



**TLC Public
Charter School**

**Tomorrow's Leadership Collaborative
Charter School**

2018-19 School Accountability Report Card

Address: 1130 E. Walnut Ave
Orange, CA 92867

Phone: 657-284-5228

Principal: Jessica Tunney

Grade Span: Grades TK-5

About Tomorrow's Leadership Collaborative (TLC) Charter School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Orange County Department of Education
Phone Number	714.966.4000
Superintendent	Al Mijares
Email Address	amijares@ocde.us
Website	www.ocde.us

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Tomorrow's Leadership Collaborative (TLC) Charter School
Street	1130 E. Walnut Ave
City, State, Zip	Orange, CA 92867-6952
Phone Number	657-284-5228
Principal	Jessica Tunney
Email Address	Jessica.tunney@tlccharter.org
Website	www.tlccharter.org
County-District-School (CDS) Code	30-10306-0137976

School Description and Mission Statement (School Year 2019–20)

[Tomorrow's Leadership Collaborative \(TLC\)](#) Charter School is a newly established WASC Accredited, TK-8 public charter school, authorized by the Orange County Department of Education (OCDE) in 2018, upon appeal from Orange Unified School District. TLC models best practices for inclusion education, through university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles and WISH Charter Schools in LAUSD. TLC provides an inclusive learning community where *all* students, including those with disabilities and learning differences -- their families, and the school's staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

Several studies have explored the impact of inclusion on students without disabilities, and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class.¹ Sailor has noted that implementation of inclusive practices such as [Universal Design for Learning](#), Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide,

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

because struggling students receive assistance before they fall too far behind.² Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes.³ Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings.⁴

MISSION

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

VISION

Our vision is that TLC will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education.

TLC opened its doors to the community in August 2018, and currently serves a total of 118 students in grades TK-5 and will expand by one grade level annually to serve a total of 236 students in grades TK-8 by 2023. Currently our student demographics include: 67.52 Hispanic, 1.71% Asian, 17.95% White, 0.85% Filipino, 5.13% 2+ Races, 5.13 Unknown; of which 38% are English Learners (EL), 64% Socio-economically Disadvantaged, 20% SWD, and 64% who qualify for free/reduced lunch.

TLC serves a uniquely diverse population of students by design. Within our inclusive model classrooms, our school provides rich and rigorous academic learning opportunities to all students along with social supports and close attention to positive social development. For many families with children in chronically underserved groups (such as English Language Learners and Students with Disabilities) our philosophy and approach to education offers a highly appealing option to the more traditional pedagogical strategies prevalent in many other local schools.

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

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

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

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	23
Grade 1	12
Grade 2	8
Grade 3	9
Grade 4	6
Grade 5	0
Total Enrollment	58

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	3.4%
American Indian or Alaska Native	
Asian	8.6%
Filipino	
Hispanic or Latino	50.0%
Native Hawaiian or Pacific Islander	
White	31.0%
Two or More Races	3.4%
Socioeconomically Disadvantaged	32.8%
English Learners	19.0%
Students with Disabilities	43.1%
Foster Youth	
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	--	4	5	
Without Full Credential	--	0	0	

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
Teaching Outside Subject Area of Competence (with full credential)	--	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	--	0	0
Total Teacher Misassignments*	--	0	0
Vacant Teacher Positions	--	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reader’s Workshop: - Calkins Classroom Libraries (K-5) - Calkins Reading Units of Study (K-5) - Okapi Guided Reading (Flying Start and New Heights) (K-5) Writer’s Workshop: Calkins Writing Units of Study Word Study: Words Their Way TK: DIG Curriculum (Abrams Learning)	2015	0%
Mathematics	Bridges Mathematics MobyMax	2017	0%
Science	1 st – 5 th Teach TCI Science Alive! Units of Study TK-K - Teacher-created materials from state frameworks and other sources	2018	0%
History-Social Science	1 st – 5 th Teach TCI Social Studies Alive! TK-K - Teacher-created materials from state frameworks and other sources	2018	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	N/A	N/A	N/A
Health	Teacher-created materials	2018	0%
Visual and Performing Arts	Teacher-created materials, varies by subject	2018	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Tomorrow’s Leadership Collaborative (TLC) Charter School is housed in a leased facility which consists of 0 portable modular classrooms. Our school employs janitorial services that maintain our campus clean and in impeccable condition. Annually, our school completes the FIT Tool and results are reported on the school’s SARC Report and LCAP.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	--	25%	40%	44%	50%	50%
Mathematics (grades 3-8 and 11)	--	6%	30%	32%	38%	39%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	16	100%	0%	25.0%
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	16	100%	0%	6.25%
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

In 2018-19, Tomorrow’s Leadership Collaborative (TLC) Charter School served grades TK-4 and therefore did not offer CTE and UC A-G approved courses.

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19)

	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7			
9			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

The following outlines methods by which Tomorrow’s Leadership Collaborative (TLC) Charter School engages parents for their input in decision-making, provides opportunities for participation at the school.

PARENT INPUT IN DECISION-MAKING

At TLC Charter School, parent input in decision-making has taken place through the following venues:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- TLC Community Association
- Principal’s Advisory Council (PAC)

During the academic school year, the SSC and ELAC provide input/feedback on the school’s LCAP Action/Services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds. A TLC Parent will also serve on the TLC Board of Directors.

OPPORTUNITIES FOR PARENT PARTICIPATION

TLC Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education. Methods include:

- Host Parent Education Workshops on topics that support positive outcomes for students and topics requested by parents.
- Quarterly Coffee with the Principal
- Partner with Clementine Mobile Food Bank for families in need
- Partner with Healthy Smiles Van to support families without access to dental care
- Parents will have access to Aeries Parent Portal to communicate with teachers, view their child’s grades and attendance.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	40.6%	9.7%
Graduation Rate	--	34.4%	83.8%

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	33.8%	30.1%	9.1%	9.6%
Graduation Rate	--	--	29.4%	31.4%	82.7%	83.0%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	--	--	0%	1.2%	1.8%	1.6%	3.6%	3.5%	3.5%
Expulsions	--	--	0%	0%	0%	0%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2019–20)

Annually, Tomorrow’s Leadership Collaborative (TLC) Charter School’s Leadership Team reviews, and revises, the school’s Comprehensive School Safety Plan prior to the start of the school year. School staff receives training on the contents of the School Safety Plan, and monthly drills take place in compliance with the plan. Each classroom is equipped with an emergency backpack, that contains a first aid kit, snacks, classroom student roster, and emergency contact information. The evacuation plan is clearly posted on the wall of every classroom.

The School Safety Plan was reviewed, and updated with school staff on August 14, 2019 and the School Site Council on February 24, 2020. On a monthly basis the School Safety Plan is discussed with students and staff and implemented regularly through drills and appropriate strategies are identified and implemented to ensure compliance with CA Education Code 32282(a)(2)(A)-(H) which includes:

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- Safety drills: earthquake, active shooter and fire training.
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.0	2		
1				
2	20.0	1		
3				
4	15.0	1		
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	--

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$7,506.64	
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2018–19)

Tomorrow's Leadership Collaborative (TLC) Charter School opened in the 2018-19 school year. Therefore, this year's data served as a baseline to identify areas of strength and areas for growth. Our (8) Paraprofessionals provided academic support and intervention in the classroom, under the guidance, planning and supervision of classroom teachers.

Our students also accessed the following intervention and supplemental program:

- Moby Max (subscription)
- Smarty Ants/Achieve 3000
- Lucy Calkins: Leveled Classroom Libraries

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	57	52

As a charter school in its first year of operation professional development planning took place before the start of the initial school year and was focused on the school’s mission, educational program, and based on the newly adopted curriculum, educational initiatives, evidence-based pedagogical strategies, student needs and recommendations from Orange County Department of Education, MTSS training. The areas of focus this year included:

- CA Standards: ELA, Math, Social Studies, Science
- Universal Design for Learning (UDL): Co-teaching Model using differentiation (WISH PD)
- Project-Based Learning: Create & Creators
- Inclusive Learning Community through co-teaching, and co-assessing student performance
- Positive Classroom Mindsets
- Language & Literacy Development in Children with language-based disabilities

- Meeting the needs of: EL, using ELD Standards, SDAIE, ELD Folders, ELPAC testing & analysis
- Best practices for implementing peer supports in an inclusive classroom
- Disability training on text supporting literacy
- Bridge Math curriculum
- Readers & Writers workshop model
- Balanced Literacy
- CPI Training; SELPA

All teachers also participated in 3-weeks of intensive professional development prior to the start of the school year; 5 non-instructional days during the academic school year; and weekly Wednesday professional development during the school year (co-planning, coaching, and collaboration).