement increases. The TCS school counselor will assist students needing credits to identify appropriate APEX courses, monitor student progress, interact with the APEX teacher as necessary, and ensure that student credit is captured in TCS student information systems.

Graduation Requirements

Below are the graduation requirements, which combined, meet California state requirements, University of California A-G requirements, and TCS requirements.

UC/CSU Reference	Content	Total Credits for Graduation
A	Social Science	30
B	English Language Arts	40
C	Mathematics	30
D	Two years laboratory science plus additional year of science	30
E	Foreign Language: same language for two years	20
F	Visual & Performing Arts: music, film, art (same course for one year)	20
G	Electives (T.I.M.E. Management/Life Skills is a required elective)	80
Community Service/Internship	100 hours of community service and/or internships supporting career awareness	100 hours
	Total	250 credits

UC A-G

Prior to the start of school, TCS will submit all courses to the University of California Office of the President for University of California/California State University (UC/CSU) for approval as meeting the A-G requirements for admission to any California state college or university. Parents will be informed of the A-G approval of courses and graduation requirements in the parent handbook and upon admission to the school.

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

TCS will begin the WASC accreditation process during its first year of operation to "assure stakeholders that the school's purposes are appropriate and being accomplished through a viable education program — a trustworthy institution for student learning." (https://www.acswasc.org/wasc/acs-wasc-overview). As a WASC accredited school, TCS courses will be qualified for transfer to other schools and will ensure stakeholders that TCS focuses on ongoing improvement of the school's programs and operations to support student learning.

We will start the process by inviting a WASC two-member team to our school to discuss our purpose, program, and operations. After this visit, if the two-member team recommends and Commission grants initial accreditation or candidacy, TCS will address any recommendations from the visiting committee report and complete our first full self-study by the end of the third year.

During the three-year Self-Study Process we will involve all stakeholders (Board, teachers, students, parent, and community partners to participate. We will generate school wide learner outcomes, assess the impact of our educational program on student learning in accordance with WASC criteria, develop a school wide action plan that addresses identified areas of improvement, and gain the visiting committee's validation based on accreditation criteria and standards, self-study, and findings from the visit.

After accreditation, we will conduct an annual assessment of the action plan progress and refine the plan as needed, and will complete progress reports and/or reviews, e.g., annual reports.

High School Course Transferability

All A-G approved courses will be transferable to all public high schools and meet the requirements for admission to the UC/CSU system. Parents will receive notification of course transferability in all student recruitment and student enrollment materials through the Student and Parent Handbook, which will be made available in English and Spanish, and other home languages as needed. Every exiting student will receive a transcript to provide them with an official record of courses completed and credits earned.

Instructional Calendar

The regular school year will be 185 school days, and 65,160 instructional minutes each year. Teachers will spend an additional 15 days engaged in professional development activities.

The school calendar reflects a commitment to pacing in a way that accommodates continuous student learning through intense periods of learning followed by time for reflection. Our school calendar will comprise of two semesters of 18 weeks each. Each semester will consist of two nine-week quarters. Between each quarter, there will be a two-week break for

students. To accommodate our design to allow for reflection and rest after an intensive learning period, while at the same time maintaining momentum for learning and engagement in school, TCS will move away from the more agrarian school calendar to a modified version of a year round calendar. We believe that the obstacles to this unique schedule (teacher recruitment and PD, initial student resistance, cash flow) are worth overcoming to build a culture where learning is a stimulating part of life for highly functioning person in the 21st century.

Professional Development/ Classroom Set Up/Lesson Planning	June 15-26, 2020
First Day of Instruction/ Q1 Begins	June 29, 2020
Independence Day (Observed)	July 3, 2020
Progress report	July 31, 2020 (24 days)
Q1 Ends	September 4, 2020(25 days)
Labor Day	September 7, 2020
Q1 Break	September 7-18, 2020
Q2 Begins	September 21, 2020
Progress Report	October 23, 2020 (25 days)
Veterans Day	November 11, 2020
Semester 1 Ends/Q2 Ends	November 25, 2020 (23 days)
Winter Break	November 26-January 6, 2021
Semester 2/Q 3 begins	January 7, 2021
Martin Luther King Day	January 18, 2021
Progress Report Q3	February 5, 2021 (21 days)
Presidents Day	February 12-15, 2021
Q3 Ends	March 12, 2021 (23 days)
Q3 Break (Spring Break)	March 15-26, 2021
Q4 Begins	March 29, 2021
Progress Report Q4	April 23, 2021 (20 days)
Semester 2/Q4 Ends	May 20, 2021 (19 days)
Summer Break	May 24-June 25, 2021

During quarter and semester student breaks (see school calendar above), teachers will engage in one week of intensive professional development to review data, share effective strategies, and look to research to revise and improve curriculum. Teachers will also prepare for the upcoming quarter with clear purpose and goals. Per the T.I.M.E. Learning Model, our leadership team and teachers will also be working with experts in various fields to help develop curriculum and develop working relationships that provide other opportunities for our students. The executive director will identify student internship partnerships in the community with the Chamber of Commerce and local businesses, and the principal will facilitate specific agreements related to academic and career goals for each intern.

Daily Schedule

TCS has created a school day that moves away from the rigid traditional 60-minute periods, which by design, inhibits deeper learning. Through longer periods of learning or what we call the T.I.M.E. Learning Block, we are able to include multiple approaches to instruction including direct instruction and PBL.

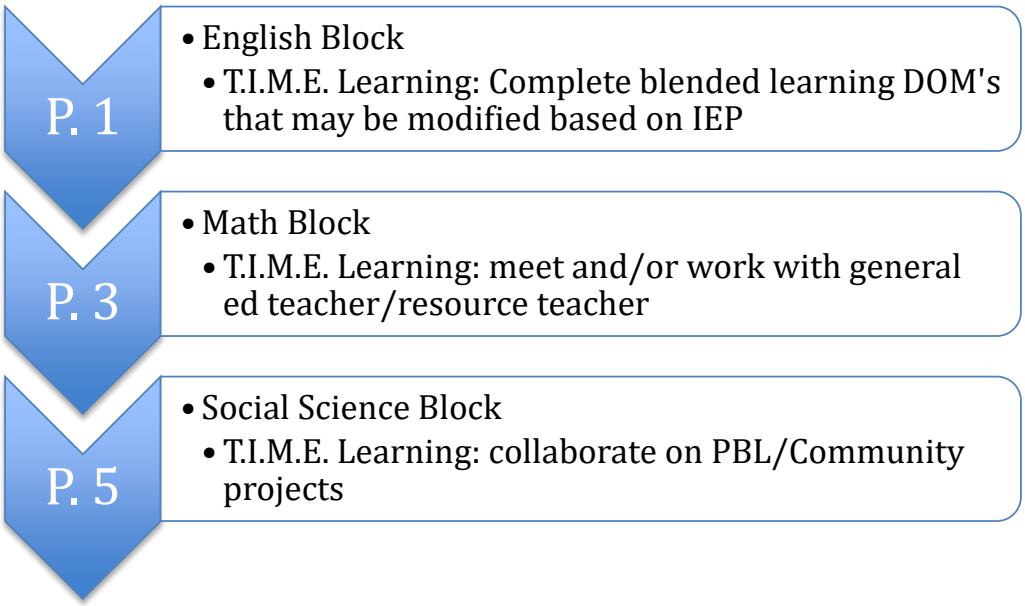
There are two major objectives for our Monday schedule. The first objective is to create a culture of success. Weekly Assembly starts the week with a showcase student talent, sharing of latest works of art, or guest speakers describing perhaps the latest scientific innovations, or students promote discussion on pertinent social issues.

Our second objective is to preview content and the expected Demonstrations of Mastery (DOM - course specific tasks) in class. Teachers will review DOMs so that students are better prepared to engage in class activities, and develop the right habits of mind that will lead them to long term success.

Students will attend all eight of their courses on Mondays so that teachers can review their Demonstrations of Mastery (academic tasks) for the week and frontload new content. During the direct instruction segment of each 90 minute block period, the teacher will deliver standards based content through a variety of strategies designed to engage all types of learners. During the T.I.M.E. segment of each block period, teachers will guide students to engage in meaningful exploration of standards based content. Student centered activities may include community based projects, peer discussions, and research activities. Supplemental resources are available to support students and that opportunities to re-learn and/or make extensions are identified. Teacher lesson plans are required to detail direct instruction content and strategies, and T.IM.E period goals and objectives.

Benefits of T.I.M.E. Block Schedule

For students with an IEP (Tues/Thurs Schedule):



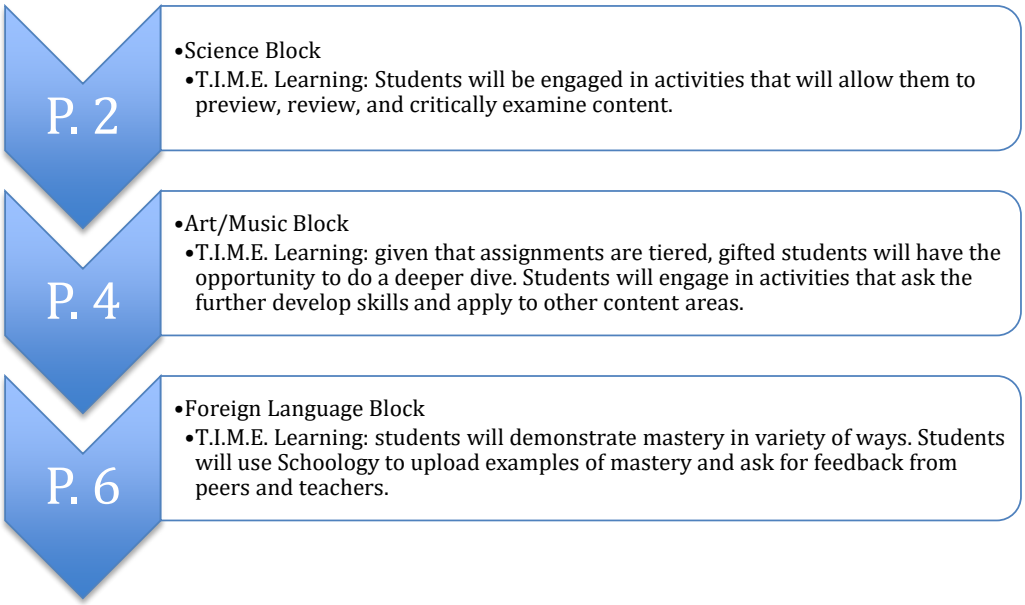
All T.I.M.E. block periods have two components, both of which are under the direct supervision of the teacher: differentiated direct instruction and the T.I.M.E. section of the block dedicated to project based learning and time to make applications of the content that has been taught. The application of content will be student-centered where students will engage in rigorous activities that are tiered, collaborative, and most often, career-focused. Each block period will be well-planned and include various activities to attend to all types of learners. The goal of T.I.M.E. blocks is to create classes that are engaging, relevant, and rigorous. TCS believes that students will respond very positively to this model of learning as they will always know what, why and how they will successfully complete the content presented to them.

This graphic reflects a day of an IEP student while following our T.I.M.E. bell schedule. It is similar to a typical day of any TCS student with only the specific details filled in for a student with an IEP:

- During the English block, the teacher will assign and support the student to complete the DOM's during the T.I.M.E. segment of the block. All students will be assigned tiered DOM's, however, the online aspect of blended learning will allow a teacher to easily modify this students DOMs based on the IEP.
- During the math block, the math teacher has planned an individual activity after direct instruction. The IEP student will have the choice to work on his own or in a group, but he will also have the opportunity to work with his content and/or resource teacher during this dedicated time.
- During the Social science block, the teacher has planned a group activity and made specific groupings. The teacher will group students based on need and/or type of activity to ensure correctness and completion.

Our T.I.M.E. block schedule will ensure that students meet their IEP minutes while being provided differentiated instruction, continual support and monitoring, and opportunities to learn an environment that is mindful of their pace and interests.

Gifted Student on T.I.M.E. Block (Wed/Fri Schedule)



Again, All T.I.M.E. block periods have two components, both of which are under the direct supervision of the teacher: differentiated direct instruction and the T.I.M.E. section of the block dedicated to project based learning and time to make applications of the content that has been taught. The difference on Wednesday and Friday is that teachers begin the period with activities where students are able to preview, review and look critically at content. Essentially, teachers will frontload content in a meaningful and targeted way. This change is meant to provide students opportunities to predict, probe, and examine content with different lenses so that when teachers do provide direct instruction, students will be able to engage and respond to content in a more critical manner.

This graphic reflects the day of a gifted student who is following our T.I.M.E. bell schedule:

- During the science block, each block begins with the T.I.M.E. portion of the block period, reinforcing the importance of allowing students to preview and/or review materials in preparation for encouraging high engagement and a deeper understanding of content during direct instruction activities. In this case, students will review lab procedures, review academic language, make predictions on outcomes, and use technology to research content. Of course, teachers will provide resources, examples, and guiding questions to further engage students as they explore content.
- During the art block, students will have opportunities to go deeper into the content. All students, including gifted, can truly individualize their own learning by taking the skills acquired and applying them to across content areas and in many cases, using these skills

for specific careers. For example, an art student will be asked to use different mediums in a math presentation or English presentation.

- During the foreign language block, gifted students will have the opportunity to use technology to receive feedback. Students will be able to upload audio recordings to Schoology where peers and teachers can give feedback on correctness and to further develop ideas. Students can create activities that they can share with each other that can serve as assessments, study tools or bulletin boards where ideas can be exchanged. During these academic exchanges, the teacher can either provide feedback and/or be an active participant to model what academic discourse looks like.

While this schedule offers all our students a true individualized learning experience, the most exciting aspect is how all stakeholders are supported while being held to a high standard. Each T.I.M.E. block is highly differentiated, highly engaging, and extremely well-planned from beginning to end. Students will feel the urgency to engage in the rigorous content as they will know that they will have guided support throughout their learning.

TCS believes that our schedule truly offers students an opportunity to be successful because it reinforces the right behaviors, it provides access to both physical and digital resources, and most importantly it provides an individualized learning experience that makes student interest/need the cornerstone of its overall purpose.

TCS hopes to illustrate that whether the students is gifted, an EL that has an IEP or anywhere in between, the T.I.M.E. learning model and schedule is able to differentiate instruction, maintain rigor, and individualize the learning experience. The environment that we have created does not allow students to slip through the cracks rather we have created an educational system that ensures that all students are acknowledged and supported so they may develop the strength of character to advocate for their own success.

<u>Bell Schedule (See Matrix of Subjects above to be assigned to periods)</u>

	Monday	Tuesday and Thursday (Thursday flips each period's order of activity)		Wednesday and Friday (Friday flips each period's order of activity)	
		Cohort A	Cohort B	Cohort A	Cohort B
8:00-8:40	Period 1				
8:30-10:00		Period 1 • Direct Instruction • Applied Learning	Period 2 • Applied Learning • Direct Instruction	Period 2 • Applied Learning • Direct Instruction	Period 1 • Direct Instruction • Applied Learning
8:45-9:35	Weekly Assembly				
9:38-10:18	Period 2				
10:10-11:40		Period 3 • Direct	Period 4 • Applied	Period 4 • Applied	Period 3 • Direct

		Instruction • Applied Learning	Learning • Direct Instruction	Learning • Direct Instruction	Instruction • Applied Learning
10:21-11:01	Period 3				
11:04-11:44	Period 4				
11:40-12:10		Lunch	Lunch	Lunch	Lunch
11:44-12:14	Lunch				
12:17-12:57	Period 5				
12:20-1:50		Period 5 • Direct Instruction • Applied Learning	Period 6 • Applied Learning • Direct Instruction	Period 6 • Applied Learning • Direct Instruction	Period 5 • Direct Instruction • Applied Learning
1:00-1:40	Period 6				
1:43-2:23	Period 7				
2:00-3:30		Period 7 • Direct Instruction • Applied Learning	Period 8 • Applied Learning • Direct Instruction	Period 8 • Applied Learning • Direct Instruction	Period 7 • Direct Instruction • Applied Learning
2:26-3:06	Period 8				
Total Minutes	320 minutes	360 minutes		360 minutes	

Note: Professional development occurs every Monday from 3:06 pm to 4:30 pm.

The T.I.M.E. Bell Schedule was created to provide students the time to receive thoughtful and well-planned lessons, time to work with teachers, peers, and experts, and time to plan/review for projects assessments. Also, the schedule allocates time for *Weekly Assembly* that is designed to create a student led forum for students to participate with their peers to construct a meaningful time and space for the exploration, demonstrations, and celebration of learning, academic strength, and talent. TCS anticipates that as the TCS culture grows, students will undertake addressing the emotional and cultural challenges they and their peers are experiencing as they move through the high school experience and prepare for independent adulthood. It is a place where students will have the opportunity to exercise their voice and to use the power of community to reach positive outcomes. All school members will be encouraged to speak, share, and establish that each voice in the community is equal and has a value. TCS will work purposefully to inculcate in its students the core values of respect, caring, responsibility, and justice.

Instructional Strategies for Specific Student Groups

English Learners

English Learners ("ELs") face many challenges as they attempt to gain access to college that include academics, socio-economic status, parental involvement and socio-emotional stressors. As a result, ELs are less likely to attend university as compared to students who speak only one language. In fact, if an EL attends a two-year university, approximately 70% of these students do not transfer to a four-year university (Perez & Morrison, 2016). TCS understands the barriers ELs must overcome in order to pursue higher education. We believe that all students should have the tools, supports, and coursework that gives them access and opportunity.

TCS expects to be at parity with the district regarding its enrollment of ELs, students from homes where the primary language is not English. TCS is committed to the success of ELs and will meet all federal and state requirements for serving these students, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing, reclassification of ELs, and communication with parents/guardians of ELs. It is our philosophy that ELs at all proficiency levels 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 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.

Teachers and administrators will work collaboratively to provide ELs full access to the curriculum and to facilitate English language development. The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing and graduate college and career ready.

TCS will hire CLAD and BCLAD-certified teachers to serve ELs, with aides/tutors providing additional support in Year 1. Our goal will be to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities provided by TCS. All teachers will integrate the *CA English Language Arts/English Language Development Framework (ELA/ELD Framework)* across core content instruction in ELA, History/Social Studies, Science, and Math. As the TCS program emphasizes instructional differentiation, with personalization to meet each student's needs, all teachers will be trained on incorporating ELD strategies in reading, writing, speaking and listening across the curriculum. Faculty will receive intensive professional development and coaching in working with ELs to meet the California ELD Standards, including Specially Designed Academic Instruction in English (SDAIE) and scaffolding.

ELs will also receive Designated ELD instruction during the school day when teachers use the ELD standards to allow students to develop critical language needed for content learning in

English. For designated ELD instruction, ELs may be clustered within one or more classrooms at each grade level based on their levels of language development. As this population increases, students will also be regrouped during designated instruction. Each cluster is taught by a teacher with EL authorization for a period of not less than 120 minutes weekly. Both integrated and designated instructional activities are focused on developing EL students' abilities to make meaning when reading, listening, speaking, and writing language reciprocal processes.

To ensure that the school effectively assists EL students in developing English proficiency, TCS will also:

- Train teachers in Project GLAD (Guided Language Acquisition Design), a model for literacy and language acquisition across the content areas that raises the level of thinking and discourse in the classroom and uses a range of instructional strategies that are effective for ELs;
- Train teachers in the use of SDAIE strategies and techniques to promote English acquisition in a context of high-level learning;
- Ensure alignment between instructional materials for ELs and curriculum frameworks and standards;
- Provide daily oral language practice embedded in core classroom time as independent work in language acquisition, with a core academic model that emphasizes communication;
- Monitor the progress of EL students in meeting ELD standards.

ELs will fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Students identified as ELs will be immersed into the general education program and receive additional supports in two primary ways:

- All classroom teachers will employ the above strategies and supports for ELs throughout each class, as detailed in this section.
- EL students will receive targeted support in both ELA and Math during as part of the individualization feature of the T.I.M.E. model. The T.I.M.E. educational model allows for the customization and individualization necessary for all students, especially historically undeserved populations, to meet individual goals.

In addition, TCS recognizes that many students at TCS may not be Standard English speakers; TCS will support students' transition to proficiency with Standard English. Specific strategies include: modeling of Standard English; building student communication skills through structured practice in oral language presentations for project-based learning culminations; training staff to recognize non-standard English language interference with learning; and explicit instruction targeted to raise student awareness of specific differences in cultural English usage and Standard English. TCS staff will value cultural English usage while communicating the value of knowing Standard English for use in academic and professional settings.

Students will be monitored in conjunction with the following California ELD Standards

Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas:

- *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 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.

<u>Identification and assessment of ELs:</u>

- Upon enrollment, all students will be given the Home Language Survey.
- Students who indicate that their home language is other than English will be assessed using the English Language Proficiency for California) assessment aligned to the California English Language Development (ELD) Standards if he or she has not previously been identified as an EL by a California public school or if there is no record of prior CELDT/ELPAC test results.
- ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter until re-designated as fluent English proficient. The summative ELPAC will be administered between February 1 and May 31.
- English language proficiency of all currently enrolled English learners will be assessed in accordance with California Education Code.
- Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's Individualized Education Program ("IEP") or Section 504 plan.
- An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP.
- TCS will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of test results.
- Parents and guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.
- Once an EL is identified, a conference will be scheduled with the child's parents to outline

the instructional program, the teacher's role in its implementation, and the teachers', parents', and school's roles in providing support.

In Year 1, TCS will hire a school counselor who will also act as the ELPAC coordinator. He/She will be specifically trained to provide ELs with the proper placement, the necessary counseling and academic planning to ensure all ELs graduate college and career ready. He/She will continue to monitor students who are re- designated as RFEP during a period of four years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

All ELs will have Individualized Learning Plans whereby ELD goals are identified and monitored. Newcomer students' specific needs will be assessed by the initial ELPAC. All faculty will be trained in the use of strategies to support ELs throughout instructional delivery and differentiated practice (see below).

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students: In order to meet the individual needs of each English learner, BCLAD and CLAD certified teachers will carefully monitor student performance on both classroom assignments and standardized testing. EL progress will be monitored using the following assessments:

- For students who are classified ELs, achievement will be documented as teachers collect, analyze, and score student work samples against the ELD standards;
- Performance on initial/annual ELPAC testing. The ELPAC shall be used to fulfill legal requirements for annual English proficiency testing;
- Classroom grades and assessment relative to both ELD and ELA standards;
- Performance on CAASPP for ELA as appropriate;
- Parental opinion and consultation.

ELs will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP).

Long Term English Learners (LTELs) have faced many obstacles to learning, which are likely to have caused additional socio-emotional obstacles to have developed. The ELD Coordinator and classroom teachers will identify the reasons and impact for identified gaps in gaining English language proficiency, and determine the best support system for that student moving forward. Our robust counseling program and intervention strategies, accompanied by the T.I.M.E. learning model and supportive culture are all designed to support LTELs to overcome past teaching deficiencies and the accompanying results of them.

Process and Specific Criteria for Reclassification: Before the issuance of each progress report card, teachers will summarize students' mastery of standards for their current ELD level by looking at assessment material collected throughout the semester. EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of each semester, teachers will also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level

and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the EL Coordinator who will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.
Reclassification procedures include:

- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- At least two times per year, TCS will compile a list of all students who meet the ELPAC and CAASPP criteria for reclassification, as well as an updated potential reclassification list to teachers.
- Following the Principal's approval of recommendations for reclassification, parents and the authorizer will be notified.
- Reclassified students' progress will continue to be monitored for two years to ensure their continued ability to achieve mastery of the CA CCSS for ELA/Literacy.

Reclassification criteria include:

- ELPAC annual summative performance.
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.
- Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system
- Teacher evaluation: Appropriately credentialed classroom teachers will determine whether a student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards.
- CAASPP or CAA: Standard nearly met, met, or exceeded on the Smarter Balanced Assessments, or Levels 2 or 3 on the California Alternate Assessments (CAAs).
- Parent Opinion and Consultation: Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child's progress toward English language proficiency.
- Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the CAASPP for ELA/Literacy and the CAAs for ELA. Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refer to students who are enrolled in the same grade as the student who is being considered for reclassification.

It is anticipated that students who are enrolled at TCS beginning in ninth grade will be re-designated as fluent-English proficient ("RFEP") prior to graduation. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage will be receive added intervention from the teacher through small group instruction targeted to meet their individual needs with a goal that they will stay on target to

advance one to two levels or more per year such that they can be reclassified during their high school career.

Monitoring and Evaluation of Program Effectiveness: The principal will evaluate the effectiveness of its education program for ELs by:

- Adhering to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring student identification and placement
- Monitoring parental program choice options
- Monitoring availability of adequate resources

Socio-Economically Disadvantaged Students

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our SST will work within the RTI framework, discussed below, and will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is a not a determinate factor in a students' ability to succeed academically. If students that are socioeconomically disadvantaged are academically low achieving or struggle with learning differences or are identified as English Learners, TCS will utilize strategies described in other sections of this petition. Teachers will be assigned lead responsibility for the coordination of foster youth and homes youth services, to meet mandates and ensure that TCS attends to each student's needs.

Academically High Achieving Students

TCS' overall educational program is well suited to serve the unique needs of high-achieving students. TCS' commitment to rigorous academic standards will ensure that high achieving students are appropriately challenged. Teachers, the school counselor, and administrators at TCS will challenge high-achieving students—as they will all students—not merely in terms of the "standard" intellectual abilities or strengths, but also in terms of the intellectual *character*. These students will feel compelled to cultivate and expand, not just their "intelligence," but also their fundamental intellectual attitudes and habits.

Teachers and school counselors will evaluate high achieving students' individual intellectual strengths and weaknesses and provide "metacognitive" or active learning strategies specific to their unique abilities and learning styles to maximize intellectual potential.

Students will be clustered by skill level based on standards mastery in ELA and Mathematics within otherwise heterogeneous classes. This will allow teachers to employ differentiated curricula and pedagogical strategies to further challenge high-achieving students and provide them with opportunities to deepen their understanding of the relevant subject matter and concepts. Students will work on more advanced problems in math, will read books at their reading level, and will have opportunities to stretch assignments that raise the level of thinking and challenge to meet the student's demonstrated capacity. This may include specialized projects and assignments, cluster grouping, etc. Given that core courses will be CTE-based, high-achieving students will be given advanced work to challenge them and engage in deeper learning as discussed in the course descriptions.

Identification of Academically High-Achieving Students: Students who exceed the standard on SBAC testing, consistently receives grades of A on internal assessments/or demonstrate other behaviors consistent with academic high achievement may be identified as academically high achieving. Parents and guardians will be informed when their child is identified as being an academically high achieving student or identified as an academically high achieving student, so that they can participated in seeking appropriate challenges and opportunities for their child.

Strategies to Support Academically High-Achieving Students: Students who are academically high achieving and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, "a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given." (Tomlinson, 1995.) TCS has adopted many strategies for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught
- Allowing gifted and high achieving students to work at an accelerated pace
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking
- Incorporating a variety of the levels of thinking described in Bloom's taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products

Because of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program. Additionally, TCS intends to provide AP courses as discussed in the course descriptions.

Academically Low Achieving Students

Students performing substantially below grade level as determined by state standardized test results and internal assessments will receive extra interventions and supports. Targeted support and intervention will be designed to help students master the subject(s) content and develop learning strategies and skills.

Our RtI model of prevention, intervention, and supported reentry mirrors the three tiers of RtI, and is used by the Oakland, CA Unified School District. Response to Intervention (RtI) is a data-driven, multi-tiered approach to the early identification and support of students with learning and behavioral needs. RtI provides interventions that prevent academic struggle and is one avenue for identifying students with disabilities. Our RtI process is instructional from beginning to end. At no point is a child left to experience the frustration of failure while waiting until their test scores show a severe achievement discrepancy before they get help. They will receive instruction that gradually increases in intensity and individualization as they show the need for it.

Tier 1: All students will receive high quality, research based instruction provided by qualified personnel to ensure that academic growth is not delayed by poor quality instruction. All students are assessed on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on tests will receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. Classroom teachers will closely monitor student work and upon identification of a struggling student will convene a Student Study Team (SST). Parents can also request a SST when they notice learning difficulties. A typical SST consists of the school counselor, teacher(s), a school administrator, the student's parent/guardian, and others. The team will oversee development of plans to meet students' needs. The team will implement strategies within the general education setting and monitor students' progress as new strategies are tried. During this tier of time, classroom modifications may include using different materials (visual aids, manipulatives, and audio materials), using different methods (guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more. At the end of this period, if the student is not making the progress determined by the SST to be sufficient, the team will establish Tier 2 interventions.

Tier 2: In this tier period, students will receive increasingly intensive instruction as determined by the student's SST. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. A longer period may be required for this tier, but will generally not exceed a grading period. If the SST determines that a student has not benefitted from Tier 2 interventions, Tier 3 interventions will be developed.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions will be referred for a comprehensive evaluation

to determine their need for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 will be included and used to make the eligibility decision.

Tracking the Academic Progress of Academically Low-Achieving Students: TCS will acquire and maintain Illuminate or a similar student achievement data management system that allows the school to effectively track academic progress over time. Using the data tracking system, the following groups of students will be monitored by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary:

- Students identified as achieving below grade level
- Students identified as being at risk for school failure due to environmental factors
- Socioeconomically disadvantaged students. In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team (see above).

Homeless, Foster, Lesbian, Gay, Bi-sexual, Transgender, and Questioning Students

Homeless students experience a range of emotions including anxiety, depression, and stress, all affecting their academic success. There are various stressors that affect their full engagement in the classroom that stem from not having the proper resources from to transportation to proper health care (Martinez, 2008). According to the National Foster Youth Institute, foster students are more likely to change schools, fail courses, and are three times more likely to drop out of high school. Lastly, LGBTQ students can often be in environments that feel threatening and/or where they feel discriminated against. In understanding the needs of these groups, it is clear that these and all students need consistency, stability, and compassion. Through providing proper resources and supports, the goal is to provide all students a positive learning environment that will allow them to focus on academic success.

The T.I.M.E. Model, accompanied with thorough and comprehensive training for administrators and teachers in alignment with the McKinney-Vento Act and AB 490, ensures that the education program meets federal and state requirements, and supports teachers and students to develop close interpersonal relationships during which students' individual needs and challenges can be addressed; however, the school counselor will be assigned to ensure homeless students and their families are supported with not only TCS educational services but also are referred to community services to address the many issues that face the homeless including transportation, food, shelter, and other social services.

In addition to these personal relationships, TCS will incorporate many systems and protocols to establish a respectful school culture and one that appreciates and values diversity, including the principles of the T.I.M.E. Learning Model and Restorative Justice practices. Much of this relationship building and support systems will be established in the T.I.M.E. Management class in order to create and sustain a culture of respect and support. Topics of diversity, inclusion, healthy relationship building, among other topics, will be addressed in

order to ensure individual need along with learning how to be a part of the larger community.

Students with Disabilities

TCS understands that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education.

TCS will comply with all applicable state and federal laws in serving students with disabilities including but not limited to §504 of the Rehabilitation Act (§504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Improvement Act (IDEA), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, TCS will comply with authorizer and SELPA guidelines and all California laws pertaining to students with disabilities.

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

SELPA Affiliation: TCS shall initially be deemed, by default, a public school of its authorizer for purposes of special education, pursuant to Education Code §47641(b). However, TCS intends to apply to and become a local education agency (LEA) member of the Los Angeles County Office of Education Special Education Local Planning Area (LAC SELPA) for purposes of providing special education and related services pursuant to Education Code §47641(a).

If TCS makes written verifiable assurances that it will become an LEA pursuant to Education Code §47641(a), TCS will be solely responsible for providing special education and related services to eligible charter school students in accordance with state and federal law. TCS will follow all LAC SELPA policies and procedures, and shall utilize all required LAC SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services, responding to records requests, and maintaining confidentiality of student records. TCS will comply with LAC SELPA protocols and participate in an annual meeting between the school and LAC SELPA to review special education policies, procedures, protocols, and forms to ensure that the school and the LAC SELPA have an ongoing mutual understanding of protocols, and to facilitate ongoing compliance.

Search and Serve: To identify students in need of special education services, TCS will seek to participate in the "Child Find" system of the SELPA. TCS shall be solely responsible for compliance with state and federal Child Find requirements. TCS shall implement policies and procedures of the LAC SELPA in which it will be a member to ensure timely identification and referral of students suspected of having a disability. TCS anticipates that this system will include various policies and practices, including but not limited to the following:

- Post-matriculation in-take practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all feeder local education agencies and schools to

request and obtain cumulative files, and other documents in a timely fashion;
- Notifying each school district formerly attended by TCS students. Said districts will then be responsible for ensuring that TCS receives in a timely fashion any active IEPs for its students;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs;
- Review of student assessment data, including but not limited to state-mandated testing and local measures, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

TCS also plans to implement a "Student Success Team" (SST) model, discussed above, to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. The SST will work within the RTI framework to identify and provide the most effective resources and level of support for each individual student. If the student is still not demonstrating success after all feasible strategies have been exhausted, and if the student's difficulty appears like it could be caused by a disability eligible for special education services, the student will be referred for formal assessment. Once a student has been identified as possibly in need of special education services, parents will be notified and consulted prior to a formal assessment.

Referral for Assessment: The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. In the event that TCS 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.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. TCS' primary internal method for referral for assessment will be the Student Success Team. When a parent/guardian suspects that a child has a disability, the parent will be advised by the school to notify the school in writing in order to arrange for possible testing and evaluation (parents who make the request orally will be provided assistance, if needed, in making a written request). Parent notification and request for special education testing and evaluation will trigger legal timelines, and TCS will follow all legal and District mandates for a timely response.

After a student is referred for a special education assessment, TCS will provide the student's parent or guardian with a proposed assessment plan within 15 days of the referral. All referrals will be responded to in writing by TCS within 15 days. Parents will receive a written Assessment Plan within 15 days. Parents will be given at least 15 days to provide written consent. TCS will inform parents that special education and related services are provided at no cost to them. TCS will obtain informed consent from the parent/guardian before conducting the assessment, and the assessment will be completed within 60 days of receipt of parental consent.

Assessment: TCS shall be solely responsible for conducting special education assessments deemed necessary and appropriate. The principal is responsible for ensuring that all pertinent information has been gathered, and sharing such information with all others involved in the assessment.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. A teacher or TCS staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent approval.

The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by TCS, in collaboration with any hired service providers, and will generally be performed by a qualified psychologist and a nurse if applicable. Those assessments could include, but are not limited to:

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

Unless conflicting with SELPA policies and procedures, TCS will follow the assessment guidelines below. If a conflict with any of the prior mentioned agencies policies and procedures exists, then SELPA policies and procedures will govern, and TCS will revise these guidelines accordingly:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability; Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Multiple assessments will be delivered by qualified professionals to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Once the assessment is completed, TCS will hold a meeting to review the results of the assessment and determine whether the student qualifies for special education. This meeting is the initial IEP meeting described in detail below, and TCS will give the student's parent/guardian the opportunity to participate. TCS will be responsible for scheduling, coordinating and facilitating the IEP meeting.

Development, Implementation and Review of IEP: TCS, in collaboration with it authorizer and SELPA pursuant to the Special Education MOU and/or SELPA policies, will ensure that all aspects of the IEP and school site implementation are maintained. Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

TCS will ensure that all aspects of the IEP and school site implementation are maintained. TCS will provide modifications and accommodations (as outlined within each individual's IEP) in order to provide an education tailored to each student's unique educational need. Students at the school who have IEP's will be served in the Least Restrictive Environment ("LRE").

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

- School Administrator
- The parent or guardian of the student for whom the IEP was developed
- The student, if appropriate
- At least one core classroom teacher who is familiar with the curriculum or progress appropriate to that student
- Expert/staff with expertise in special education and/or English Learners
- Authorizer and/or SELPA Special Education representatives, if requested
- If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

TCS will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

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

The student's IEP will include:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for recommendations

- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances, and will be linguistically appropriate per Education Code §56345(b)
- A description of how the student's progress will be measured and monitored, and when reports will be provided
- An explanation of the extent, if any, to which the student will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:
- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability

The IEP team will formally review each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. TCS shall be solely responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Parents will be informed approximately four times a year of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to

which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Special Education Strategies for Instruction and Services: TCS will implement a full inclusion model for our special education students, allowing all students to interact and learn from each other. Support will be provided in a co-teaching model that will include daily high-quality, differentiated instruction in the general education setting. All students will have maximized access to the general education curriculum and setting, with varying levels of support as needed. Data from regular progress monitoring will be used to constantly adapt to the changing needs of students with and without identified special needs.

TCS recognizes that each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, TCS will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

TCS may also contract with outside special education service providers – either via an agency or directly -- depending on operational needs or specific requirements of the students' IEPs in order to ensure student success in the context of our innovative school model. Some of the potential contracted services may include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. TCS will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

For every student who is eligible to receive special education instruction and related services, TCS will provide transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation will be provided to meet the criteria for a free, appropriate public education. As applicable, a student's IEP will describe how special education transportation is coordinated with regular home-to-school transportation, and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

Interim and Initial Placements of New TCS Students: TCS will comply with Education Code §56325 with regard to students transferring into TCS within the academic school year. TCS shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

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

For students transferring from another school within a different SELPA, TCS, pursuant to

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

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

Staffing: TCS will assume responsibility for special education staffing and service delivery. Hiring, training, and/or contracting with the staff necessary to provide special education services to its students and ensuring that all special education staff hired or contracted are qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

Based on the demographics in our target population, TCS has budgeted – above and beyond staff and services provided by the SELPA -- to have at least one Intervention Specialist with an appropriate Special Education Credential who will lead direct instruction of students with special needs and help train and collaborate with other faculty regarding instruction for students with special needs.

The Principal will bear responsibility for all aspects of the SST and IEP process from an administrative perspective. All teaching staff at TCS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In supporting the special education program and the IEP process, the Principal will:

- Ensure that all aspects of the IEP are followed
- Ensure all appropriate personnel (including consultants) attend team meetings
- Ensure parents receive regular communication about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult bi-monthly with the student's teacher and service providers to ensure that the objectives and goals of students with IEP's are being met (consistent with school-wide review of all students' ILPs)
- Ensure completion of the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education. TCS's program supports research in the value of inclusion strategies for students with special needs. Special education teachers will seek to include de push-in and pull-out services.

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

Reporting: TCS, in collaboration with its authorizer and/or SELPA, and TCS service providers (if applicable), will collect and maintain the following information on disabled students as required by IDEA:

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

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

Due Process and Procedural Safeguards: Parents or guardians of students with IEPs must give written consent for the evaluation and placement of their child, and will be included in the decision-making process when change in placement is under consideration. Parent will be invited, along with teachers, to all conferences and meetings to develop their child's IEP.

TCS will acknowledge any concerns or disagreements raised by parents within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. TCS will provide the parent with all notices of procedural safeguards, as well information on the procedure to initiate both formal and informal dispute resolutions, at least once per year.

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

TCS acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of TCS's alleged failure to provide FAPE to students enrolled in TCS. TCS may also initiate a due process hearing or request for mediation with respect to a student enrolled in TCS if it determines such action is legally necessary or advisable.

Section 504 of the Rehabilitation Act

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

TCS understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of §504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

The principal will be the 504 Coordinator unless he or she chooses to delegate that responsibility to an appropriately qualified staff member. A 504 team will be assembled by the principal and shall include the principal (or his/her designee), parent/guardian, the student if needed, a qualified faculty member, and other qualified persons knowledgeable about the student, including the Resource teacher if applicable to interpret evaluation data, placement options, the suspected handicapping condition, and accommodations. If that knowledge is not present among the 504 team's regular members, the school may hire or invite additional team members who bring that expertise according to the needs at hand.

The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

Parent Education, Participation, and Involvement in Student Learning

TCS is committed to parent involvement at every level: in the classroom, at home, participation in governance, and evaluation. A comprehensive partnership with parents will be developed through hosting parent workshops, inviting parent to school based activities, conducting student centered parent conferences, and conducting formal and informal communications in Spanish and English. TCS recognizes the family as a source of emotional support and personal identity, and will design programs and activities that form an inviting foundation. TCS will host learning walks, and coffee with the principal, invite parents as mentors/experts, conduct parent workshops on such topics as the value of a college degree, of creating a college going environment at home, financial aid, college application process, school culture, and meaningful participation in the LCAP process. These efforts will be augmented through the input of parents via surveys, informal discussions and opportunities to serve in volunteer capacities.

Community Partnerships

We are establishing relationships with Cal Tech as well as Cal State Los Angeles to assist in the design of our curriculum and instructional program. In addition our board is well connected in the community and has experience/background and professional affiliations with Rio Hondo Community College, Rotary International, and the YMCA as well as in real estate development, medical, finance, aerospace, and entertainment. TCS Board members will leverage these

relationships to develop partnerships, internships, student networking opportunities, and community service learning for prospective students.

All stakeholders within the TCS community will be asked to utilize their networks to access experts who can potentially serve as mentors, guest lecturers, and/or individuals who can provide internships. Once these partnerships are developed, general education teachers and the counselor will manage these relationships as to directly connect these opportunities to the content that is being delivered in the classroom.

Professional Development

TCS is committed to building the capacity of all its faculty and staff by providing high-quality professional development, along with the opportunity to belong to a professional learning community. Professional development will be thoughtfully planned and carefully implemented to ensure the time is meaningful and productive, and is focused solely on educator growth and instructional improvement. In this way, professional development will foster a culture of continuous improvement, and advance the core value of life-long learning in all teachers.

At TCS, putting professional development at the center of the school culture is essential in developing a learning community for students, teachers, and administrators. Professional development is designed and delivered in response to specific teacher and student needs determined from data analysis. Professional development spans a broad range of job-embedded learning opportunities such as co-planning, observing and co-teaching model lessons, interactive application-based workshops, and analysis of student work. The following principles guide all professional development opportunities:

- Instructional change is a long multistage process.
- Shared expertise is the driver of instructional change.
- A focus on system-wide and classroom specific improvement.
- Clear expectations and responsibility for achieving them are shared by all.
- Environment of collegiality that results in learning for all.
- Respect and care for the students and the adults working to meet their needs.
- Focus on content and instruction.

TCS will plan and deliver impactful weekly professional development along with 10 days of teacher in-service that will take place during quarter breaks. Professional development will be planned by committee to ensure that topics are relevant to current need for both teachers and students. Teachers will participate in professional learning communities so as topics of interest are identified, PLC's will then take ownership in order to ensure that each topic is properly reviewed and addressed.

<u>Professional Development Topics for TCS faculty & Staff</u>

This list provides an overview of the types of topics that TCS will schedule during the charter term. Specific contracts and a calendar will be developed when board training has been completed and when faculty have been hired.

Topics	**Resources**
Required annual training in safety, SPED, etc.	Principal/Procopio
T.I.M.E. Learning Model	
Digital Platforms training	(Schoology, Illuminate, Powerschool)
Project Based Learning (PBL)	Buck Institute for Education
Career Technical Education (CTE)	UCCI
SDAIE	
Project GLAD	BE GLAD
SPED	
Restorative Justice	Restorative Justice Education
Danielson Framework for Teaching	Danielson Group
AP training	College Board
Depth of Knowledge (DOK)	
Standards Based Grading	Powerschool, Marzano Research
Writing Strategies	
Literacy Across the Contents	
Socratic Seminar	Socratic Seminar International
Adaptive Learning	
McKinney-Vento Act	
Presentations of Learning (POL)	
Classroom Management	
Professional Learning Communities (PLC)	
HR Compliance	Cal Chambers
Maintenance (Use of supplies & tools)	WAXIE
CISCO Training (IT)	CISCO

Local Control and Accountability Plan

Pursuant to Education Code section 47605(b)(5)(A)(ii), TCS will align goals it goals and actions to the state's eight priorities. By June 30, 2020, TCS will engage stakeholders in drafting its first Local Control Accountability Plan LCAP in accordance with the California Education Code. TCS will comply with all requirements pursuant to California Education Code section 47605(b)(5)(B)(ii), including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code section 52060(d). TCS will comply with all elements of the LCAP, including the use of the template adopted by the State Board of Education.

ELEMENT 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 attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

Education Code § 47605(b)(5)(B)

TCS 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.

Measurable Pupil Outcomes Aligned with the Eight State Priorities

The student groups for all of the State Priority-Aligned Goals set forth below include: all students (schoolwide), including statistically significant subgroups (Socioeconomically Disadvantaged, Hispanic/Latino, African American, Students with Disabilities, Homeless Youth, and English Learners).

And

ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured

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

Education Code § 47605(b)(5)(C)

The means by which TCS will measure achievement of its goals and pupil progress towards meeting those goals, which are consistent with the state priorities, are identified in Element 2 above. TCS affirms that to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Measurable Pupil Outcomes

The following metrics for measurable pupil outcomes are student focused and incorporate all student metrics according to the LCFF evaluation rubrics that are relevant to the education program proposed to be offered for our high school.

Goal 1: All students school wide, and within each subgroup, will graduate from TCS fully prepared through a standards aligned education program, to complete college, excel in careers, and be contributing members of their community.

Measurable Pupil Outcomes:

- **California Assessment of Student Performance and Progress in ELA and math assessments**: TCS will establish a baseline for student performance on SBAC in its first year of operation. Subsequent performance will increase by minimum of 2 percent annually within each anticipated significant subgroup (Hispanic, EL, Special education, foster and homeless.)
- **A-G completion rate**: Only UC approved courses will be offered in UC AG subjects. 85 percent of students school wide and within each significant subgroup will complete all A-G courses required for admission to UC and CSU systems.
- **AP exam passage rate with a score of 3 or higher**: 85 percent of students taking AP courses will pass AP exam for that course with a score of 3 or higher.
- **Graduation rate**: 85 percent of students school wide and within each significant subgroup who enter TCS at ninth grade will graduate from TCS within 4 years. (Graduation rate will not be available until the conclusion of Year 4.
- **College readiness**: 85 percent of students school wide and within each anticipated significant subgroup will score 'college ready' on the SBAC.
- **Career readiness**: 85 percent of students schoolwide and within each anticipated subgroup (Hispanic, EL, Special education, foster and homeless) will complete UCCI courses, which are career based and are required for TCS high school graduation.
- **College admission rate**: 75 percent of TCS graduates will attend college immediately after high school.
- **Community based internships**: 95 percent of students schoolwide and within each anticipated subgroup (Hispanic, EL, Special education, foster and homeless) will complete at least two career based internships.

Goal 2: All English Learners will make annual progress to language fluency and reclassification as fluent within 5 years. State Priorities addressed: 2, 4

Measureable Pupil Outcomes:

- Progress toward fluency: 70 percent with ELPAC increase of 2 points annually.
- Reclassification rate: 70 percent with ELPAC increase of 2 points annually.
- SBAC – ELA: Increase 2 points annually

Goal 3: TCS culture and physical environment will be inclusive, responsive, and supportive of student academic achievement. State Priorities addressed: 3, 5, 6

Measurable Pupil Outcomes:

- **Attendance rate**: 95.5 percent school wide and for each subgroup anticipated (Hispanic, EL, Special education, foster and homeless.)

- **Chronic Absenteeism rate**: chronic absenteeism by at least 1 percent a year school wide, and within each significant subgroup**.**
- **High School Drop Out rate**: TCS drop out rate will be less than 2 percent school wide, and within each significant subgroup.
- **Suspension rate**: TCS will have a suspension rate of less than 3 percent schoolwide and for each subgroup.
- **Expulsion rate**: TCS will have a suspension rate of less than 1 percent schoolwide and for each subgroup.

Methods for Measuring Pupil Outcomes

TCS will deploy a cyclical assessment program that reinforces the principle of continuous improvement. Student academic progress will be measured through a variety of diagnostic, formative, benchmark, and summative assessments to measure student progress. In addition, TCS will embrace a comprehensive data analysis process recognized by the American Society of Quality in an international competition.

TCS will use a formula for analyzing the quantitative data it collects from multiple sources, including, standardized and standards aligned testing, teacher developed assessments, test bank assessments, and teacher assigned grades:

Data Analysis - IDEA
I: Identify data trends and patterns
D: Deconstruct root cause
E: Expand into action plan
A: Assess action plan effectiveness

TCS will use a digital platform that incorporates many digital resources to support students and families. The platform we will be using is called Schoology—a learning management system that helps educators teach and students learn more effectively and efficiently. Schoology will allow student, teacher, and parents to monitor student progress and growth. This interactive platform will reinforce our commitment to collaboration, transparency, and providing a variety of supports.

The school principal, in collaboration with the school community, will review available data on a weekly basis. As a result of the application of IDEA to the process, TCS will ensure fidelity to continuous improvement. For example, when performance challenges are identified, the team will collaboratively generate and implement solutions.

Assessment Plan
The TCS plan presents a comprehensive approach to supporting student achievement. Diagnostic assessments will be administered at the beginning of the year to establish a baseline on student performance. From the baseline, students, in collaboration with teachers, will set goals. Summative assessments will be administered quarterly to measure

student proficiency and determine performance growth. This data will also be used to inform student goal setting.

TCS teachers will use classroom-based data gathered from Illuminate to measure student progress toward meeting or exceeding common core standards. This data will be used to modify and enhance instructional practices, pacing, or approaches to content. Teachers will meet together at least once quarterly for a formal data review, but will meet weekly in departmental or grade level groups to analyze data and make data-driven decisions.

Teachers will receive professional development on formative assessments, including checks for understanding. Formative assessments allow teachers to tailor instruction in real time, enhancing student learning outcomes. Formative assessment data will drive decision-making and customize the program to meet individual student needs.

T.I.M.E. Assessments

TCS will use both formative and summative assessments; however, we will be using a testing format we call T.I.M.E. assessments. Given what time stands for (Teamwork, individualization, mastery, and extension), we felt that we needed our assessments to embrace our T.I.M.E. model of learning.

Part 1 of the assessment will be an online assessment where students will be individually assessed on content. Assessments will be graded immediately and students will know what skills need improvement.

Part 2 of the assessment will require students to work in pre-selected groups of 3-4 students where each group will share their responses to the individual exam with their peers. The goal of the group assessment is for the group to review, re-teach, and master content. The content teacher will ask each member of the group questions from the individual exam in part 1 and the group must explain in detail.

Part 3 will ask each group to make an extension where they will apply the content of one class to the content of another class. The rationale being that true ingenuity is the result of using multiple lenses to manipulate one's skills to garner innovative results. The student's grade will be a weighted grade comprised of the individual assessment (80%) and the group assessments (20%). Clearly, this assessment places value on the student's individual effort, but also places a premium on collaboration, reciprocal teaching, and shared responsibility.

Assessment	Type	Grade Levels	Timing/ Schedule	Purpose/Outcomes

Pearson GRADE Assessment	Diagnostic Formative Summative	All	First/last week of classes	Measure foundational skills in English Language Arts Establish baseline student performance
Schoology	Formative	ALL	Weekly	Determine progress towards mastery Inform instruction in real time to better differentiate instruction for students
Assessments and Reporting Online Math Diagnostics	Diagnostic Formative Summative	All	First week of classes	Measure foundational skills in mathematics Establish baseline student performance
Teacher Created Standards-Aligned Writing Prompts	Diagnostic Formative Summative	All	Quarterly	Assess writing skills at various points in time to ensure program efficacy Students will show growth
Illuminate	Diagnostic Formative Summative	All	Quarterly	Assess skills at various points in time to determine grade level standards mastery

Smarter Balanced Interim Comprehensive Assessments	Diagnostic Formative	Grades 9, 10 11	Annually January	Determine progress toward grade level standards mastery

Smarter Balanced Interim Assessment Blocks	Formative	Grades 9, 10 11	Annually November & March	Determine progress toward grade level standards mastery Students will show continued improvement
California Assessment of Student Performance and Progress (CAASPP)	Summative	Grade 11	Annually, April - May	Identify areas for strengthening instructional program and plan for following year Students will show continued improvement
FITNESSGRAM ® Physical Fitness Test	Summative	Grade 9	Annually	Determine student fitness level
ELPAC	Diagnostic Summative	All grades	IA: All Year SA: Feb-May	Determines students eligibility, reclassification.

Annually, the school community, including the principal and teachers, will collaboratively analyze student performance on summative assessments to determine if modifications to the assessment plan or instructional program are needed. The Principal may alter the assessment plan at any time to reflect shifting school priorities based upon data driven analysis of student performance. Administrators may then lead professional development that addresses program strengths and weaknesses.

Grading Policy

Teachers will evaluate student achievement against state standards and formally report student progress through quarterly progress reports and semester grades. TCS teachers will use standards based grading practices. This includes reporting student skill levels by standard, according to a 4-point scale. The 4.0 scale will be converted to a letter grade using the grading scale shown below.

Standards Based Grading	Conversion
Exceeding the Standard	A – 87%-100%
Meeting the Standard	B – 76%-86%
Almost Meeting the Standard	C – 65%-75%

Does not Meet the Standard	F- 0-64%

Progress Reporting
Report cards will be issued and mailed at the end of each semester. Quarterly progress reports will be issued to communicate student progress on the standards. The marks will indicate if students meet, exceed, or are in progress towards meeting grade level expectations. Progress reports and report cards will be available in the TCS student information system (Power School). Formal conferences will take place each semester. Parents may request informal conferences at any time, but must request the conference at least two business days prior to the desired date of the conference.

Promotion/Retention Policy
If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and by telephone. Candidates for retention will be identified based on progress toward meeting TCS graduation requirements. The TCS graduation requirements are detailed in Element 1. At least mid-way through each semester, and at the latest before March 1 of each year, the student's counselor will consult with the principal and parent/guardian to determine whether or not retention is warranted. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process.

Informing Stakeholders
TCS is dedicated to making data readily available to its broader community through a variety of means, including the LCAP and the School Accountability Report Card. TCS will also share information on graduation, suspension, expulsion, attendance, school wide standardized assessment, and course marks data through newsletters, focus groups, the website and social media. In this way, TCS will ensure that it is transparent with performance data.

Non Pupil Measurable Outcomes

In addition to the measurable pupil outcomes required for the applicable state priorities, TCS will use the following non-pupil outcome metrics to address the non pupil outcome state priorities.

Conditions of Learning: State Priorities 1, 2, and 7:
- All teachers will be appropriately credentialed and placed, in compliance with Education Code §47605(l).
- All instructional materials, instruction, and resources will be aligned to state standards for all students, including English Learners.
- The facility will achieve a rating of "Good" on the Facilities Inspection Tool.
- All students will have their own, individual copies/access to all standards aligned materials.

Any deficiencies in conditions of learning will be reported to the board annually, which will allocate necessary resources to

Parent Engagement: State Priority 3

- TCS will conduct monthly principal coffees for parents.
- TCS will establish a parent advisory council that meets monthly and reports to the Principal. The principal will include parent concerns and recommendations to the board as a standing item on the board's agenda.
- TCS will administer an annual parent survey, and use the results to inform the development of the LCAP, advise the board on the allocation of resources, and resolve concerns.
- TCS will conduct quarterly learning walks for all stakeholders to engage them in the development of improved services, support, and problem solving.
- TCS will invite parents who are experts in a variety of fields to participate in PBL activities through mentoring and/or co-teaching with general education teacher.

Local Climate Study: State Priority 6

- TCS will administer the *California Healthy Kids Survey* annually, evaluate trends contained in the data, and report them to the governing board.

Methods of Measurement:

- Initial and annual verification of teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5.
- All instructional materials purchased will be standards-aligned.
- Sign-in sheets from professional development sessions demonstrate that teachers and administrative staff attend webinars, or conferences and workshops focused on the implementation of Common Core State Standards in the applicable subjects.
- Sign-in sheets from professional development sessions demonstrate that teachers, supplemental instructors, and administrative staff receive ongoing professional development.
- Annual inspection records demonstrate that all school facilities are well maintained in good repair, in a manner that assures that the learning environment is clean, safe, and functional.

Element 4 – Governance

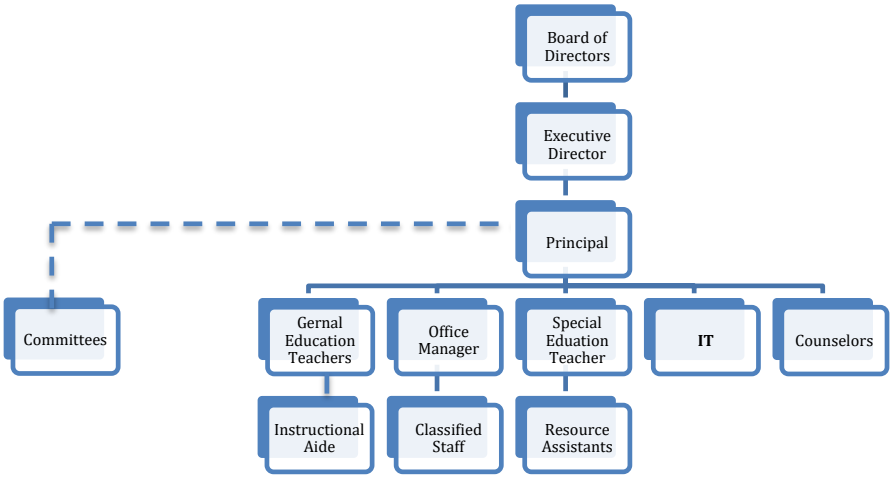
The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

Education Code § 47605(b)(5)(D)

Upon charter approval, T.I.M.E. Community School (TCS) will be an independent, directly funded charter school operated by T.I.M.E. Community Education, a California nonprofit public benefit corporation formed pursuant to California law. T.I.M.E. Community Education is a nonprofit that qualifies for and has applied to be a tax-exempt 501(c)(3) organization. T.I.M.E. Community Education shall comply with the provisions of the California Corporations Code governing nonprofit corporations, the Charter Schools Act, and all other applicable laws.

TCS will operate autonomously from its authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated with the authorizer. Pursuant to Education Code Section 47604(c), the authorizer will not be liable for the debts and obligations of TCS, or for any claims arising from the performance of acts, errors, or omissions by TCS, as long as the authorizer has complied with all oversight responsibilities required by law.

Organizational Structure of TCS



Note, the Parent Advisory Committee, School Site Council, and English Learner Advisory Committee will support the principal in developing or reviewing/approving various school improvement plans and budgets

Board Structure

The Board of Directors is the governing body and is responsible for the successful operation of the school. It may delegate some of its responsibilities to the executive director, but retains full responsibility for the school.

The Board shall consist of a minimum of five (5) and no more than eleven (11) directors appointed by the existing board. Board members will serve staggered two-year terms.

TCS Board members demonstrate their willingness to serve through their regular and generous dedication of personal time, professional expertise in education, community activism, fiscal and real estate, legal (see resumes in Appendix A), and necessary resources to the timely and responsible completion their oversight duties. The Board will seek future directors who also provide a balance of knowledge and expertise in education, business and non-profit management, English Language Learners, finance, facilities, fundraising, law, and community leadership and services.

The board will appoint board members for staggered two-year terms, unless otherwise removed from office in accordance with the bylaws. The authorizer may designate a representative to the Board in accordance with Education Code Section 47604(b).

The Board of Directors may form committees in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals.

TCS shall ensure that, at all times throughout the term of the charter, the bylaws are consistent with the provisions of this Charter.

TCS shall comply with the Ralph M. Brown Act and the Charter Schools Act, including Education Code §47604.1, as added by Senate Bill 126 (2019) and effective January 1, 2020, concerning the location of meetings of TCS's governing board. TCS shall also comply with the Public Records Act, the Political Reform Act, and Government Code §1090 pursuant to Education Code §47604.1.

Board Meetings

The Board of Directors will hold regular monthly meetings. Additional meetings may be called as necessary and all meetings of TCS's governing board to discuss items related to the operation of the charter school will comply with the Brown Act. Such meetings shall be held at the school site, or another suitable location within the jurisdictional boundaries of the county in which the greatest number of pupils enrolled in TCS resides and that is accessible to the school community and the public.

Agendas for regular meetings will be published in advance and will be posted at the location(s) of the meeting, near the entrances of the school, at the entrance of the school's

main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours in advance.

A majority of the actual number of directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the directors at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, except when the law requires more than a majority vote to take action, such as adding items to the meeting agenda under the Brown Act.

Members of the Board of Directors may participate in meetings by teleconference as long as the requirements of the Brown Act are complied with, including:

- Agendas shall be posted at all teleconference locations;
- Each teleconference location shall be identified in the agenda and shall be accessible to the public;
- At least a quorum of the members shall participate form locations within the boundaries of the Charter School's jurisdiction;
- The agenda must provide the opportunity for the public to address the board directly at each teleconference location; and
- All votes must be by roll call.
- The secretary or other individual as designated by Board will maintain accurate minutes of meetings.

In addition, a two-way teleconference location shall be established at each TCS school site and resource center in accordance with Education Code §47604.1.

Governing board adopted policies, meeting agendas and minutes shall be maintained and available for public inspection, and shall be available to TCS's authorizer upon request. The posted agenda shall contain a description of where the agenda was posted and that the meeting is held in compliance with the Americans with Disabilities Act.

Founding Board Members

TCS founding Board members possess a deep commitment to improving the quality of education for Montebello children and the quality of life for the Montebello community. They possess an unshakable belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born.

LaMar Brown serves as the board's President. He is dedicated to TCS because it reflects and celebrates the diversity of its students and community. In 2013, Mr. Brown traveled to South Africa with Rescue International to support the empowerment of communities through education. Mr. Brown believes as the world becomes more global, we need to be able relate to others who are not like us, and has written a series of books designed to address common issues such as bullying, insecurities, and fear in a funny, creative format that helps children thrive.

Mr. Brown earned a Masters in Education in a Global Context from National University, and a Bachelors degree in Marketing Management from Concordia University. He possesses professional skills in branding, marketing, career coaching, networking, human resource management and real estate.

Brandy Price serves as the board's Vice - President. She is a National Board Certified teacher and consultant with the National Writing Project. As a principal, she led her school to National Quality in Education awards for teacher action research and data analysis. She received a J.D. from the University of Pennsylvania Law School and a Certificate in Business and Public Policy from Wharton Business School. At Penn, Brandy earned the Pro Bono Publico award for her work with community organizations. Brandy is a proud graduate of the UCLA Teacher Education Program, where she earned a Masters degree in Education and learned about and embraced social justice as an enduring goal of education. In 2014, she was one of only 13 educators nationwide selected as a Hope Street Group National Teacher Fellow. With Hope Street Group, Brandy collaborated with the US Department of Education in identifying methods by which to customize teacher professional development. In 2016, Brandy was selected as an EarthWatch Teacher Fellow and joined scientists on a 10-day research expedition to study climate change. Her articles on equity in education have been featured in publications such as CATE, ASCD Express, ASCD In Service, and in the teaching anthology What Teaching Means. Brandy believes in the power of leveraging best practices. As such, she has presented at the ASCD Annual Conference, the CDE Title 1 Conference and was recently invited to participate in the US Department of Education Teach to Lead Summit on Inclusion, Equity and Opportunity. Brandy is thrilled to have found her calling in education, particularly as an advocate for historically under-served communities and students.

Adrian V. Enriquez serves on the board as Treasurer. Mr. Enriquez is a business owner of a mortgage company branch office. His ability to create relationships, bring people together, and inspire them to build something greater than themselves have led to a team and network of support staff, loan officers, real estate agents, and partners who rely on his leadership on a daily basis. He will bring fiscal and finance expertise to TCS.

Alexandra Soto serves on the board as Secretary. Alexandra is a second-generation business owner in the Montebello community. Her mother has operated a beauty saloon for more than 30 years and now Alexandra is her partner in this business. Alexandra is an active member of the Montebello community and is committed to revitalizing the community with a focus on business and education. Alexandra has a degree in Psychology, a Masters in Business and her Esthetician License.

Jorge Moreno, D.O., serves on the board as member/director**.** He has been practicing Integrative Medicine for 20 years and is Chief Medical Officer of Center for Wellness located in Los Angeles, California. Dr. Moreno volunteers as team physician for community athletics, and has serves as a mentor to students.

As the board grows and evolves, members will be sought who share a commitment to the TCS vision and mission and who truly believe that all children can achieve at the highest level of excellence regardless of their circumstances. They must have adequate time to participate meaningfully in their Board responsibilities. TCS provided initial Brown Act training to its governing board members and administrative staff in January 2019, prior to the execution of any duties. TCS shall certify to LACOE annually or after any changes in governing board members or administrative staff that the Brown Act training was provided.

Board Roles and Responsibilities

The Board is fully responsible and accountable for the operation and fiscal affairs of the school. Board members:

- Comply with Government Code 1090
- Promote, guard and guide the vision and mission of TCS
- Allocate resources so that TCS meets its mission and goals
- Execute all applicable responsibilities provided for in the California Corporations Code
- Hire, supervise, and evaluate the Executive Director
- Establish operational committees as needed
- Recruit and elect new Board members
- Approve the education program an curriculum
- Monitor student achievement to ensure progress toward fulfillment of the school's mission
- Approve and monitor the annual budget, budget revisions, and monthly cash flow statements
- Act as the fiscal agent for TCS
- Approve all major contractual agreements in compliance with school procurement policy
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Participate in fundraising activities
- Engage in ongoing strategic planning
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions
- Appoint a neutral hearing officer take action on recommended student expulsions.
- Select, monitor and evaluate contracted services annually.
- Receive annual training on responsibilities as Board members, with topics to include Conflicts of Interest laws and rules, the Brown Act, and roles and responsibilities of the board.

Professional Development

The Board will participate in annual and ongoing professional development including initial governance and fiscal training. TCS has contracted with Procopio, Cory, Hargreaves, and Savitch, LLP for legal services and governance training. TCS has contracted with EdTEC for back office fiscal services and training. Both these trainings will occur annually. In addition, TCS is a member of the California Charter School Association and the board will participate in

its trainings and conferences related to effective Board service. TCS will evaluate Board trainers, such as Brian Carpenter, who is the author of Charter School University and Marcie Cornell Feist, the CEO of Board on Track for advanced training and participation in ongoing discussions that each host. The board will also identify 'just in time' training to ensure full preparation for items on the agenda, such as review of test data and fiscal reporting. All board members and management employees will receive conflict of interest training that includes compliance with the Political Reform Act and its implementing regulations, and the Conflict of Interest Code adopted by TCS.

Parent and Stakeholder Involvement

Parent Advisory Council: The Parent Advisory Council will be the primary vehicle by which parents are involved in governance decisions. It will be comprised of parent and teacher representatives elected for one-year renewable terms selected each September, and will meet monthly when school is in session. The Council will make recommendations to the principal regarding activities (e.g., parent workshops, fundraising, teacher recognition, Read-A-Thons, etc.)

In addition to the Parent Advisory Council, TCS will promote frequent and open communication between parents and school staff including:

- Governance meetings
- Student led parent-teacher conferences
- Parent information sessions
- Parent education sessions
- Website
- Email,
- Phone messaging system, and/or announcements/communications sent home with students in hard copy
- The *Family-Student Handbook* in English and Spanish.

TCS will also seek to hold meetings with parents at night after working hours, in order to accommodate working families.

As valued stakeholders, parents will play an active role in developing the Local Control and Accountability Plan. TCS will engage in a "Shared Vision" process that involves asking all stakeholders, including parents and teachers, the following questions in order to inform school-wide decisions:

- What makes a school exemplary?
- What will students need to know in the 21st century?
- If needed, how do we change our current system to meet the needs of all students?

School Site Council: The School Site Council ("SSC") is an advisory body that works with the principal to develop, review, and evaluate school improvement programs. The SSC also

develops the School Plan for Student Achievement to the extent such a plan is required by a program operated by TCS, unless TCS chooses to use its LCAP for this purpose. The SSC will be comprised in accordance to Education Code 65000 and consist of:

- The school principal
- One or more classroom teacher representative(s) elected by the teachers
- One or more school personnel who are not teachers, elected by school personnel who are not teachers
- One or more parent or community representative(s) elected by the parent/guardians of TCS students
- One or more student representative(s) elected by the Student Council

Students will also be encouraged to participate so that they may help shape school policy, and may also provide input on the LCAP and school performance relative to the California state priorities. The SSC will meet monthly during the academic year and recommend action for the board to adopt regarding site-specific issues. The school principal will communicate these policies to the Board.

English Language Advisory Committee: State law requires each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form an English Learner Advisory Committee (ELAC). TCS anticipates that its student population will be primarily students with limited English proficiency.

The English Learner Advisory Committee (ELAC) will be a committee of parents who advocate for English language learners (ELL). The committee will provide parents with opportunities to learn more about the programs offered to their students and will advise the principal and the School Site Council on programs and services.

The TCS Parent/Student Handbook will be board approved and the board will ensure that it is distributed in hard copy to all families each year, to new enrollees during registration, and upon request, and that it is at all times available online, and that the handbook will include the following:

- Detailed expectations for student attendance, behavior, and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education)
- Policies regarding dress code, student fees and field trips
- School calendar and bell schedule
- Complaint procedures that parents may pursue in the event of disagreements
- Independent Study
- Graduation and/or Certificates of Completion requirements

Although TCS may encourage parental involvement, it is not required. TCS notifies parents and guardians of applicant pupils and currently enrolled students that parent involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

Element 5 – Employee Qualifications

The qualifications to be met by individuals to be employed by the charter school.
Education Code § 47605(b)(5)(E).

TCS shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

TCS believes that to be a successful school as defined by student academic achievement, all staff must possess an unshakable belief that children from under-resourced communities can reach the highest academic levels. The interview process for all positions will require candidates to:

- Express and embrace TCS' mission, vision and values.
- Understand the critical role schools play in elevating, advancing, and uplifting communities.
- Demonstrate the persistence and resourcefulness to overcome obstacles and solve problems.
- Accept personal responsibility for the educational results of students (teachers/administrators).
- Possess high personal ethical standards.
- Demonstrate a belief in lifelong learning.

TCS considers the following to be key positions, and individuals in those positions will meet the following additional qualifications:

Executive Director/Principal

Note: The Executive Director and Principal position will be combined for the first two years until a Principal is hired in the third year of operation.

In addition to these personal qualities, the Executive Director must also have attained a Master's degree in education or management and at least six years of educational administrative experience, be able to demonstrate strong communication, managerial, and technology skills, understand charter laws and finance, and provide leadership and inspiration throughout the organization.

The incumbent will carry out the following job duties:

- Develop, maintain and improve support systems and processes, including a student information system and assessment systems.

- Oversee fundraising,
- Facilities development and maintenance
- Provide financial management of the school, including the development and implementation of the school's annual budget
- Provide information, advice, and counsel to the Board of Directors in the development of policies, programs, and strategic direction of the corporation and TCS specifically
- Support Board activities, including the development of meeting schedules, locations, agendas, and meeting materials.
- Oversee the administration and overall operation of TCS, including: reviewing and evaluating the results of program activities; supervising the school principal and classified staff, ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; and developing organizational and administrative policies and program objectives for Board of Directors consideration.

The Executive Director will hire a principal to lead TCS's day-to-day operations.

Principal

The principal reports to the Executive Director. The principal is responsible for the school environment and student performance. The principal is also responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school, including the academic success of TCS's students. The incumbent in this position organizes, administers, supervises, and evaluates academic and operational outcomes at TCS. The principal is held accountable for the continuous improvement of the school and its staff.

Qualifications include either: 1) possession of a Master's degree and three years of educational administrative experience, or 2) an administrative credential and one year of educational administrative experience, preferably experience will be in an urban setting. The successful candidate will be skilled at building a school culture that mobilizes the efforts of all students, staff, and parents to realize the school mission, knowledge of effective practices motivating all students to adhere to high standards of conduct, and have knowledge of urban children and their families.

Specifically, the principal will:

- Establish, with the assistance of the school community, school-wide learning goals and action plans and tracks school-wide learning progress.
- Select instructional staff that has the knowledge, skills, and beliefs to ensure each child reaches high levels of academic achievement in accordance with the standards and processes.
- Provide leadership, direction, and support in the formulation, implementation, and adjustment of instructional program plans.
- Monitor (and ensures that teachers monitor) student growth and achievement.
- Modify school-wide action plans to reflect learning progress.
- Lead the WASC accreditation process.
- Administer TCS academic policies.

- Ensure the implementation of a research-based curriculum.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Recruit, select, and hire school support staff.
- Report to the Board of Directors on student progress, and on matters of school operations as requested.
- Build a school culture of high expectations for all students throughout the school community.
- Engage the active support of parents and community members in support of the education of all the students.
- Manage and facilitate group planning and program-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.
- Ensure a safe and orderly environment.
- Direct the enforcement of school policies.
- Serve as the Custodian of Record
- Serve as Schools Accountability Report Card (SARC) Coordinator

Assistant Principal

In Year 4, TCS will be at full capacity and intends to hire an assistant principal to lead instructional oversight, discipline, and parent communications. The executive director and principal will develop a detailed job description in Year 3. The assistant principal will support the school's plan towards becoming a fully integrated STEAM school and will be well versed in the Common Core State Standards. He/she will support the development of common assessments, units of study, as well as understanding the key instructional shifts in ELA and math.

Reporting to the Principal, the assistant principal will be a committed and entrepreneurial school leader who is excited by the challenge of transforming a school and making a real difference in the lives of students. S/he will have previously worked in similar schools and will be prepared to accept the complexities and challenges of working with all stakeholders to understand and educate students from this community.

Minimum Qualifications:

- A valid California teaching credential requiring a bachelor's degree and a program of professional preparation
- Master's degree from an accredited college or university
- Three years of successful full time teaching experience

Desirable Qualifications:

- At least two years of out of classroom school leadership experience desirable
- An Administrative Credential
- STEAM Background
- Evidence of experience leading students and adults to increasingly high levels of student academic achievement
- Inspiring leader, able to quickly build trust and strong working relationships with students, teachers, classified staff, parents and other community members
- Passion for improving education and dramatically increasing achievement and life outcomes for all students; a belief that all students can reach high levels of achievement with support from adults
- Knowledge of research-based best practices in the field of education pedagogy, including common core curriculum design, professional development and assessments
- Strong ability to understand and implement instructional practices that accelerate student achievement for elementary students; understanding of child development and appropriate instructional choices for all grade levels
- Ability to model an open and honest dialogue with all stakeholders; someone who is able to have difficult conversations in order to create the best working environment for students and other adults
- Experience working with students with challenging behaviors
- Strong understanding of second language acquisition and strategies
- Reflective, someone who is self-aware and open to new ideas and opinions
- Ability to plan and conduct professional development for large and small groups
- Excellent oral and written communication skills and advanced computer literacy
- Excellent human relations/customer service skills

Teachers

TCS is committed to hiring a faculty of qualified and committed teachers who can effectively implement the T.I.M.E. learning model of collaboration, reflection, and innovation. Our primary teacher recruitment strategy is to conduct outreach and solicit applications from teachers who reflect our student demographics through EdJoin, Handshake, employment fairs at local colleges and universities, and CCSA fairs. We will prioritize the hiring of candidates who embrace our educational philosophy, including project based learning, T.I.M.E. Learning Model, and restorative justice as an effective discipline and culture building framework.

Interested candidates will participate in extensive screening that includes a demonstration lesson, and successful candidates will be required to provide TB testing and results, fingerprinting and criminal background check, employment eligibility, and completion of

mandated reporting training on child abuse. TCS shall maintain current copies of all teacher credentials and make them readily available for inspection upon request.

Upon hiring, TCS will provide training and professional development in these areas and conduct extensive teambuilding to facilitate a faculty that is able to model the tenets of our educational program and achieve our mission.

Minimum Qualifications:

- Bachelor's degree
- Valid teaching credential (TCS shall have flexibility in credentialing requirements with regard to noncore, non-college preparatory courses.
- CLAD credential (due to the targeted student population that will consist of many EL students.)

TCS teacher job descriptions include the following activities:

- Plan and implement an integrated curriculum for assigned grade level based upon the California State Standards and Common Core.
- Develop and create lessons, direct instruction, projects, and assessments that engage, challenge and excite students
- Create and maintain a classroom environment that supports learning utilizing constructivist methods.
- Incorporate a variety of instructional methods into a standards-based program.
- Supplement instruction with a variety of texts, media, and outside resources
- Identify, select, and modify instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs, including English language learners.
- Facilitate student use of technology and blended learning.
- Assume responsibility for meeting student performance goals and working with the faculty to meet defined achievement goals.
- Design, deliver, review, and revise assessments in order to learn from and improve curriculum and instruction in a data-driven teaching environment.
- Use student data to inform and reflect upon practice and to address individual student needs and improvement
- Collaborate with peers (grade level, department, enrichment, special ed., volunteers) in order to enhance the instructional environment.
- Participate and lead after school programs
- Maintain effective and efficient record keeping procedures.
- Work collaboratively with all stakeholders
- Maintain high quality records for attendance, coursework, and general information across all school platforms
- Commit to the larger school community by participating in various activities on a regular basis
- Communicate respectfully and effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.

- Participate professionally in scheduled meetings (grade level; faculty; Professional Development, etc.).

SPED Teacher

Minimum Qualifications:
- Bachelor's degree
- California Education Specialist Credential, Mild to Moderate (intern, preliminary or clear).
- Possess a CLAD or BCLAD certification to work with English Learners.
- Demonstrate strong classroom management skills.

Major Duties and Responsibilities:
- Provides services directly to students or through an aide with the supervision by the resource specialist
- Caseload monitoring - schedules and arranges IEP conferences for pupils and parents
- Provides appropriate educational diagnostic services to individuals with exceptional needs who are enrolled in special education programs or are being considered for special education services
- Coordinates special education services with the regular school program for each individual assigned to his/her caseload
- Monitors pupil progress on a regular basis, revises education programs as appropriate, and refers pupils who do not demonstrate appropriate progress to the IEP team
- Provides a program that emphasizes academic achievement, career and vocational development, and preparation for adult life
- Provides consultation, resource information, and materials regarding individuals with exceptional needs to regular classroom teachers and parents
- Serves on a committee for admission, placement, evaluation, and discharge of pupils in Special Education
- Provides continual supervision for pupils in the school activities anywhere in the school
- Plans and supervises the work of instructional assistants assigned to the class
- Orders and initiates orders for teaching materials required by the particular pupil population under his/her supervision
- Other related duties as assigned

Other Duties and Responsibilities
Special education teachers are expected to fulfill the duties over and beyond their assigned classroom teaching that relate to the total program of school and student activities. These duties are to be arranged as equitably as possible.

School Counselor

The school counselor provides information to students and parents/guardians regarding post-high school options, financial aid and career planning. The counselor will with students on

developing academic and career goals, ensuring students are meeting high school graduation requirements, and addressing specific educational needs of students pertaining to college/career choices. This position is responsible for providing teachers and parents with information and materials necessary for students to meet their choices.

The School Counselor reports to the principal. Qualifications for the positions include:
- An appropriate California teaching credential (preferred)
- Valid California Pupil Personnel Services – School Counseling Credential (preferred)
- Other qualifying experience in student academic/career counseling

The duties of the school counselor include:
- Assisting all students with developing academic, career and personal/social skills, goals and plans.
- Designing, implementing, monitoring, and adjusting educational plans for individual learners and be able to report results.
- Identifying, assisting, tracking, and monitoring students at risk.
- Providing educational opportunities for students to explore college and employment opportunities, including scheduling college field trips, developing relationships with organizations in the local community and becoming familiar with local educational resources.
- Coordinating events and activities that enhance a college and career school culture.
- Ensure students and parents understand the requirements for graduation from high school to college entrance requirements.
- Testing duties
  - Ensure proper administration of all standardized state wide and national assessments, including but not limited to AP, CAASPP, CAST, ELPAC, FitnessGram, and SAT.
  - Ensure that all test proctors and teachers receive necessary training.
  - Ensure the safeguard of all test materials.
  - Model a culture of data-informed decision-making.
  - Collect, disaggregate and analyze student learning data from standardized tests and school assessments.
  - Prepare reports and create presentations detailing student performance levels and progress.
- ELAC/ELPAC Coordination
- Serve as point of contact for families who are homeless and for foster students and who will be specifically trained to meet the needs of homeless youth and foster youth in alignment with the McKinney-Vento Act and AB 490 as described above.

Special Education Resource Assistant

Minimum Qualifications:
- High School Diploma with 48 college units or AA degree or higher (Bachelor's Degree Preferred)
- Bilingual in Spanish Preferred (read and write)

- Familiarity working with students in a tutoring environment
- CPR and First Aid Certified (before first day of work)
- TB and DOJ Clearance (before first day of work)
- Ability to demonstrate an understanding, patient and receptive attitude toward students of varied age groups
- Effective communication skills in oral and written from in English
- Ability to perform routine clerical tasks and operate a variety of educational and office related machines and equipment
- Willing to learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a positive educational environment
- Establish and maintain cooperative working relationships with children and adults
- Sensitivity to the needs of young children

Duties:
- Know, support and accurately track progress on student IEPs
- Know, support, accurately track and update behavioral data (recognize when new behaviors need to be added and when behaviors no longer need to be tracked)
- Know and follow students' Behavior Intervention Plans (BIP) to assist and support students during behavior challenges
- Complete daily communication log and ensure it goes home with student
- Monitor and engage students socially, verbally and academically
- Motivate students to be on task
- Assist with daily schedule and routines:
- Assist in choosing appropriate free time break activities and presenting new choices to expand break time activities
- Assist with all transitions: between classes, changing for pool, from school to community, etc.
- Support student with academic and sensory needs and modify learning environment to increase success and independence per teacher, OT, speech, IEP, etc. instruction
- Facilitate and monitor appropriate social interactions with peers and staff
- Help student keep track of their materials (binders, device, fidgets, etc)
  Participate in weekly staff development meetings and trainings. Maintain the confidentiality of student records and information according to established guidelines.
- Assure the health and safety of students by following health and school wide safety practices and procedures.
- Encourage and teach independence with all tasks
- Assist with the development and implementation of learning materials

General Education Instructional Assistants

Qualifications:
- High School Diploma with 48 college units or AA degree or higher (Bachelor's Degree Preferred)
- Bilingual in Spanish Preferred (read and write)

- Familiarity working with students in a tutoring environment
- CPR and First Aid Certified (before first day of work)
- TB and DOJ Clearance (before first day of work)
- Ability to demonstrate an understanding, patient and receptive attitude toward students of varied age groups
- Effective communication skills in oral and written from in English
- Ability to perform routine clerical tasks and operate a variety of educational and office related machines and equipment
- Willing to learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a positive educational environment
- Establish and maintain cooperative working relationships with children and adults
- Sensitivity to the needs of young children

An Employee Handbook will be distributed to all employees. The governing board shall approve the Employee Handbook to ensure it complies with law and is aligned with board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to each employee at the time of their hire and each year at the beginning of the school year. At a minimum, the handbook shall include detailed expectations for standard rules of behavior, employee performance, employee problem solving, due process rights of employees related to disciplinary actions including termination, compensation and benefit information, and a description of both formal and informal complaint procedures, discrimination and harassment, workplace security, drug and alcohol policies, at-will employment (if applicable), confidentiality, electronic communications, family and medical leave and employee benefits. Amendments to the employee handbook may be made and distributed to employees by the Charter School during the year. A copy of the handbook may be reviewed during site visits.

Office Manager

The office manager reports to the principal. Qualifications for this position include:
- Bachelor's degree from four-year college or university or one to two years of related experience and/or training; or equivalent combination of education and experience.
- Ability to: Read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.

The office manager schedules appointments, provides appropriate information to callers, and otherwise provides administrative and business detail by performing the following duties:
- Prepare and communicate reports.
- Track teacher credentials and maintain personnel records.
- Read and route incoming mail.
- Assist in ELPAC testing.
- Compose and type routine correspondence.
- Organize and maintain file system, and file correspondence and other records.
- Answer/screen telephone calls, and arrange conference calls.

- Greet scheduled visitors and direct them to appropriate area or person.
- Arrange and coordinate travel schedules and reservations.
- Conduct research, and compile and type statistical reports.
- Coordinate and arrange meetings, prepare agendas, reserve and prepare facilities, and record and transcribe minutes of meetings.
- Make copies of correspondence or other printed materials.
- Prepare outgoing mail and correspondence, including e-mail and faxes.
- Order and maintain supplies, and arrange for equipment maintenance.
- Ensure all student records have been correctly exited from CALPADS on or before final school closure date.

Facilities Manager

The Manager will supervise all facilities maintenance staff and will have primary responsibility for planning and directing the day-to-day maintenance of the school's facilities. This position ensures compliance with local, state, federal and work safety regulatory requirements including city and state permits and registrations in all assigned areas. To qualify for the position, the following apply:

Qualifications:

- High School diploma required, Associates or Bachelor Degree preferred, Technical School certificate a plus.
- Minimum 3 years of related experience supervising grounds, facility operations and maintenance staff. Related experience can entail construction, plant engineer, or facility management.
- Proven personnel and contractor management experience with aptitude to judge quality of performance in all major technical trades and personal experience in at least one technical trade (carpentry, mechanical, electrical, structural).
- Excellent facilitator with the ability to motivate, direct, and train people and collaborate and interact with others effectively and productively.
- Experience in education/academic environment, preferred.
- Knowledge of building codes or city regulations and construction and architecture terminology.
- Knowledge of O.S.H.A. requirements and the ability to routinely follow those guidelines and requirements.
- Working knowledge and familiarity with computer systems and software programs such as Microsoft word and Excel.
- Hands-on knowledge and experience in the safe operation of a variety of tools, machinery, and power equipment used in performing essential functions.
- Excellent communication skills both orally and in writing, including the ability to interact/communicate with all types of members of the community including teachers, administrators, trustees, parents and students.
- Ability to prioritize and perform multiple tasks, to read, analyze, and interpret general business documents, invoices, forms, and governmental regulations.

- Ability to take charge but deal professionally and calmly in emergency situations.
- Ability to perform basic first aid.
- Ability to walk, stand, maintain balance, climb ladders, crouch, lift, carry, push, or pull up to 50 lbs, bend, stoop, and reach above shoulder level.

Responsibilities:
- Coordinate and directing the facility repairs, maintenance of equipment and buildings
- Dispatch and assign craftspeople/contractors
- Communicate with various agencies, vendors, community services, and the public to coordinate program and school operations
- Meet with regulatory agencies on state and local levels as necessary
- Support organization of school events
- Support IT and school infrastructure in terms of technical issues and projects
- Implement school's safety program, incl. Emergency and Disaster Preparedness
- Other duties as assigned

IT Support

Qualifications:
- High school diploma or equivalent; one (1) year experience in computer hardware and software.
- Valid California driver's license.
- Two (2) years experience in computer field; technical trade school; technical certifications is desirable.
- Knowledge of:
  - Ethernet and FDDI
  - Current operating systems and technology
  - Software installation and configuration
  - Commonly used diagnostic software for personal computers and LANs
  - Strong technical aptitude and interest in information technologies
  - Current wired and wireless network technologies
  - Procedures for repair of computers
  - Maintenance of printers and other related electronic instructional equipment
  - Modern office practices, procedures and equipment

- Ability to:
  - Work in an informational technology environment
  - Assemble computers and associated peripherals;
  - Exhibit manual skills and analyze technology related issues
  - Maintain thorough and accurate work in stressful situations
  - Understand and work with people who may not be able to express themselves in technical terms
  - Learn and apply school operations, policies, and objectives
  - Operate office equipment and current computer software

- Key accurately
- Make computations with speed and accuracy
- Maintain records and prepare reports
- Plan and organize work
- Meet schedules and timelines
- Work independently
- Communicate effectively both orally and in writing
- Establish and maintain effective working relationships with others using tact, patience, and courtesy
- Work with discretion and maintain confidentiality
- Exhibit punctuality.

Duties:

- Perform a variety of technical functions including evaluating, installing, testing, implementing, monitoring and maintaining complex systems, application software and hardware on the school's WAN and LANs.
- Maintain network security and virus protection.
- Provide E-mail support.
- Troubleshoot hubs, layer two switches and wireless access points.
- Assist site personnel with problems, concerns and questions about software and hardware, and recommend possible solutions for these concerns.
- Install, configure, troubleshoot, and maintain District-purchased hardware, peripherals, and software.
- Evaluate and recommend the purchase of appropriate parts and equipment used to maintain and repair hardware.
- Serve as a support for Information Technology staff.
- Perform other related duties as assigned.

Element 6 – Health and Safety

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

California Education Code § 47605(b)(5)(F)

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies and procedures may be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and, as necessary, the Board of Directors. A comprehensive set of policies shall be maintained at the school site.

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

Procedures for Background Checks
Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy via direct reports (the Director of Operations) and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Information received shall be stored in a locked file separate from other files and only accessible to the Executive Director who will act as the custodian of records.

Staff as Mandated Child Abuse Reporters Policy
All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code
Section 44691.

Tuberculosis Risk Assessment and Examination Requirement

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 Policy
All enrolled students who receive classroom-based instruction 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. TCS shall enroll foster students and homeless students whose immunization records are missing or unavailable at the time of enrollment. Once enrolled, TCS will work with the student's previous school and/or the student's parents, guardians, or caregivers to obtain the student's immunization records, if available, and will also work with local health departments to ensure the student receives all vaccinations they may need.

Vision, Hearing, and Scoliosis Requirement
Students will be screened for vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School. To provide these screenings for students, TCS intends to contract with a local nursing service or health clinic each year. The Charter School will communicate these health screening requirements to families via the Student/Family handbook.

Medication in School Policy
The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. The Charter School will designate a person responsible for overseeing administration of the medication as needed, and contract with a nursing service if necessary.

Suicide Prevention Policy
The Charter School shall adopt and maintain a policy and procedures on student suicide prevention in accordance with Education Code Section 215. The Suicide Prevention Policy shall address topics including, but not limited to, the following:

- Procedures relating to suicide prevention, intervention, and postvention;
- The needs of high-risk groups of youth;
- Staff development and training on suicide awareness and prevention; and
- Ensuring that a school employee acts only within the authorization and scope of his/her credential or license.

Feminine Hygiene Products
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Diabetes

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

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

Food and Beverage Advertising

The Charter School shall not advertise any food or beverage during the school day, or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted by Education Code Section 49431.9.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

Concussion Protocol and Procedures

To the extent it offers an athletic program, the Charter School will adhere to Education Code Section 49475 regarding the proper procedures for any student suspected of sustaining a concussion or head injury in an athletic activity. If applicable, the Charter School shall provide on a yearly basis a concussion and head injury information sheet to all students participating in an after school athletic activity, to be signed and returned by the parent or guardian prior to the student's participation in the after school athletic activity.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

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

adopt a tobacco, drug and alcohol policy that includes clear rules, enforcement guidelines, and consequences of using any of these on campus as detailed in our suspension and expulsion policy.

Emergency Preparedness
The Charter School shall develop a school safety plan (which may be referred to as Emergency Preparedness Handbook), which shall include the safety topics listed in subparagraphs (A) through (H) of Education Code section 32282(a)(2), and procedures for conducting tactical responses to criminal incidents. The plan will be reviewed and updated by March 1 of every year by the Charter School.

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

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 California Department of Education 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.

Prevention of Human Trafficking
The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures
The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School shall develop a comprehensive Title IX Harassment, Intimidation, Discrimination and Bullying Policy to prevent and immediately remediate any concerns about

discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Information about Title IX complaint filing procedures and Title XI coordinator will be posted on the school's website. Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Element 7 – Means to Achieve Racial and Ethnic Balance

The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Education Code § 47605(b)(5)(G)

TSC will strive to reflect the current community demographics as described in Element 1, and to achieve a racial and ethnic balance among its students that is reflective of the general population of MUSD. TCS will review its outreach efforts annually and direct staff to broaden outreach efforts as needed in order to achieve its goal of enrolling a student population that reflects the general population residing within MUSD.

TCS will become part of the community "feel" by becoming an active player in the community and by participating in fairs, farmers markets, holiday events, chamber of commerce meetings, partnering with YMCA, and participating in volunteer opportunities.

TCS will participate in community events and recruit students year round. Targeted and focused recruitment throughout the district will occur annually beginning in January. To achieve the desired demographics, TCS will implement the following recruitment strategies and targeted outreach efforts:

- Create promotional and informational material in English and Spanish that present the TCS vision, mission, goals and program.
- Distribute informational and recruitment materials throughout the year within a three mile radius of the proposed school site at churches, libraries, homeless shelters, Women, Infants and Children (WIC) stores, health clinics, community organizations, local community centers, and at our facilities. Further, TCS will be present at community events such festivals, the Fourth of July parade, grand openings of businesses (Montebello Chamber of Commerce traditionally creates opportunities for non profits to set up information booths at these events) and other community gatherings to provide information and materials.
- TCS will use traditional mail, digital mail, digital advertising, and distribution of TCS materials at community events on a monthly basis.
- Establish partnerships with the YMCA, the Montebello Chamber of Commerce and Montebello Parks and Recreation. Conduct parent/student informational workshops within the targeted attendance area about the school's mission, educational program, support services, and parent education program during weekdays and weekends, and during the day and in the evening.
- Host school tours for prospective students and families as soon as facility lease is signed. School tours will occur throughout the year.
- Canvass homes within a three-mile radius of the school to provide information and answer questions so that the community can choose to support TCS and add to its student recruitment efforts.

Each year TCS will review and analyze post-enrollment data and the school's racial and ethnic balance to assess and determine what changes/adjustments in the recruitment and outreach processes would be appropriate for future years. The checks and balances will hold us accountable for results but also gives us the flexibility to make adjustments to the marketing and branding strategy immediately. In addition to having a heavy community presence we will also maintain a proactive online presence via social media and our interactive website and blogs. We will work with our public relations partner to elevate our school profile via press releases, news articles and radio.

TCS will not discriminate in its programs, curriculum, admission policies, employment practices, and all other operations. TCS complies with all laws related to non-discrimination, tuition, and admissions criteria.

TCS will maintain an accurate accounting of the ethnic and racial balance of enrolled students along with documentation of its efforts to achieve racial and ethnic balance in accordance with the charter petition and applicable law.

Element 8: Admission Requirements

Admission policies and procedures, consistent with subdivision (d) [of Ed. Code section 47605].
Education Code Section 47605(b)(5)(H)

TCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in 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). TCS will adhere to all state and federal laws regarding the minimum age of students.

No test or assessment shall be administered to students prior to acceptance and enrollment. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or parent or legal guardian within the state. The only admission requirement is residence in the State of California.

Although TCS has identified its target audience to be underserved Latino students, its admissions policies and order of preferences ensure admission and warm welcome of all students who wish to attend the school, as outlined in Education Code §47605(d)(2)(A). TCS will 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 youth.

Open enrollment will typically occur between January and April each year. Prospective students who wish to attend TCS must complete an Admissions Application Form that includes the student's name, grade, birthday, and contact information for the family or guardian. Application materials will be made available English and Spanish, as will all advertising for the application period. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv). If the number of pupils who wish to attend TCS exceeds its capacity for any grade level, attendance, except for existing students, shall be determined by a random public drawing. TCS will utilize the following order of preference upon authorizer approval:

- Siblings of currently enrolled students, and siblings of students whose names are drawn in the lottery process, then
- Students residing in the attendance area of MUSD, then
- Up to 10 percent of children of TCS board and staff, and finally
- All other eligible applicants to the extent there is capacity.

Lottery rules and deadlines will be communicated via the Admissions Application Form, flyers/posters, and the school website. Public notice will be posted regarding the date and time of the public drawing. The lottery will typically be conducted during March or April at day and time that is convenient for a majority of interested parties (either on the weekend or after 6 pm on a weekday) and will be open to the public in a venue large enough accommodate all parents and members of the public to ensure that lottery procedures are fairly executed. Parents/custodians are not required to be present at the drawing for admission, which will be explained in the lottery rules and public notices.

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. Each student will be assigned a number, and the numbers will be drawn randomly from a box (or similar container) at the public drawing. Applicants will be admitted in the order their names are drawn. Once capacity has been reached for a grade level, the remaining applicants will then be placed on a waiting list in the order their names are drawn.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

All students who were not granted admission shall placed on a wait list and additional applications received after open application period will be added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled from the wait list. Applications are only valid for the current year.

Students who are offered enrollment will be notified by mail and asked to complete an Enrollment Packet, which shall include the following:
1. Student enrollment form
2. Proof of immunization, subject to the Immunizations Policy discussed above that provides for TCS to enroll foster students and homeless students whose immunization records are missing or unavailable at the time of enrollment. Once enrolled, TCS will work with the student's previous school and/or the student's parents, guardians, or caregivers to obtain the student's immunization records, if available, and will also work with local health departments to ensure the student receives all vaccinations they may need.
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

TCS staff will be available to assist families in completing enrollment paperwork. Students

offered admission will be required to confirm their intent to enroll within five calendar days. If a student declines enrollment, fails to timely respond, or a position opens during the course of the year, the position will be filled with the next student on the waitlist.

Element 9 – Annual Financial Audits

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

Education Code § 47605(b)(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(b)(5)(I) and 47605(m). The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit shall 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.

An audit committee of the Board shall select an independent auditor through a request for Proposal. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be approved by the State Controller on its public shed list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit shall be completed and forwarded to the authorizer, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year and in accordance with Education Code Section 47604.33.

The Executive Director, along with the audit committee, shall review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them within thirty (30) days of receiving the report. The Board will submit a report to the authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the authorizer along with an anticipated timeline for the same. TCS targets January 31 of each year as the deadline for resolving all audit issues and deficiencies, but this date may change depending on the audit issue and/or deficiency.

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

The independent audits of the Charter School shall be public records and available to the public upon request.

Element 10 – Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will Comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Education Code Section 47605(b)(5)(J)

The TCS Pupil Suspension and Expulsion Policy is designed to promote learning and protect the safety and well being of all TCS students. Education Code Section 48900 et seq., which describes non-charter schools' list of offenses and procedures was used to establish the list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the Education Code Section 48900 et seq. TCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. This policy shall serve as TCS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

If this policy is violated, TCS may suspend or expel a student from regular classroom instruction. This policy provides the procedures for student suspension and expulsion. TCS staff shall enforce disciplinary rules and procedures fairly and consistently among all

students.

This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

TCS shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office although TCS will distribute them at the time of enrollment.

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

B. Enumerated Offenses
1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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 his or her own

prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as

defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
u) Intentionally harassed, threatened or intimidated 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2) "Electronic Act" means the creation or transmission originated on or off the 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonates a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile
iii. An act of cyber sexual bullying.
(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be

reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object 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.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
e) Was in possession of an explosive.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, 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 his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand
dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to

have a negative impact upon the individual's
academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Intentionally harassed, threatened or intimidated 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation,
which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2) "Electronic Act" means the creation or transmission originated on or off the 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonates a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object 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.
b) Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
c) Brandished a knife at another person.
d) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
e) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Section

48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

f) Was in possession of an explosive.

If it is determined by the Hearing Officer that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Only the Executive Director or the Executive Director's designee may suspend a student. 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 the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense orally and in writing, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable

effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If TCS 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 immediately.

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. TCS does not provide appeals of suspensions. If a suspension is extended, the student may be suspended pending an expulsion hearing.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

For suspension of ten days or more, the student will be provided written notice of the charges and an explanation of the student's basic rights, and will be provided a hearing adjudicated by a neutral hearing officer within a reasonable number of days. The Executive Director may select the hearing officer.

D. Authority to Expel
A student may be expelled by the Executive Director or designee. Unless a hearing is timely requested by the student's parent, the Executive Director's or designee's determination is final.

E. Expulsion Procedures
The parent(s) or guardian(s) of a student shall have ten days from issuance of a written notice of the Executive Director's or designee' recommendation for expulsion to file a written request for a hearing to be presided over by neutral officer(s) designated by Executive Director or the Board (the "Hearing Officer").

At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(b)(5)(J)(ii)(II). If no hearing is requested, the expulsion becomes final as of the 11th day following the recommendation for expulsion by the Executive Director or designee.

The Hearing Officer shall hold the hearing within 15 days of receipt of a timely request for a hearing. During the hearing, the student shall have the right to representation, the right to present evidence, and the right to question TCS representatives. The hearing shall be held in a closed setting unless the student makes a written request for a public hearing at least three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's 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 right to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered at the hearing. The school secretary or Hearing Officer's designee shall prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support the recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Hearing Officer 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. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2) The Hearing Officer 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 Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4) The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5) The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to TCS. The Hearing Officer 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 Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9) Especially for charges involving sexual assault or battery, the complaining witness shall have the right to have his/her testimony heard in a private session when testifying at a public hearing 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 declarations under oath, 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 Hearing Officer 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 by minutes taken by the school secretary or Hearing Officer's designee.

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 to expel must be supported by the Executive Director or designee substantial evidence that the student committed an expellable offense.

The Hearing officer's 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 determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The final decision by the Hearing Officer shall be made within ten school days following the conclusion of the hearing, in the form of written findings of fact. The decision of the Hearing Officer is final. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel
Following a decision of the Hearing Officer to expel, TCS shall send written notice of the determination to expel, including the Hearing Officer's findings of fact, to the student and parent/guardian. This notice shall also include the following: notice of the specific offense committed by the student; and notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's status with the school.

TCS shall send a copy of the written notice of the determination to expel to the school district of the student's last known residence.

J. Disciplinary Records
TCS shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal
The Hearing Officer's determination after the expulsion hearing is final.

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

M. Readmission
The TCS Board may adopt rules establishing a procedure for filing and processing requests for

readmission and the process for the required review of an expelled pupil for readmission. Upon completion of the readmission process, the TCS Board may readmit the pupil.

N. Involuntary Removal

No student shall be involuntarily removed by TCS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer to be either the neutral and impartial Charter School Board of Directors following a hearing before it, or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The 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.

If the pupil's parent, guardian, or educational rights holder exercises the right to a hearing, the pupil shall remain enrolled and shall not be removed until TCS issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.

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

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

TCS will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

1. Notification of SELPA

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

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and TCS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the TCS, 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 and TCS agree otherwise.

5. Special Circumstances
TCS 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 TCS's disciplinary procedures may assert the procedural safeguards granted to IDEA-eligible students with disabilities only if TCS had knowledge that the student was disabled before the behavior occurred.

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other TCS 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 TCS 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 students with disabilities, including the right to stay put.

If TCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TCS 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.

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

Element 11 – Employee Retirement System

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(b)(5)(K)

All employees will participate in the federal Social Security system in accordance with applicable law. TCS also intends to provide a 403b plan for all staff. The Executive Director will ensure that the appropriate payroll arrangements are made to ensure Social Security and 403b coverage and participation. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. TCS will provide information regarding its retirement systems to the authorizer prior to hiring any employees.

Element 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(b)(5)(L)

No student will be required to attend TCS, as a school of choice. Pupils who choose not to attend TCS may choose to attend other public schools in their attendance area or pursue inter- or intra- district transfers in accordance with existing district enrollment and transfer policies or the student's district of residence. Enrollment at TCS does not entitle a student to enroll in a MUSD school upon exit of TCS unless the student resides within the attendance area of MUSD.

The parent or guardian of each student enrolled in TCS shall be informed that the student has no right to admission in a particular school or any local education agency (or program of any local education agency) as a consequence of enrollment in TCS, except to the extent that such a right is extended by the local education agency. This information shall be provided to parents and guardians in the Parent Handbook, which will be given to parents and guardians upon enrollment. The Parent Handbook will be posted on the school website as well.

Element 13 – Rights of District Employees

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

Education Code § 47605(b)(5)(M)

No employee of the authorizer shall be required to work at TCS. Employees of the authorizer who choose to leave the employment of the authorizer to work at TCS shall have no automatic rights of return to the authorizer after employment TCS unless specifically granted by the authorizer.

Element 14 – Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

Education code section 47605(b)(5)(N)

TCS will attempt to resolve disputes with its charter authorizer amicably and reasonably and to employ a dispute resolution process that is fair and timely. Should any section of this policy be in conflict with authorizer policies or desired protocols, TCS may be amenable to changes agreed to through the Memorandum of Understanding process. In the event that any dispute arises between TCS and its authorizer, both parties agree to use the procedure as stated herein, except for any dispute that is any way related to revocation of the charter school. All parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

In the event of a dispute between TCS and its authorizer, the party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts (the "Written Notification"). The Written Notification shall be tendered to the other party by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail.

All written notifications to the school shall be addressed to TCS at the attention of the Executive Director and to the authorizer at the attention of the Superintendent. The other party shall provide a written response to the Written Notification within 20 business days. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response to the Written Notification. Should this meeting not resolve the dispute, mediation shall be held within thirty (30) business days of the meeting. The costs of the mediator shall be split equally between the authorizer and TCS. Each party will be solely responsible for its own costs of resolving the dispute, including attorneys' fees and expenses. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this process may be revised upon mutual written agreement.

In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, then both parties will no longer be subject to this process. Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the authorizer's ability to proceed with revocation in accordance with Education Code Section 47607 if TCS:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

Internal Disputes

Disputes arising within TCS, including all disputes among and between students, staff, parents, volunteers, faculty, and partner organizations, will be resolved by TCS in accordance with TCS policies and the law. The authorizer shall promptly refer any complaints or reports regarding internal disputes to TCS for resolution pursuant to TCS policies.

Element 15– School Closure

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 § 47605(b)(5)(O)

The following are closing procedures that abide by California Education Code §47605(b)(5)(O), should the school close for any reason. The decision to close the school, either by the TCS Board of Directors or by the authorizer, will be documented in a Closure Action. The Closure Action will be deemed to have been automatically made when any of the following occur:

- The charter is revoked in accordance with the State laws and regulations with regard to revocations, or not renewed by the authorizer and TCS has exhausted its appeal rights;
- The TCS Board of Directors votes to close the school; or
- The charter lapses.

Upon school closure, the Board of Directors will be responsible for overseeing all closure-related activities, and may delegate that responsibility to the Executive Director or other staff member.

In the event of a Closure Action, TCS will promptly provide written notification to parents/guardians and students of the school, the authorizer, the Los Angeles County Office of Education, the SELPA, the retirement system(s) in which the charter school's employees participate, and the California Department of Education. The notice will identify the reason for closure; the effective date of the closure; the name and contact information for the person reasonable for responding to inquiries 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.

TCS will ensure that the notification to the parents and students provides information to assist parents and students in locating suitable alternative programs and the process for the transfer of the student's records.

TCS will develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, and will provide the list to the person/entity responsible for closure activities. The Office Manager will ensure that all student records have been correctly exited from CALPADS on or before final school closure date.

As applicable, TCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family

Educational Rights and Privacy Act.

TCS will ask its authorizer to store original records of its students. If not possible, TCS shall work with the Los Angeles County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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

An independent auditor who is on the State's approval list of education auditors will employ generally accepted accounting principles to conduct the final audit. Stockton Collegiate will utilize its reserve funds to cover the expenses of school closure. TCS will complete and file any academic and fiscal reports, including annual reports required pursuant to Education Code section 47604.33.

In accordance with California law, all unrestricted assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of TCS and, upon the dissolution of the nonprofit public benefit corporation. If the corporation dissolves, any such assets shall be distributed in accordance with the Articles of Incorporation and applicable law.

Any assets or property acquired from the authorizer will be promptly returned upon closure. TCS shall return 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. The Executive Director will ensure that all payroll and benefits records, including contributions to STRS/PERS, are complete and filed appropriately.

On closure, TCS shall remain solely responsible for all debts and liabilities arising from the operation of the school, and not the authorizer.

Additional Requirements

Budgets and Financial Reporting

The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

Education Code Section 47605(g).

TCS has contracted with EdTEC to provide fiscal services: Attached, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first five years of operation

These documents are based upon the best data available to the petitioners at this time.
TCS shall provide reports to its authorizer and the Los Angeles County Superintendent of Schools in accordance with Education Code Section 47604.33, and shall provide additional reports as requested by the authorizer:

1. By July 1, a preliminary budget for the current fiscal year prior to opening and a first year operational budget
2. By July 1, a local control and accountability plan (LCAP)
3. By July 1 every year, a LCAP annual update to the local pursuant to Education Code Section 47606.5
4. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
5. By December 15, a copy of the annual, independent financial audit report for the preceding fiscal year shall be delivered to the authorizer, State Controller, California Department of Education and County Superintendent of Schools.
6. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
7. By September 15, a final unaudited report for the full prior year. The report submitted to authorizer shall include an annual statement of all receipts and expenditures for the preceding fiscal year.
8. Reporting as required by law and as requested by the authorizer 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 SARC, and the LCAP.

Facilities Plan

The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

Education Code Section 47605(g).

TCS will be located within the geographic boundaries of Montebello Unified School District.

The exact address is still to be determined and we are targeting the central/middle area of the district. If we are unable to obtain ideal space in privately owned facility or one is not available or not feasible due to cost or location constraints, TCS will apply to MUSD for Prop 39 facilities by November 1, 2019 to ensure that district allocated space is available if a suitable private facility cannot be located and secured that is better suited to our facilities design plan.

Our facility needs at full enrollment will include:

- 48,000 square feet
  - 17 classrooms (seven in the first year)
  - 1 Digital Media Center
  - 1 Music Room
  - Reception space
  - Storage
  - Office space for the Executive Director, Principal, and Office manager
  - 5 restrooms with 30 toilets
  - Family/community resource room, and teacher meeting/work space

In addition, TCS will search for a facility that provides enough space for a permanent science lab and outdoor recreational space.

Lunch/Auditorium/Hub space footage needs are somewhat flexible but will need to accommodate up to 300 students (when TCS is at full capacity) all together, or 75 students if hub space is available in each grade level configuration.

We have budgeted for a privately leased space and included the costs for renting the space in line item 5610 of the detailed budget, as well as vendor repairs in line item 5615. (See Appendix C for the Charter School budget.)

We are actively searching for feasible (space, safety, transportation, cost) private facilities options in the area. We are targeting our search to industrial/office park buildings in proximity to a school that has a high free and reduced lunch program eligible student population anywhere in MUSD that can be built out in accordance with our design plan. We are working with experienced realtors, developers, and financiers to identify and secure an appropriate space. Ultimately, we hope to purchase or secure a long-term lease for a permanent facility.

We intend to identify a viable facility option by January 2020 to allow for enough time for build out, CDE inspection and opening in July, 2020.

TCS will work with private donors and lenders, and pursue appropriate facility financing options, including financing and reimbursement programs offered by the state and local governments. We intend to apply for SB 740 facilities funding. TCS will meet local building and zoning codes and will obtain all required permitting for the facility.

Potential Civil Liability Effects

Potential civil liability effects, if any, upon the charter school and upon the school district.
Education Code Section 47605(g).

TCS will be operated by a California non-profit public benefit corporation. T.I.M.E. Community Education is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

Further, TCS intends to enter into a memorandum of understanding with its authorizer, wherein TCS shall indemnify it for the actions of TCS under this charter.

The corporate bylaws of T.I.M.E. Community Education shall provide for indemnification of the school's Board, officers, agents, and employees, and T.I.M.E. Community Education will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts shall be determined by authorizer requirements and the school's insurance company for schools of similar size, location, and student population. The authorizer shall be named an additional insured on the general liability insurance. T.I.M.E. Community Education Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Insurance

TCS shall acquire 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. Coverage amounts will be based on recommendations provided by the authorizer and TCS' insurer. The authorizer's Board of Education shall be named as an additional insured on all TCS insurance policies. Prior to opening, the TCS will provide evidence of the above insurance coverage to the authorizer.

Before any individuals are employed, or property or facilities are acquired or leased, TCS shall acquire Commercial General Liability, including Damage to Rented Premises coverage (only required for rented premises the tenant occupies), of $5,000,000 per Occurrence and in the

Aggregate. The policy shall be endorsed to name of the authorizer as named additional insured and shall provide specifically that any insurance carried by the authorizer which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LACOE.

TCS shall maintain Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

TCS shall maintain Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

Fidelity Bond coverage shall be maintained by TCS to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

TCS shall maintain Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

TCS shall maintain Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

TCS shall maintain Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

TCS shall maintain Property Damage Liability replacement value limits sufficient to protect the school's assets.

Coverages and limits of insurance shall be endorsed to name the authorizer as additional insureds and shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

TCS shall provide evidence of insurance coverage to the authorizer 30 days prior to opening, annually and upon revision, its insurance carrier(s) and inform the authorizer immediately if the coverage becomes inoperative for any reason. The authorizer may request to see evidence of insurance coverage during site visits. Certificates of insurance shall be mailed to: Los Angeles County Office of Education, Insurance Compliance (EBIX), P. O. Box 100085-LA

Duluth, GA 30096.

In addition, TCS shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide the authorizer with evidence of such policies and practices on an annual basis. TCS shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the authorizer, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the authorizer, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the authorizer, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by the authorizer within thirty (30) calendar days of full execution of this Contract. The authorizer reserves the right to require complete, certified copies of all required insurance policies at any time.

Oversight

Pursuant to California law, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the authorizer may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1 percent of the revenue of TCS. The authorizer may charge up to 3 percent of the revenue of TCS if providing substantially rent free facilities to TCS. Pursuant to Education Code Section 47613(f), "Revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Responding to Inquiries

TCS shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from its authorizer and shall consult with the authorizer regarding any inquiries. TCS shall provide its authorizer with current and accurate contact information for the school, school administrators, and Board members.

Appendices